

基于立德树人理念的高校教师培养研究**A STUDY ON THE TRAINING OF COLLEGE TEACHERS BASED ON THE CONCEPT OF BUILDING MORALITY AND CULTIVATING PEOPLE**王晓铭^{1*}, 李圣锋², 田晓玲³, 梁山⁴**Xiaoming Wang¹, Shengfeng li², Xiaoling Tian³, Shan Liang⁴**¹山东英才学院, ^{2,3}山东英才学院学前教育学院, ⁴山东英才学院工学院¹Shandong Yingcai University, ^{2,3}School of Preschool Education, Shandong Yingcai University⁴School of Engineering, Shandong Yingcai University

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摘要: 贯彻立德树人理念, 是高校、中等教育、基础教育的重要内容, 无论对教师、学校、学生, 立德树人都有着十分重要的作用。师德、德育是教育工作的重中之重, 加强教师培养是提高教师师德、开展德育活动的抓手。基于此, 选择高校教师培养进行研究, 包括培养方案、民办公办高校差异、师德、德育等内容, 发现其还存在的一些问题, 并根据立德树人, 从多个方面提出建议, 为培养教师的可持续领导力助力。

关键词: 立德树人, 高校, 教师。

Abstract: Implementing the concept of Building Morality and cultivating people is an important content of colleges and universities, secondary education and basic education. It plays a very important role in Building Morality and cultivating people for teachers, schools and students. Teachers' ethics and moral education are the top priority of educational work. Strengthening teachers' training is the key to improve teachers' ethics and carry out moral education activities. Based on this, we choose college teachers' training for research, including training scheme, differences between private and public colleges, teachers' ethics and moral education, find some existing problems, and put forward suggestions from many aspects according to building morality and cultivating people, help to cultivate teachers' Sustainable Leadership.

Keywords: Establish Virtue and Cultivate People, Colleges and Universities, Teacher.

引言

随着我国高等教育规模的扩大和教学体制改革的深入，我国在从教育大国向教育强国转化的过程中，对高校人才培养体制提出了更高要求。同样，在立德树人理念的落实下，高校教师作为高等教育的直接参与者，被视为提升高等教育人才培养水平的关键因素，因此加强对高校教师的培养，贯彻立德树人理念，是提高学生综合素养、教师领导力、教育质量的重要措施。

1. 研究背景与意义

教师担任着教书育人的工作，对于社会来说，他们是辛苦工作者，对于学生来说，他们是积极引导者，对于教育来说，他们是辛勤奉献者。教师的一言一行、一举一动都影响着学校的教学质量、学生的发展、教育的前进脚步。尽管如此，教师的培养还是存在着很多问题，如未能结合不同地方的实际情况对教师进行培养、难以针对别人教师进行指导、在考核上还有待提高等。在这些问题中，立德树人是最重要也是最基本的内容，它是教师专业成长的重要内容，也是教育学生的基本方式，基于此，文章选择对高校教师的培养进行研究，分析其现状，找到背后的原因，并从立德树人出发，为其提出对策。

其理论意义在于高校教师是高等教育中的重要组成部分，对其培养进行研究，可以提高高校教育质量，为更好制定人才培养方案贡献力量；现实意义在于通过对高校教师培养的研究，发现其中存在的问题，提出解决对策，促进高校教师各方面的发展，从而也能够培养教师的领导力。

2. 立德树人的概述

2.1 立德树人的含义

国无德不兴，人无德不立。。高校应把立德树人作为教育的根本任务，不断增强新时代大学生思想政治教育的主动性、针对性、实效性，培养信念坚定、品德优良、知识丰富、本领过硬的中国特色社会主义合格建设者和可靠接班人。党的十八大把“立德树人”明确为教育的根本任务，党的十九大进一步提出，要“落实立德树人根本任务”，强化育人为本，德育为先。党的十九届四中全会对完善立德树人体制机制提出新的具体要求。党的教育方针始终坚持德育为先，把坚定正确的政治方向放在第一位，培养了一代又一代听党话、跟党走，扎根人民、奉献祖国的社会主义建设者和接班人。

“才者，德之资也；德者，才之帅也。”立德树人不仅是有关教育工作者的师德，也

包括对受教育者的德育。贯彻落实立德树人，不断推进学校德育工作，改善教育行业中教师的师德缺失现象，能够进一步提高学校办学质量，促进整个教育质量的改善，同时从实际来看，能够加强对学生的品德教育，促进学生形成正确的世界观。

落实立德树人就应该落实以学生为本，以全面实施素质教育为目标，以推进教学创新为重点，以课堂教学为阵地，推进教科研方式的转型升级，提高教师发展中心的工作实效，为帮助教师成长作出应有的贡献。我们将围绕我校提出的建设“拥有可持续领导力”师资队伍建设的目标，通过构建交流平台，提供发展资源，拓展成长空间，构建教师学习共同体，以提升教师教学能力、实践能力和实践指导能力，促进教师教学发展，提高教育教学质量和人才培养水平，发展大学教学学术，建设具有应用型本科高校建设特色的教师教学发展中心。

2.2 立德树人的重要性

提升学生素养。广大学生是民族振兴的践行者，国家伟大复兴需要学生的努力。因此需要让学生在心中架构起对于这个世界、民族的认识，并用自己的方式来行动，为祖国的发展助力。只有将学科教育和德育结合起来的时候，才是真正帮助学生践行的真正工作。因此在课堂教学中，德育内容需要不断渗入其中，从学科渗透德育、从德育贯穿学科，相辅相成，培养学生的健全人格，实现学生全身心多方面的进步、发展。

提升教师素养。无论是文科教师还是理科教师，都是德育工作的践行者、支撑者。只有不断提高教师对于立德树人的意识，才能更好的去落实立德树人的任务，让广大学生感受到立德树人的重要性。教师是一所学校中的支柱，教师具有立德树人意识和工作方式，可以提高教师的整体素质，培养高素质教师队伍，也是教师专业化发展的重要途径。

提升教育质量。立德树人是教育工作的重点，从立德树人出发，用立德树人的理念来引导教育，解决教育中存在的问题，不断提高教育质量，让立德树人的花朵开放在社会主义教育之中。我国是社会主义国家，近一百年的目标是实现中华民族伟大复兴，其中要义就是要建设现代化教育强国，教育是国家的希望、民族的未来，只有不断提高教育质量，贯彻落实立德树人，提高教育质量，建设有方向、有力量的教育团队，逐渐走向现代化教育强国。

3. 高校教师培养现状

教师队伍培养是目前高校发展的关键环节和面临的核心问题，而目前高校教师队伍在培养中存在些许问题，主要表现在以下几个方面：

3.1 教师差距较大，政策难以落实

高校教师中有高层管理者、中层承接者、底层实施者，不同阶层对教育活动的看法不同，难以在育人方向、内容、措施等方面达成共识，同样高校教师队伍结构包括了年龄、学历、职称等，不合理的结构影响着对于教育问题的态度和观点。当前高校教师队伍结构的不合理突出也主要表现在教师的学历结构、职称结构、年龄结构和学科结构上。对于高校而言，其师资和管理岗位多为退休的老年教师，而专职教师大多为刚毕业的年轻人，且数量较少，缺乏中青年骨干教师。因此不同层次的教师对教育的观点不同，在立德树人的落实上难以达到统一。

3.2 培养活动开展较少，教师师德有待提升

在高校教师培养中，其所开展的活动内容集中在教学上，对于教师师德的培养较少涉及、立德树人的内容也较少涉及、德育工作开展也较少涉及。高校教师分为辅导员、专职任课教师、兼任任课教师，辅导员一般学历较低，自身在道德和人文素质方面不成熟，缺乏对学生思想的引导，而专兼任课教师大部分比较年轻，处在工作的彷徨期，无暇育人，兼任任课教师有能力育人但责任心不够，大多下课走人。教师人文素养单薄和培养活动较少，可能出现教师威信降低、学生不信服教师的现象，影响整个高校教学活动的开展。

3.3 学生基础不同，德育开展存在困难

教师职责教书育人，不仅有教书的能力还要有育人的热情。高校的学生在大学里需要学习知识，更多的更是需要教师为学生的人生开启方向，为他们的发展指引。在这些学生面前，高校教师要搞好教学更苦更累，经常需要对不同的学生采取不同的教育方式、有时还需要对某些学生进行心理辅导，但是教师自身的修养也有不够用的时候，在指导学生学习、生活，开展教育教学活动、德育活动上都有不及的地方，如未能够了解每个学生的身心发展情况、未能够和学生进行心连心的沟通、对学生的想法不了解等问题。因此，教师在开展教育教学活动中未能够了解不同学生的特点，在开展德育活动中，难免会影响学生各方面的发展。

3.4 学校性质不同，培养方案存在差异

在公办和民办高校中，教师结构不同、对于教学、学生的职业都得有些许偏差、教师的专业性存在不同、专业知识方面更新不同，这些都是教师培养中存在的问题。学校性质虽然不同，但教育的本质是相同的，仅仅将高校教育当作是工作，而未能够建立正取的教学意识，难以促进学生的发展。特别是在学校的教师培养方案中，没有形成专门的培养方案，缺少可以直接指导的内容，未能够实现高校间的相互联系，缺少团队合作精神，培养质量不高。

4. 基于立德树人理念培养高校教师的措施

4.1 加强教师培养，提高教师能力

加强高校教师师德建设是提高学校形象的内在要求。现阶段，新课程改革改变的不仅是课程教学、评价管理，也是对教师要求地不断提高。一所高质量学校既需要高水平课程设置，也需要高效率教师团队，而良好的师德正是高效率教师的首要条件。高校教师作为教师团队中的一员，加强其师德建设必然是提高学校形象的内在要求和关键一环。

依据教育发展方向，秉承教书育人理念，分级开展教师培养活动，主要目的在于提高不同岗位教师的教育理念水平，以期落实教育政策。首先，管理岗位能够延续中央文件，立足本土文化和学校学生水平，把控学校宏观教育方向，开展教师培养活动，坚持立德树人，以德服人；其次一线高校教师树立立德树人理念，对自身工作进行深度剖析，挖掘潜在价值，为学校德育工作打基础、做铺垫；再次辅导员教师是学生的朋友，理清岗位职责，贯彻落实上级文件，用自身素养影响学生，提高学生对教师的信服。此外，加强对教育工作者的评价也是重要的一环，根据教师特点，开展多种类型教师评价活动，从教师师德、德育工作开展情况、教师领导力等多个方向进行评价，采取积分制度，提高教师的工作积极性，进而提高教师的能力，为今后开展多类型活动奠定基础，也是立德树人的实现途径之一。

4.2 加强师德培养，提升教师素养

师者以德正生之思想，以（作）风端生之态度，一名具有高尚师德、教风廉正、教学出彩的教师，是影响学生做人、做事、学习的正面力量。他们能够用自己的亲身体会来教育学生，将莘莘学子培养成具有高尚品德的人，使其能够为社会贡献力量、为国家奉上热血。

其身正不令而行，其身不正虽令不从。孔子曾在教师使观中讲到：师者，需身教重于言传。作为一名教师应从自身出发为人师表、言行一致、以身作则，做好学生的榜样和模仿的对象，当然作为一名高校教师更是需要做到这般。因此加强高校教师师德能力建设刻不容缓。热爱教育事业是每位教师的政治要求和道德要求，加强教师师德培养，第一步就是坚定不移地引导教师尽职尽责地教书育人，提高自身师德的同时提高对学生的影响，尊重每位学生，理解每位学生的不同做法，站在他们的角度思考学习、生活、以及审视自己的工作。另外，以身作则，为人师表都是教师的重要师德内容，提高对教师言行的培养，锻炼教师的素养和情操，引导教师像春风般渗透到学生的内容，渐渐起到滋润的作用。

此外，创新能力是加强高校教师师德能力建设的途径之一。“创新，是引领发展的第一动力”，掌握了创新，就把握住了发展的主动权。如果一名高校教师能够将创新用在教学中，

相信能够在提高教学质量的同时，提高自身师德能力。创新教学方法、改变教学用具、平等看待学生、培养学生创新高校思维都是帮助高校教师提高创新能力的重要支撑。作为一名高校教师，更加需要将创新贯彻到底，不同的教学材料、不同的活动规则、多变的教学场地能够增强学生对高校的热爱，从而也能够帮助高校教师提高自身的创新能力，为师德建设作出贡献。

4.3 加强德育培养，增强教师水平

加强高校教师师德建设是提高教师专业素养的核心所在。专业素养是作为一名优秀且出众教师的必备素质，而加强高校教师师德建设，端正高校教师教育观念，培训高校教师教学能力，都是促进其专业化发展的有效途径。

高校教学能力作为加强高校教师师德能力建设的途径之一。教学能力包括语言能力、课程安排能力、教学能力等多方面。教学的内容丰富多彩、形式众多。而学生正处在生理、心理、情感、人格发展的关键期，因此需要一名高校教学能力的教师进行正确引导。首先，高校教学能力要求教师需要对课程进行合理安排和计划，确保教学计划按时完成；其次高校教师要提高自身语言表达能力，用以恰当、合适、礼貌的语言教导学生进行体育运动和学习活动；再次，语教学中要求教师选择充满趣味的教学方式进行授课，保证学生的学习积极性，促进学生德智体全面发展。

4.4 统一宏观方向，分层进行设计

结合学校工作实际，立足于教师发展，围绕教育教学改革和提高人才培养质量所需，整合优质教学资源，加强教育教学创新能力。将通过教师培训、交流与合作等活动切实提高教师教学水平；完善教师教学发展机制，全方位服务教师追求卓越教学的创造性实践，优化具有感召性、激励性的教学文化，提升教学质量。

学校由于教育资源匮乏，教师教育积极性不高，在很多时候，想要得到提升但是找不到适合的方法。而教育资源往往被教育局、学所占有，因此想要提高农村中学思想政治教师，促进教师专业发展，不仅需要教师的努力，当然也离不开学校的作用。首先，对教育的方向进行宏观把控，无论民办或公办学校，都以立德树人作为教育发展目标，培养社会主义建设者和接班者；另外针对民办、公办高校进行分层设计，同意安排教育资源，介个当地特色，开展相关的培养活动。如教师进行行动研究。因民办和公办高校在教育资源上存在差异，因此，除资源统一调配外，高校教师应多和其他一线教师沟通、学习，然后对自己的教学行为进行研究，比如每个学期做一次研究，在自己的教学过程中找到一个研究点进行研究，然后采用记录法，每天对自己的教学行为进行记录，并记录别人对自己教学行为的看法，然后搜索资料和文献，

结合专家学者的建议，进行适当的调整，并在一个学期结束之后对自己的教学行为进行重新点评。

结论

立德树人是教师应该具备的品质，是增强教师自身能力、教学水平、教师威信的重要内涵。要把师德师风作为评价教师队伍素质的第一标准，培养有理想信念、有道德情操、有扎实学识、有仁爱之心的好老师，更好担当起学生健康成长指导者和引路人的责任。为提高教师这方面的品质，需要加强对教师的培养。通过调查发现高校教师培养上存在着教师差距较大，政策难以落实；培养活动开展较少，教师师德有待提升；学生基础不同，德育开展存在困难的问题。从立德树人的角度出发需要加强教师培养，提高教师能力；加强师德培养，提升教师素养；加强德育培养，增强教师水平的对策，最终能够为提高教师可持续领导力贡献力量。

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THE FUNCTION AND IMPLEMENTATION OF ART EDUCATION IN COMPENSATORY EDUCATION FOR DISADVANTAGED CHILDREN

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Abstract: Under the influence of the normalization of COVID-19 epidemic, the disadvantaged children in China are becoming more and more large, and it is urgent to carry out more effective compensatory education for them. Art education can not only enrich the after-school life of disadvantaged children, but also promote their physical and mental health development. Therefore, it is necessary to fully understand the important function of art education in the compensatory education of disadvantaged children, so as to promote the real implementation of compensatory education for disadvantaged children and realize the fairness of education.

Keywords: Disadvantaged Children, Compensatory Education, Art Education.

Introduction

In 2006, at the World Congress on art education held in Portugal, one of the important issues was to focus on art education in developing countries and on art education for the disadvantaged. China, which is still in the ranks of developing countries, is concerned about disadvantaged children and should continue to explore practical and effective measures to implement compensatory education for disadvantaged children, as an important part of compensatory education for disadvantaged children, art education should be emphasized and implemented by schools, families and society.

Since the outbreak of pneumonia in Wuhan, Hubei Province, China in December 2019, the national economy has declined, and the employment and livelihood of the Chinese people have been seriously affected. Bill Gates said that the epidemic has increased the number of people living in extreme poverty in the world by 7%, and the world economic development has been set back by 25 years. Under the influence of the situation of epidemic normalization, the group of disadvantaged children in China is constantly expanding, and it is urgent to provide more effective compensatory education for them.

American educational psychologists B. Bloom and J. Hunt published their findings in the 1960s, they pointed out that the development of intelligence is greatly influenced by the environment,

and the first 4-5 years of life is the period of the fastest development of intelligence and the most lasting influence. They pointed that the younger a child is, the more influenced he or she is by his or her environment, thus shifting the focus from secondary education to preschool and primary education. The difference of input factors between different schools is characterized by little difference in equipment and curriculum, and the biggest difference is students' educational background. (Coleman, 1968).

Bonal and González (2020) pointed to Spain's decision to lock down schools in response to the impact of COVID-19. In this context, schools and families each have different impacts on the learning of disadvantaged children in different ways. An online survey of families with children aged 3-18 shows that disadvantaged children have few learning opportunities in terms of study time and extracurricular activities, showing the importance influence of family socioeconomic status and family cultural capital to disadvantaged children's learning. For example, the communication devices such as laptops and mobile phones necessary for online learning of disadvantaged children from poor families are greatly limited, and disadvantaged children from single-parent families or families with less-educated parents have serious shortages of extracurricular homework guidance. In short, with the closure of schools due to covid-19, disadvantaged children need more human and material support, so that their learning ability and other comprehensive qualities can gradually catch up with ordinary children, in order to realize the fairness of education.

Wu (2010), referring to the trilogy on realizing the fairness of educational opportunities, argued that the state could not guarantee everything and the state could not promise everything in the education issue. The growth and development of the educated need not only the external conditions and environment, but also their own efforts and struggles. At the same time, the state must guarantee to citizens and schools must promise to the educated that all citizens have equal access to education. It is incumbent upon the state to take all kinds of firm measures to provide every citizen with a fair opportunity to attend school and provide equal access to attend high-quality schools. It is also the responsibility of schools to explore effective ways to provide every citizen with an equitable opportunity to participate fully in the educational process.

Freud, the founder of psychoanalytic theory, took the subconscious mind as the research object. He believed that the subconscious mind has powerful energy and can powerfully influence people's behavior. In reality, it is always in a state of dissatisfaction and depression, which makes people feel anxious. In order to reduce the anxiety level, the individual will use psychological defense mechanisms to maintain their mental health, among which sublimation is the most active and effective psychological defense mechanism. The artist sublimates these repressed subconscious minds, releases the repressed energy in his imagination, creates works of art and gives people a sense of beauty.

The overview of art education and compensatory education for disadvantaged children was

conducted for the following points:

1. The Concept of Art Education

Pessoa (2008) believed Children's art education experience is characterized by understanding and feeling.

Art education can be divided into broad sense and narrow sense. The broad sense of art education mainly lies in cultivating temperament, improving aesthetic ability and art appreciation level, and developing personality in an all-round and healthy way. Art education in a narrow sense is professional art education, which is mainly to train students' art ability, skills, improve aesthetic quality, creativity, and train artists and art workers.

The concept of art education adopted in this paper tends to the broad sense of art education, which mainly means that educators follow the educational goals and overall requirements, according to the laws of individual physical and mental development, it is a kind of aesthetic education that aims to infect the individual through art appreciation and art performance, and to cultivate the individual's aesthetic ability and art performance, and to promote the harmonious development of individual personality.

2. The Concept of Disadvantaged Children

Disadvantaged children are those who are born in a disadvantaged environment and come from single-parent families, low-income families, ethnic minority families, new immigrant families and families of unmarried mothers, or for physical disability, mental retardation and other aspects (Lord, 1966).

Different types of disadvantaged children are formed from the perspectives of different life levels of family, school and society. In particular, disadvantaged children can be found in family life, such as migrant children, left-behind children, children from divorced families, single-parent children, abused children. It may also be manifested in schools, such as children with poor academic performance, rejected children. In addition, it may also be related to social factors, such as children from poor families, street children, children with mental retardation, etc.

3. The Concept of Compensatory Education for Disadvantaged Children

Spar (2021) believed that compensatory education can be understood as a compensatory service, and when the rights of disadvantaged children are violated, they can receive additional special education, compensation and other remedial measures. Compensatory education recommendations for disadvantaged children are made in the context of COVID-19.

Compensatory education refers to the provision of modified or additional educational programs and services that restore children with disabilities to normal life and expand educational opportunities for those who have been disadvantaged and who have lost their right to a good education and the losers in school.

Compensatory education for disadvantaged children is mainly through the provision of additional educational programs and services or financial support to help children who are disadvantaged in family life, school life or social life to obtain equal educational opportunities and a good growth environment, so as to achieve education fairness, and then social fairness.

Literature Review

The Content Was Conducted for The Following Points:

1. To identify the necessity of implementing art education in the compensatory education for disadvantaged children.
2. To assess the function of music education in compensatory education for disadvantaged children.
3. To identify the function of painting education in the compensatory education of disadvantaged children.
4. To determine the implementation measures to give full play to the role of art education in the compensatory education of disadvantaged children.

The Function of Art Education in Compensatory Education for Disadvantaged Children

Researcher such as Sloboda (2001) perceived creating multiple forms reflects the concept of functional diversification of art education. Ramey & Campbell (1979) pointed out that factors such as poverty affected the intellectual and social interaction of disadvantaged children, which in turn affected the vicious circle of poverty, and found that with the increasing age of children, there was a clear and gradual decline in test scores. the United States developed A national program of preschool compensatory education in the 1960s, the aim was to deal with the adverse effects of poverty on children who were not enrolled in school.

Einstein believed that it is not enough to educate people with professional knowledge. Through professional education, he can be molded into a useful machine, but not a harmoniously developed human being. It is essential for students to have an understanding of value and to have a warm feeling for it. Moreover, he must acquire a sharp sense of good and evil in beauty and morality. Otherwise, he, along with his expertise, would be more like a well-trained dog than a well-developed person.

The Necessity of Implementing Art Education in The Compensatory Education for Disadvantaged Children

Dudamel, a well-known Venezuelan conductor, believed that music can unite, heal and transform lives, and that his advocacy had global influence. Learning and nurturing through music, painting or other arts can enlighten the mind of disadvantaged children, bring them rich spiritual edification, at the same time, disadvantaged children can feel the beauty of life and the world more

under the aesthetic nurture, so as to be full of positive energy for new learning and new life. Dudamel founded the Youth Orchestra Los Angeles (YOLA) in 2007, and he continues to expand the YOLA's reach. Quality music education for more than 1,200 disadvantaged children from underserved communities around Los Angeles has been achieved each year (Walt & Disney, 2022).

Art education can not only enrich the after-school life of disadvantaged children, but also promote their physical and mental health. Therefore, for the families, schools and social environments where disadvantaged children live, it is necessary to fully understand the important role of art education in the compensatory education of disadvantaged children, so as to promote the real implementation of compensatory education for disadvantaged children and realize the fairness of education.

The Function of Music Education in Compensatory Education for Disadvantaged Children

Researchers in music education have long believed that music education helped promote children's development (Pont, 2004). Educators and policymakers have focus on the development of disadvantaged children through music education. Disadvantaged children are less likely to have access to additional music education because their families are relatively poor (Duncan & Murnane, 2015). Holochwost et al. (2021) pointed out through surveys that music education was associated with improved academic performance. It was pointed out that for education policy makers, music education should be included as an important part of compensatory education in order to improve the basic cognitive and behavioral skills of disadvantaged children.

The Function of Music Education in Emotional Catharsis

Aristotle once quoted the ancient Greeks to use a kind of music as a method of curing mental illness. The function of this kind of music was called katharsis, which had two meanings of "divergence" and "purification", and gave full play to the role of emotional catharsis. Therefore, music education for disadvantaged children helped to lead them to be in a positive emotional state, and can express their emotional feelings by singing aloud to guide the disadvantaged children, they can adopt the way of crooning in order to vent their feelings of distress.

The Moving Effect of Music Education

Music education is a kind of emotional education. China's Confucian culture attaches great importance to etiquette, which holds that "etiquette is to control its proper conditions, and music is to guide its harmony." According to Confucius, poetry is related to music in order to cultivate inner harmony, while etiquette and propriety are influenced by poetry and music to achieve harmony. That is, the spirit of poetry and music lies in harmony. Confucius said, "poetry can stimulate, it can observe, it can group, it can complain." Yan Hui asked for the state. Confucius said, music was Shao dance, it let off Zheng's voice, it made people from afar sycophantic. Guangqian Zhu thought that, music

education is on the right track, and political rigor is a natural part of it. Through the music education, the disadvantaged children can feel the moving effect of perfection and beauty, thus improving the mental health level in the emotional education.

The Role of Music Education in Arousing the Yearning for A Better Life

Monsieur Clement, an assistant teacher, in the French psychological film "Les Choristes", used music and love to educate and rehabilitate disadvantaged children in the "bottom of the pond" school, to appoint non-singing Peppino as an assistant to the choir director, and to give full play to the musical ability of the tone-deaf boy, as a music stand, to enable every disadvantaged child to discover their self-worth and the meaning of life, to use music as a key to open the window of the soul, and to give full play to music as a means of stimulating the flow of emotions, to bring these disadvantaged children from the chaos of the beginning to order, to touch their hearts, to give them freedom and dignity with wisdom and respect, to teach them equality and freedom, to channel the aspirations of these disadvantaged children to a better life (Ryan, 2006).

The Function of Painting Education in The Compensatory Education of Disadvantaged Children

As an emotional component of art education, painting education can not only stimulate the disadvantaged children's interest in painting, but also tap the potential of painting, and can lead them to the deep-seated experience of life, full expression of love for life.

The Function of Emotional Expression and Healing in Painting Education

As an emotional and figurative painting education, it can enhance the disadvantaged children's interest in things around them, promote the improvement of painting learning skills, promote the concentration of attention, and effectively regulate their negative emotions to promote emotional stability, so as to help them to establish a good social cognition. The disadvantaged children's weariness, inferiority complex, and bad behavior patterns can be greatly improved. At the same time, the mental health level of disadvantaged children can be significantly improved.

The Function of Painting Education in Improving Self-Consciousness and Personality

Painting education helps to build up the self-confidence of the disadvantaged children, guide them to understand themselves more deeply, thus improve the level of self-consciousness. At the same time, by enhancing the creative abilities of disadvantaged children and encouraging them to create freely, painting education enables disadvantaged children to find their individual talents and to control their direction of development. In the process of gradually enhancing the perception and independent thinking ability of the disadvantaged children, the intelligence, creative ability and humanistic quality of the disadvantaged children should be effectively and reasonably developed, in order to constantly improve their personality.

The Function of Painting Education in Improving Social Communication Skills

The ability of social interaction includes visual contact and listening in the most basic sense perception, as well as interpersonal communication and emotion management, as well as the ability to promote harmony between people and environment, activities that contribute to an individual's physical and mental health. Painting compensatory education for disadvantaged children, starting from a familiar object or environment and targeting a rich subject, helps them to feel that they are not isolated but a member of a social group, sensing the needs of social groups for them helps to promote the disadvantaged children to participate consciously in group practice, constantly experience integration into society and then adapt to society.

The Implementation Measures to Give Full Play to The Role of Art Education in The Compensatory Education of Disadvantaged Children

Thomas & Brady (2005) pointed that in order to help children who do not meet national or state developmental and academic standards, the U.S. government has developed compensatory education to provide additional educational guidance tailored to individual circumstances for children with different levels and categories of academically backward children. For example, additional tutoring for disadvantaged or limited English-speaking children through after-school schools, summer classes, and individualized education programs for children with special needs, etc.

Greening (2017) depicted that the UK government believes that it should not only pay attention to the education funding for children aged 3-6, but also extend it to young children as soon as possible, so as to solve the individual development gap between disadvantaged children and their peers due to family economic disadvantage as soon as possible. Therefore, in 2006, the UK government began to try to implement an education compensatory policy for disadvantaged children aged 2 years. It was on the basis of the successful implementation of compensatory education policies for disadvantaged children aged 4 and 3 years, it was the expansion and extension of compensatory education to benefit young children. After more than ten years of practice and continuous adjustment and improvement of policies, the UK's two-year-old disadvantaged preschool education compensatory policy has become increasingly perfect. Currently eligible disadvantaged two-year-old children have access to early childhood education services for 15 hours per week, 38 weeks per year.

Conclusions

Gordon & Wilkerson (1966) developed a 101-page "Directory of Compensatory Practices", and noted that compensatory education includes school extension services, parent and community involvement, etc. Since then, compensatory education in the U.S. has been implemented for more than 50 years, from the immediate effect, the U.S. compensatory education program is indeed a policy of

national benefit. The implementation of the plan has helped poor families and ethnic minorities to obtain equal rights to education, while these disadvantaged children are better able to adapt to society and develop self-determination and self-reliance through compensatory education. From a long-term perspective, the implementation of compensatory education has solved the main contradictions of American society, narrowed the gap between different classes, and provided a strong guarantee for economic stability and political harmony.

At present, the number of disadvantaged children is increasing in China, so it is urgent to carry out effective compensatory education for them.

Providing Evidence and Experience for Policy Through Extensive and In-Depth Education

Reference can be made to the UK's compensatory education pilot study.

From 2006 to 2009, nearly 40,000 disadvantaged two-year-old children were covered by compensation education in 32 pilot areas across the UK, accumulating a wealth of cases and data. On this basis, Department for Education completed an analysis of the pilot experiment through location studies, impact studies, and follow up interviews, and concluded that, preschool education has positive effects on children's cognitive development, social emotion development, language development, learning and behavior development. The education pilot survey also found that 79 percent of parents believe that compensatory education provides their children with an opportunity to spend time with other children, and 43 percent believe their children are given an opportunity to learn, and become more independent and confident (Smith, 2009). In 2011-2012, the UK government continued to promote the preschool compensatory education experiment and funded 15 local education pilots, with a focus on preschool compensatory education for disadvantaged two-year-old children. In 2012-2013, the UK government continued to focus on funding 10 local pilot sites and exploring new ways to improve the quality of compensatory education (White & Redder, 2015).

To conduct a long-term and in-depth pilot study of compensatory education to provide an important basis for the disadvantaged children's art education compensation policy of science. The pilot study requires not only a study and analysis of the problems arising in the course of implementation, it is also necessary to test the feasibility and operability of such methods as improving teachers' professional ability, strengthening the construction of preschool education places and training parents, which play an important role in the effective implementation of the security policy.

Proposing Compensatory Education for Disadvantaged Children in The Context of COVID-19

Changing the mode of compensatory education and reasonably distributing the compensatory

educational resources. At the same time, paying attention to equality in the content of education, striving for equality in the quality of education, trying to be scientific and comprehensive in the means of compensatory education, and exploring a development path suitable for the equality of education, the educational inequity of disadvantaged children should be fundamentally improved and the compensatory education mode of disadvantaged children should be innovated continuously.

Disadvantaged students with disabilities who did not receive face-to-face services during the pandemic are eligible for compensatory education, except for those who have already received the same services. The specific content of the compensatory education available to disadvantaged students and in what form, need to be documented and have a legal basis (Spar, 2021).

Compensatory Education for Disadvantaged Children Who Do Not Have the Necessary Computers or Other Equipment to Study Online Classes in The Context Of COVID-19

US ED Office for Civil Rights (March 21, 2020) told school districts in the Supplementary Fact Sheet: "Addressing COVID-19 Risks in Preschool, Elementary, and Secondary Schools Serving Children with Disabilities" If online class barriers caused by communication technology, it would be necessary for the school to provide an "equally effective alternative curriculum" to disadvantaged students to meet its legal obligations (Spar, 2021).

Ensuring Full Coverage of Arts Education for Disadvantaged Children with A Rigid and Flexible Policy

To give full play to the positive impact of education in economic and social development, it is also necessary to carry out comprehensive planning and strong support for disadvantaged children. Only by providing all disadvantaged children with full coverage, fair and high-quality compensatory education can the important function and role of art education in education and poverty alleviation be brought into full play.

In order to ensure the effective implementation of the policy, it can be referred to the UK government's great attention to maintain the flexibility of policy. For example, the UK government only regulates the most universal qualifications and conditions for the recognition of eligibility for compensatory education, local governments can set their own standards for disadvantaged families to obtain compensatory educational qualifications. In its 2009 guide to preschool compensatory education for disadvantaged two-year-old children, the UK government identified national standards for compensatory education for two-year-old children and provided guidance on the development of local standards. The Department for Children, Schools and Families (DCSF) requires that two-year-old children's compensatory education be targeted at economically disadvantaged Families, it is pointed out that this is the first factor to establish the standard of compensatory education qualification.

The national standard takes the family's economic income status as the basic starting point and sets out three requirements for unemployment allowance, work tax and children's tax exemption, which must be strictly implemented by local governments, families who meet one of these criteria are entitled to a preschool compensatory education. Local standards are set by local governments on a case-by-case basis and seek to cover all types of families, parents and children in need of compensatory educational support, families with three or more children under five years of age, refugee families, single-parent families, children without permanent residence, children with developmental or learning delays and children with language learning needs, etc. (Gibb et al., 2011)

To Further Develop the Role of Music Cultural Resources in The Cultural Poverty Alleviation for Disadvantaged Children

Through the learning and nurturing of music or other arts, we can enlighten the minds of these poor children, bring them rich spiritual edification, under the nurturing of aesthetics, they can feel more about the beauty of life and the beauty of the world. Running towards freshness and beauty in the dark, willing to work hard and struggle for a new life (Ritók & Bodoczky, 2012).

The Aid-The-Poor of Music Education Is Mainly Embodied in The Aid-The-Will and The Aid-The-Wisdom of Music Education

Music Education provides the disadvantaged children with the opportunity to step out of the mountain and onto the broad stage, leaving the disadvantaged children with good and warm memories of their growth. Disadvantaged children are encouraged to open their minds and develop their self-esteem and self-confidence through exposure to classical and traditional folk music, thus sowing the seeds of hope for their future growth.

Compensatory education for disadvantaged children in poverty is not simply about sending finished works of art to the countryside, but about helping both the knowledge and the methods that can be changed in the transmission of information, it is necessary to help both the training of operational skills and the absorption of spiritual accomplishment, as well as the cohesion of ambition and the establishment of confidence. The ultimate aim of the compensatory education for the disadvantaged children in poverty is to cultivate their sentiments, move their hearts and improve their qualities by music and other artistic means, so that the minds of the disadvantaged children in poverty will gradually open up, they are spiritually enriched on the basis of material satisfaction.

Standardization of Art Compensatory Education and Accountability for Performance to Ensure Access to Quality Education for Disadvantaged Children

Refer to No Child Left Behind Act of 2001(NCLB), it can be stated that national government

must help to reduce the gap in artistic achievement between disadvantaged children and their peers, local education administrations, educational institutions and schools are able to promote the advancement of the artistic education of disadvantaged children and to allocate educational resources rationally to the local educational institutions and schools where they are most needed. Highlight Academic Standards and performance responsibilities for the arts, and develop and implement early learning standards for the arts. To improve the quality of art education, it should be measured and evaluated the students' art academic achievement, and evaluated the effectiveness and quality of art education in teachers and schools. The development of a more continuous curriculum and educational evaluation criteria up to the primary level, including for infants and toddlers, which will facilitate the teaching of the arts by teachers in different educational institutions within a unified framework of objectives, this will better support the transition of disadvantaged children from nursery to kindergarten, preschool and primary school. At the same time, it is required to monitor, measure and continuously improve students' art achievement and school education quality for policy makers, educators, parents and the public. Accountability provides goals and direction for improving the quality of art education and ensures the quality of art education for disadvantaged children (Fusarelli, 2004).

Emphasizing the Continuity of The Compensatory Education Policy and Its Systematic and Phased Implementation

In order to focus on the continuity of compensatory education policies for disadvantaged children, it can be referred to the UK government. The two-year-old disadvantaged preschool policy was based on the successful implementation of the four-year-old and three-year-old children's compensatory education policies, which was the expansion and extension of the compensatory education to benefit the younger children. The continuity of this policy satisfied the needs of parents on the one hand, and on the other hand reduced the resistance of policy implementation, struck a balance between social pressure and the affordability of the state. From the perspective of the stage of policy implementation, it was gradually pushed forward by the way of "pilot, summary, expanded pilot, expanded summary." Furthermore, the research report was released in time to gain the support and attention of the society according to the situation of the pilot. For example, according to the results of the pilot study, the Department for Children, British School Department and Department of the family had published a series of relevant documents. On the basis of this, the Department for Education further published a research report, analyzed the problem, promoted experience to provide guidance on the implementation of compensatory education policies (Sylva et al., 2013).

Suggestions

The study mainly analyzed the function and implementation of art education in compensatory education for disadvantaged children, so it suggested that providing evidence and experience for policy

through extensive and in-depth education, proposing compensatory education for disadvantaged children in the context of COVID-19, compensatory education for disadvantaged children who do not have the necessary computers or other equipment to study online classes in the context of COVID-19, ensuring full coverage of arts education for disadvantaged children with a rigid and flexible policy, further developing the role of music cultural resources in the cultural poverty alleviation for disadvantaged children, being mainly embodied in the aid-the-will and the aid-the-wisdom of music education, standardizing of art compensatory education and accountability for performance to ensure access to quality education for disadvantaged children, and emphasizing the continuity of the compensatory education policy and its systematic and phased implementation.

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学前教育专业课程体系与社会需求的适应性研究**A STUDY ON THE ADAPTABILITY OF CURRICULUM SYSTEM AND
SOCIAL DEMAND OF PRESCHOOL EDUCATION**赵坤^{1*}, 孙玉香², 田晓玲³, 李瑞⁴, 王立花⁵Kun Zhao¹, Yuxiang Sun², Xiaoling Tian³, Rui Li⁴, Lihua Wang⁵^{1 2 3 4 5} 山东英才学院^{1 2 3 4 5}Shandong Yingcai University

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摘要: 中国政府把学前教育摆在关系国计民生的重要位置和国家发展的战略高度, 作为幼儿教育的具体实施者, 优秀学前教育师资的培养关系到国家幼儿教育的质量和人口发展战略的实现。本文通过研究分析国家、社会、学生对学前教育专业人才规格的需求和满意度, 对人才培养方案的课程设计和课程实施进行研究, 发现学前教育人才培养和课程体系建设不太适应行业和社会需求, 学前教育课程体系中各类课程设置比例失调, 课程实施过程中方式方法和课程评价需要提高等诸多问题。力求在学前教育专业课程体系设计、课程构建和设置、课程的实施、课程检查考核评价等方面不断优化提升, 满足国家要求、社会行业需求和学生成长的需要。

关键词: 学前教育, 课程体系, 社会需求, 适应性。

Abstract: China's government places preschool education at an important position related to people's livelihood and the national development. As the implementer of preschool education, the training of excellent preschool teachers is of vital importance to the quality of preschool education and the realization of population development strategy. Through the analysis of the requirement of society and students' satisfaction to the personnel training mode of preschool education major, this paper studies the personnel training program, curriculum setting and curriculum implementation. It is found that the personnel training mode and curriculum system of preschool education do not meet the needs of the industry and society, which is embodied in the imbalance of the course proportion in the curriculum system of preschool education, the deficiency of curriculum implementation and curriculum evaluation and so on. This paper strives to continuously optimize and improve these aspects through research and analysis to make personnel training mode of preschool education meet the needs of national requirements, social industry needs and the actual needs of students.

Keywords: Preschool Education, Curriculum System, Social Needs, Adaptability.

引言

学前教育是基础教育的重要组成部分，是学校教育和终身教育的起步阶段。学前教育阶段是幼儿发展其神经系统、表达能力和智力潜力的关键期，幼儿园教育质量不仅关系到幼儿认知、语言、健康和社会性等方面的发展，对今后的人格形成、健康成长和幸福生活都有深远且持久的影响。

《中共中央国务院关于学前教育深化改革规范发展的若干意见》提出要办好学前教育、实现幼有所育。在此背景下，中国学前教育快速发展，截止到 2020 年，全国共有幼儿园数量约 29 万所。在园幼儿约 4800 万人，其中，普惠性幼儿园在园幼儿 4000 万人，普惠性幼儿园占比达到近 85%。幼儿园共有专任教师 290 多万人。学前教育毛入学率达到了 85%以上，学前儿童“入园难”、“求学难”等问题得到了有效的缓解。但学前教育仍是现在整个教育体系的短板，重点体现在学前教育的实施者教师队伍建设的滞后，按照国家标准师资缺口较大，保教质量有待提高。

从学前教育师资培养的角度看，高校师范类幼教人才的供给规模和质量不能适应学前教育对幼教师资的需求。本研究拟从国家、社会、行业的现实需求和学生成长需求的角度出发，对目前学前教育课程体系中存在的不适应新趋势和新要求的问题进行分析，尝试提出构建契合社会需求学前教育人才培养课程体系和对课程实施提出相关建议。

1. 研究概况

1.1 新时代背景下，国家及幼儿家长对学前教育质量提出更高的要求

在和平与发展成为世界主题，知识经济成为社会发展潮流的新时代，学前教育的地位和作用达到了历史最高程度。学前教育作为一种越来越重要的教育产品，家长、政府、社会对其需求大幅增加，这种增加表现在对学前教育的质量不断提高的需求，更多层次、更加个性化的需求（罗若飞，2015）。作为公共品的教育逐渐具有市场私人品的部分属性对教育的发展提出了新的挑战。世界各国在教育发展实践中普遍面临着一个问题，是依据教育需求还是现有的教育供给状况来确定教育发展的规模、速度、层次、结构和类型（张根健，2019）。由此而出现了需求主导型和供给主导型两种不同价值取向的教育发展观。共同的趋势是，需求主导型教育发展观逐渐占据了上风，根据社会、个人的教育需求来确定教育发展的步伐和道路成为越来越多的国家的选择（柯佑祥，2009）。

1.2 学前教育专业人才培养与社会需求仍难以有效衔接

曾晓东研究表明，我国社会公众对学前教育的需求总量很大，对学前教育的质量要求普遍提高，具有多层次性（曾晓东，2005）；朱宗顺、张瑞芳、廖浩然等人研究表明对学前教育的内容具有个性化、多样化的需求。而在人才供给方面，我国总量的供给偏少，学前教育财政经费总额偏低，幼儿园总量不足，儿童入园率有待进步一提高；人才供给的总体质量不高，国内仍存在不合格的幼儿教师、不合格的幼儿园的现象；供给的结构不均衡，东中部地区和城市的幼儿园数量多、经费足、质量高，西部地区、农村地区和边远地区的幼儿园少、经费紧、质量低，幼儿园的地区差距、城乡差距、身份差距较大，学前教育发展不公平、不均衡的现象突出（张瑞芳，2005，2011；朱宗顺，2008；廖浩然，2008）。2005年，欧洲委员会指出专业性强的幼儿园教师的共性是能把所学各学科知识进行有机融合，实现理论知识灵活应用于实践需要(European Commission, 2005)。大多数的学前教育专业毕业生掌握了一定的教学法知识但缺乏一定的教育技能，如国外一项纵向研究表明职前学前数学课程的学习使他们掌握了一定的早期数学教育态度和知识，但实习中仍然不知如何运用这些知识（Kesiciolu & Serdar, 2015）。因此，从总体上看，学前教育专业人才现实需求与供给存在严重“错位”，供给主体与需求主体之间缺乏有效对接。

1.3 优化学前教育专业课程设置是满足社会需求的有效途径

课程改革是当前各国提升教育质量，满足社会需求的重要途径(Atay-Turhan et al., 2009)。最新教师教育研究报告中指出，教师职前课程开设情况是影响教师专业性发展的重要因素(Fullan & Michael, 2005)。培养方案的制订、具体的课程设置及其实施是学前教育人才培养的重要一环，直接影响社会需求的满足程度。王利明调查华东师范大学专业课程设置情况，认为实践类与专业技能类课程存在着课程薄弱、专业知识旧脱离幼儿园实际、专业课程内容过分重复、学生专业素质养成不足等问题（王利明，2007）。周钧等抽样选取30所院校192份师范类本科专业人才培养方案，分析发现教师教育课程和实践课程所占的学分比例很低，教育见习实习占总学分的比例更低，许多与教育实践直接相关的课程，开设的院校并不多（周钧等，2011），建议更多关注课程之间的整合性与关联性，将课程学习与实习交织起来。实习大都安排在最后一个学期进行，总共16周的时间远远满足不了实践教学的需求，没有给毕业生留下“带着问题寻找解决方案”的机会（张锋利，2013）。专业课程设置普遍存在比例失调、分布不均衡、开设多而重复。一谈到课程改革，大多是对课程“添添补补、增增换换”，都只是“隔靴搔痒”，给学生造成巨大的压力和负担，很难真正弄懂弄通。建议打破模块分割，加强专业课程综合化；增加教育实践课程的比例并注重其教育效果（杨莉君等，2006）。理论与

实践脱节是由于课程方案缺乏针对性，课程内容过于笼统，可以借鉴国外做法开设微型课程，增加“个别化培养”的可能性，提高了课程的针对性，同时也有益于学生自主地学习（施煜文，2002）。吕萃提出新的课程模式应当按“主线一模块”式的思路来构建，应用整合能力观来编制课程，强调知识、技术、态度和价值等素质的整合及其在工作环境中的综合应用（吕萃，2004），并且在师资职前培养中灌输正确的课程设计观，如瑞典学前教育事业高质量发展已经得到世界各国的认可，在幼儿教师职前培养中特别强调儿童的兴趣和需要是课程设计的出发点和归宿点（Özar Miraç, 2012）。

2. 研究计划

2.1 构建研究视角和理论分析框架

本步骤运用文献研究法，根据学前教育专业发展的相关政策，梳理与评价关于学前教育专业人才培养需求与培养的研究概况，分析其中的影响因素与关键要素，以确定本研究的构建视角。以“学前教育”、“学前教育专业课程”、“社会需求”为关键词，在知网及谷歌学术数据库中搜寻相关文献，按题目相关性进一步筛选锁定，进行“学前教育专业人才培养理论研究”、“学前教育专业课程设置存在问题”、“学前教育专业供需矛盾”等三个方面的研究概况进行梳理，为本研究的理论建设及研究设计做准备。通过对学前教育专业人才培养、课程设置相关理论基础等方面的探讨，为研究提供分析框架。

2.2 分析国家、社会（行业单位等）、学生对学前教育专业人才培养规格的需求和满意度

本步骤运用问卷调查的方式，调查了国家和社会（用人单位等）对应聘对学前教育专业人才培养规格的需求，对学前教育专业毕业生知识、能力、素质的要求，对人才数量、学历层次、职业资格证书的需求。采用科学的抽样设计，通过发放问卷的方式了解研究对象的有关内容，本研究问卷调查以《师范类专业认证标准》中的学前教育专业标准要求为依据，结合《幼儿园教师专业标准（试行）》进行设计，并对调查结果进行分析研究。

一方面是设计学前教育专业社会、用人单位调查问卷。调查问卷主要包括三部分内容：一为用人单位对应聘毕业生的要求，以此获取用人单位对学前教育专业人才培养规格的需求；二为用人单位对专业人才的需求及期望程度，以此获取用人单位对学前教育专业人才培养规格的需求；最后为用人单位对师范类毕业生的满意度。在社会需求的视角下调整课程设置，力求做到人才培养与社会需求的完整对接。

另一方面是设计毕业生、在校生调查问卷。主要选取 10 所有代表性的学前教育专业师

范类在校生和毕业生对课程设置的满意度，在校生涵盖四个年级，毕业生涵盖往届的五届毕业生，了解毕业生和在校生对课程设置的系统性、理论与实践的衔接性、满足个性化培养的丰富性、课程实施和课程评价的科学性等几个方面存在的问题。通过线上线下相结合的方式，在校生采取纸质问卷作答，毕业生采取线上问卷作答。问卷采用客观题及开放题两种题型组成。客观题主要以选择题的形式调查学生对“总体课程设置”、“专业课和公共课分配”、“专业技能课课时安排”、“专业理论课课时安排”、“实训课课时安排”、“公共课课时安排”、“教育实践安排”的满意程度；开放题主要是调查学生尤其是毕业生对课程设计和课程实施的建议。

2.3 分析院校之间课程设置的差异度和科学性

本步骤运用案例研究法，比较民办本科高校、地方学院、师范大学、和综合性大学等多所不同地域，且通过或即将接受教育部师范类专业认证，在本区域有一定示范作用的学前教育专业的培养目标、毕业要求、课程体系、课程模块、课程比例等5个方面的现状进行案例研究，分析专业课程设置与社会需求人才的契合度，理论课程和实践课程比例适宜度，适应服务面向区域需求的课程设置的丰富性，为学前教育专业课程体系的优化提供经验。

2.4 分析人才培养方案的课程设计和课程实施

本部分通过已有调查数据分析和高校人才培养案例分析等方式，依据学前教育人才培养利益相关方需求的知识、能力和素质，合理构建系统性的学前教育专业课程设置、课程大纲、课程目标、课程实施、课程考核与评价，分析课程设置是否以学生的知识、能力和素质为出发点，课程大纲的设计是否以学生“学到什么”、“学会什么”为目的，分析课程实施和课程评价的科学性，对人才培养方案课程体系的构建具有重要意义。

3. 研究发现

3.1 学前教育人才培养和课程体系建设不太适应行业和社会需求

主要体现在学前教育专业生源质量总体不高，作为一个综合实践性专业，实践教学效率不高，学生专业能力薄弱，到岗位后自主学习、个性化成长能力不足，教师素质与幼儿园教育实践的要求有距离。同时师范类幼教人才供给存在结构性失衡，一方面是质量不高的教师“产能过剩”，另一方面是存在高层次幼教师资的“刚需”。学前教育师范专业人才的行业需求与供给存在着错位，高质量幼教人才培养的供给侧改革已经势在必行。

3.2 学前教育课程体系中各类课程设置比例失调

作为应用型较强的教育类专业，目前我国学前教育课程设计中，知识类、理论课程比例过大，教师教育类课程和实践类课程比例过小，学生的实践动手能力较弱，毕业后不能适应岗位要求；必修课比例过大，选修课比例过小；通识类课程比例过大，适应区域和幼儿园个体特色专业课开设比例过小，不利于学生的个性化、差异化培养。

3.3 课程实施过程中方式方法和课程评价需要提高

存在以教师中心，不以学生为中心组织课程内容，课程目标不能对应毕业要求和培养目标的问题。同时课程教学方式、方法和手段单一，将新技术、新手段应用与教学改革较弱，课程考核评价不科学，过程性考核不完善，课程评价结果应用于教学提升的效果不明显。此类问题直接影响学前教育专业人才培养质量。

因此，改革课程体系、建设差异性特色课程、改革课程内容、创新教学和考核评价方式，以适应新时代背景下国家和社会对学前教育人才的高质量需求，成为学前教育人才培养过程中的首要任务。

4. 研究结论

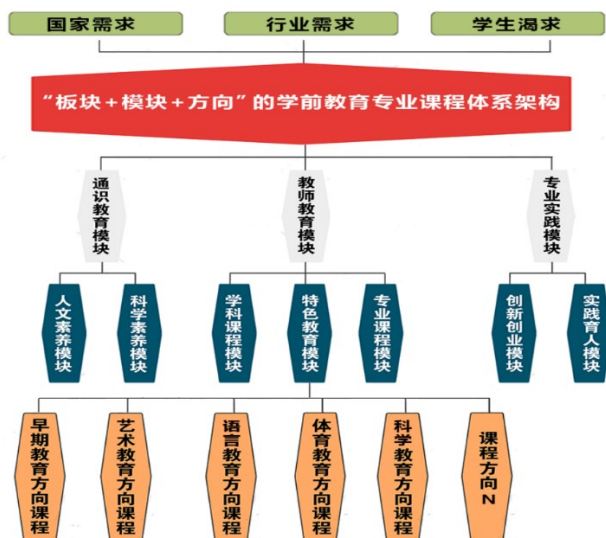
4.1 在学前教育专业课程体系设计方面

根据国家要求、社会行业需求、学生成长的需要和学校专业发展定位，立足服务面向，以高质量学前教育师范人才的产出为导向，调研学前教育专业的岗位内涵，逆向分解出学生所具备的知识、素质和能力，设定培养目标、毕业要求，根据毕业要求设定专业的课程体系，搭建课程对毕业要求，毕业要求对培养目标三层支撑的产出导向课程体系，合理设计课程理论和实践课程的配比，根据课程间的逻辑关系和递进关系科学安排实施进度。

4.2 在学前教育专业课程构建和设置方面

课程体系设置对接国家教学标准、对接教师教育课程标准、对接幼儿园师资标准、对接幼教行业岗位需求，依据培养目标，探讨构建“板块+模块+方向”的学前教育专业课程体系架构。专业实践板块聚焦学前教育综合实践性专业，实践学分达到 30%以上。通识教育板块涵盖人文素养模块、科学素养模块，学分比例不低于 10%。立足新文科专业建设，学前教育专业与其它文科专业、其它学科专业的深度融合，设根据社会的需求和学生的个性化要求，置个性化模块课程和选修模块，学分比例不低于 20%。探索学前教育专业的早期教育、艺术教育、语

言教育、儿童体育、科学教育等多种个性化培养方向，构建学前教育的专业方向群，注重学前教育师范人才的个性化、特色化培养，满足幼教行业岗位的差异化需求。



4.3 在学前教育专业课程的实施方面

采用正向培养的方法，以学生为中心，配好教材、教师等资源，优化课程内容，深度挖掘课程思政元素，对接课程目标，围绕课程组织形式、授课方式方法，将人工智能与学前教育专业深度融合，发挥线上教学资源、虚拟课程资源、开放课程教学案例，提升教学方式方法，打造线上、线下混合式教学模式，教师的教和学生的学实时互动，提高人才质量，满足国家社会对一线幼儿教师的需求。

4.4 在学前教育专业课程的检查考核评价方面

优化课程考核方式和评价机制，制定完善学前教育专业课程质量标准，依据标准对教育教学质量进行监控评价，建立监控检查体系，包括随机检查（课堂听课、课堂看课、实习检查等）、定期检查（期初检查、期中检查、期末检查）、专项检查（专业评估、课程评估、教材评估、教师教学质量评估）。课程考核奖结果性考核与过程性考核相结合，增加过程性考核的比例。课程建立面向产出的课程达成度评价机制，评价结果及时反馈用于优化和改进教育教学质量，确立了课程“质量监控-质量评价-信息反馈-质量改进”的闭环运行体系。

在预见的成果上，依据师范类专业认证“学生中心、产出导向、持续改进”的理念，形成科学合理的课程体系和学前教育师范类人才培养模式，为同行院校学前教育专业建设提供有益借鉴，满足国家要求、社会行业需求和学生成长的需要。

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基于 OBE 理念的师范类本科学前教育专业实践教学体系建设研究——以山东英才学院为例

A STUDY ON THE CONSTRUCTION OF PRACTICAL TEACHING SYSTEM FOR TEACHERS' PRE-UNDERGRADUATE EDUCATION MAJOR BASED ON OBE CONCEPT: TAKING SHANDONG YINGCAI COLLEGE AS AN EXAMPLE

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摘要: 在教育强国战略和创新驱动发展战略的时代背景下, 提高教育质量成为当今中国教育改革和发展的核心任务, 而决定教育质量的核心是教师, 由此, 切实提高师范类人才的培养质量成为教育改革之关键。为了推动教师教育质量保障体系建设, 从源头上建设高素质教师队伍, 中国教育部自 2018 年启动了师范类专业认证, 旨在以评促建、以评促强、追求卓越、打造一流行业质量标杆。在此背景下, 学前教育专业建设和内涵建设迎来了发展的契机, 学前教育专业在培育和建设师范类专业的过程中, 势必要进行自我审视、查找短板、深挖问题的根源, 然后对标认证的理念和标准, 深化改革、优化结构, 集中优势打造特色。对于一直以来学前教育专业实践教学体系建设比较滞后的短板, 在认证条件中给出了明确标准。本研究基于 OBE 理念, 对标师范类专业认证标准, 采用文本分析法、专家访谈法、个案研究法和实地观察法对有条件通过认证的山东英才学院学前教育专业的实践教学体系建设情况进行了研究, 最后通过 SWOT 分析提出了四类对应策略。

关键词: OBE 理念, 学前教育, 实践教学体系, 师范类专业认证。

Abstract: Under the background of the strategy of strengthening the country through education and the strategy of innovation-driven development, improving the quality of education has become the core task of education reform and development in China today, and the core of the quality of education is

teachers. key to reform. In order to promote the construction of the quality assurance system for teacher education and build a high-quality teacher team from the source, the Ministry of Education of China has launched the professional certification of teacher training since 2018, aiming to promote construction through evaluation, promote strength through evaluation, pursue excellence, and create first-class industry quality Benchmark. In this context, the construction and connotation construction of preschool education has ushered in an opportunity for development. In the process of cultivating and building teacher education majors, preschool education majors are bound to conduct self-examination, find shortcomings, and dig deep into the root of the problem, and then Benchmark the concepts and standards of certification, deepen reform, optimize structure, and focus on advantages to create features. For the shortcomings that have been lagging behind in the construction of the practical teaching system of preschool education, clear standards are given in the certification conditions. Based on the OBE concept, this research benchmarks the accreditation standards of normal majors, and uses text analysis, expert interviews, case studies and field observations to analyze the construction of the practice teaching system for preschool education majors in Shandong Yingcai College that has passed the accreditation. Research, and finally put forward four types of corresponding strategies through SWOT analysis.

Keywords: OBE Concept, Preschool Education, Practical Teaching System, Teacher Training Professional Certification.

引言

20 世纪 80 年代以来，国际高等教育界逐渐形成了普遍重视实践教学、强化应用型人才培养的发展趋势，Bastian et al (2020) 的研究表明，高质量的实践教学能够显著预测职前教师的未来教学能力，实践教学是让职前教师成为称职教师的必要而重要的环节。Zlatkin-Troitschanskaia et al (2017) 认为对毕业生能力进行客观评价的最好方式就是为高等教育实践教学建立考评与认证体系。

中国教育部《国家中长期教育改革和发展规划纲要（2010-2020 年）》中要求把提高教育质量作为今后一个时期我国教育改革和发展的核心任务。教育质量的核心是教师，最关键的支撑是教师（刘明远，2014），德国 0-6 岁幼儿日托机构教育质量国家标准手册指出：学前教育质量的核心是教师的教育能力，而最直接的体现是教师的日常教学实践。因此，切实提高师范类人才的培养质量成为教育改革之关键。顾明远（2006）在研究中指出，师范教育在相当长的历史时期内供不应求，应急驱动之下师范生被量产，教育实践一直就是短板，进入 21 世纪以来，时代对高质量师范教育的需求迫切，改革实践教学势在必行。2011 年教育部《教师教育课程标准》中，把“实践取向”作为三大课程理念之一，但培养院校的认识却很难到位，本

科师范院校把办学心思放在“综合化”上，师范专业被边缘化，师范专业办学时坚持学术本位，普遍重理论轻实践（顾，2006）。2017年，中国教育部印发《普通高等学校师范类专业认证实施办法》，提出了“学生中心、产出导向、持续改进”的人才培养理念和教育见习、实习、研习互相贯通、有机融合的实践教学模式。在师范类专业认证背景下，当前学前教育专业存在的主要问题是实践教学体系建设整体比较滞后，校外实习流于形式，校内实训环节衔接不紧密，实践教学环节不贯通，学生实践能力出现结构性失衡（刘妍等，2020）。因此，高校需要采取关键举措，切实推动学前教育专业实践教学体系建设，以提升学前教育师范类人才培养质量。

在实施创新驱动发展战略的时代背景下，成果导向教育理念（OBE）逐渐成为了世界各国教育改革的主流趋势。OBE理念，全称 Outcome based education（亦称成果导向教育），于1981年由 Spady 等人提出，最初从美国工程教育认证领域开始，随后在国际上各种专业认证中都得到了广泛的认可与采用，现在随着中国加入《华盛顿协议》，在国内，从教师教育改革到专业认证都逐渐采用了 OBE 的理念，并成为我国高等教育改革发展的趋势。OBE 理念的核心是通过目标、措施、评价的导向，和评价、反馈、改进的闭环以实现持续改进，一方面 OBE 理念属于本科师范类专业认证理念之一，与中国当前的教育改革政策方向一致，另一方面，实践教学是专业建设中最重要成果产出环节。专业认证条件中指出，认证结论有效期六年，有条件通过的专业要根据过程性监控结果进行动态调整、持续改进，以保障从源头上培养新时代高素质专业化创新型教师。基于此，研究基于 OBE 理念的师范类本科学前教育专业实践教学体系建设，推动师范类专业建设持续改进，具有重要的理论意义和现实意义。

中国教育部从2018年启动师范类专业分级认证以来，平台数据显示，从2019年至2021年有条件通过师范类专业认证标准的本科学前教育专业共计30个，其中通过三级认证标准的本科学前教育专业1个，通过二级认证标准的本科学前教育专业29个。本研究以2020年度通过教育部普通高等学校师范类专业认证二级标准的山东英才学院学前教育专业的实践教学体系为研究对象，首先采用文献资料法收集普通高等学校师范类专业认证实施办法中实践教学的标准与要求以及 OBE 理念的核心、条件、内涵、原则与实施要点，为本研究做理论支撑。其次结合文本分析法和专家访谈法，分析学前教育专业实践教学体系建设的现状与存在的问题。然后利用个案研究法和实地观察法对山东英才学院学前教育专业实践教学体系的建设情况进行研究。最后通过 SWOT 分析法对山东英才学院学前教育专业实践教学体系建设从优势、劣势、机遇、挑战等四个方面进行系统分析，依据 SWOT 战略矩阵，提出四类对应策略。为普通高校学前教育专业实践教学体系持续改进建设提供参考。

1. 本科学前教育专业实践教学现状

通过对师范认证启动阶段从全国各地搜集的 29 个本科学前教育专业的人才培养方案进行分析，并对相关高校学前教育专业负责人交流访谈后，梳理出当前本科学前教育专业实践教学存在的普遍问题：

1.1 师资队伍整体薄弱

教师学历、职称、教育背景、性别比例不均衡，普遍缺乏实践经验。学前教育师资队伍存在“三少一多”现象：高学历、高职称人数较少，科研能力较强的教师偏少，有相关幼儿园经验和资格证书的教师偏少，理论型教师偏多。教师是所有影响因素的核心，没有优秀的教师，不可能把专业建设好、发展好。在国内外、省内外、市内外具有较大影响的学术带头人和拔尖创新人才数量偏少，高水平的专业带头人和领军人物匮乏；具有博士学位教师的比例偏低，有国外学习经历的教师不多，师资队伍的国际化水平偏低，职称结构有待进一步改善，学术团队建设滞后，梯队断层现象严重，40 岁以下青年教师中具有副教授以上职务者较少，具有博士学位的人数较少，青年教师整体教学任务重、科研成果少、发展后劲不足。

1.2 课程设置重视理论与技能，忽视学生实践关键能力培养

人才培养方案普遍缺乏实践关键能力培养的课程支撑，如学生开展社区工作的能力、与家长交流沟通的能力、日常礼仪规范、班级管理、人际关系、团队合作、反思创新能力的培养普遍没有得到重视。

1.3 实践教学缺乏质量标准与过程监督

实践教学方法与模式较为传统，理论学习与实际脱钩。缺乏课内实验实训项目设置，缺乏实验实训条件支持。幼儿园教育实习实践时长有限，专业技能仅仅限于吹、拉、弹、唱、跳、画、字等艺术方面的技能，学生实训流于形式，指导教师缺乏辅导、指导、评价。

1.4 重视学生外在知识训练，忽视学生内在品德培育

一般高校学前教育专业都会开设通识课程、专业必修课程、专业选修课程，这些课程的开设有助于培养学生的专业知识和相关技能，但对学生职业道德、职业忠诚、职业精神、职业操守较为忽视，几乎很少设置相应的课程，大多采取通过专业实习、实训或社会实践的方式进行培养。由于实习、实训和社会实践较为零散，制度管理不严格，安排的时间周期也比较短，教师的指导也不够，实习、实训和社会实践往往流于形式，对学生的职业感、职业责任感、

职业道德培养几乎成为空谈，实施的效果不尽人意。

1.5 质量监督评价机制尚未形成

实践教学环节缺乏质量标准，过程性评价流于形式，评价反馈机制形同虚设，质量监督评价机制存在漏洞，尚未形成闭环。

2. 山东英才学院本科学前教育专业实践教学现状

2.1 实践教学基本情况

在人才培养方案中，实践教学环节包括四类实践，基础实践包括入学教育、军事训练、劳动教育、思想政治教育综合实践。专业实践包括教育见习与研习、毕业实习、专业汇报、课程设计、毕业设计（论文）。综合实践包括社会实践、创新创业实践、第二课堂活动、职业资格证书培训。课内实践包括专业课程课内实验实训项目。其中集中实践学分占总学分的比例为 37.6%，学分参照标准为，讲授或以讲授为主的课程和独立设置的实验课（包括上机）或以实验（实验）为主的课程，均以每 16 学时为 1 学分；公益劳动、军事训练、入学教育每 1 周计 1 学分；教育见习与研习 6 周计 2 学分；专业汇报 3 周计 1 学分；毕业实习 16 周计 5 学分；毕业论文 22 周计 6 学分；分散进行的环节，如思政实践、创新创业工程、社会实践等环节，只计学分，不计周数。

本专业运用系统工程的原理，以产出为导向，设计了学研园用一体化的学前教育专业实践教学体系，在实施中取得了一定成效，积累了许多经验。现拥有国家级实验教学示范中心、国家虚拟仿真实验教学项目、国家级教学团队、国家万人计划教学名师、国家教学名师、国家精品资源共享课、国家精品课程等 7 项国家级成果和称号，是山东省本科高校特色专业，入选山东省高等学校优势学科人才团队培育计划。获得省级教学成果奖 5 项、省青年教师教学比赛获奖多项、省社会科学优秀成果一等奖 1 项等，获批山东省高等学校人才培养模式创新实验区、山东省高等学校人文社科研究基地等。毕业生连续五年就业率均在 97%以上，得到用人单位好评；学生创新创业能力较强，毕业生合作或独立创建了 50 余所幼教机构；学生拥有发明、实用新型和外观设计专利 130 余项，并在国际、国内各类大赛中获得多项奖项。

2.2 实践教学条件

本专业建有国内学前教育领域唯一的实验教学示范中心，拥有两座独立的大楼，总建筑面积 9064 平方米，有 6 类 57 个实验室，仪器设备 1808 台，总值 1580 万元，可开设

353 个实验项目。全自动高清录播教室 5 间，微格教室 20 余间。自主研发了 10 种教学装置，开发了 25 个虚拟仿真实验教学项目；有数字化云图书馆，含有 12.4 万中教育类电子图书，教育类纸质图书 12 万册，生均 38.54 册。学生实习用教学参考书 180 套。能满足保育实践、实验教学、教学训练、玩教具研发、艺术技能训练等实践教学需要。

2.3 实践教学实施与管理评价

在人才培养方案中，累计安排了 27 周的教育实践活动，包括 6 周的教育见习与研习、3 周专业汇报、18 周毕业实习，从顶层设计上保障了实习时间的要求。教育见习与研习在第 2-7 学期分散进行，专业汇报、毕业实习安排在第 7-8 学期进行，以集中实践为主，统一组织实施。结合学校制度和专业自身特点制定了涵盖实验教学、课程设计、教育见习与研习、毕业实习、毕业论文、社会实践、实验实训、技能大赛等实践教学全过程的规章制度 14 项。编制了实习实训工作方案、实习实训教学大纲、实习实训指导书，制定了详细的实习手册、见习与研习报告以及相应的评价标准，明确了幼儿园实践导师、学院指导教师的任务与职责，规范了学生出勤、听课、组织活动、作业、反思记录、实习见习研习报告等环节的相关要求与标准。

学生教育实习的评价，采用校内外双导师共同评价的方式。评价依据主要是学生实习日常表现、实习记录、实习报告、实习手册过程性材料，学生实习结束后，统一填写实习鉴定表，由校内外指导教师进行鉴定、量化成绩并写出评语，重点考察学生的实习目标达成情况。主要实践环节结束后，通过学院自评与学校检查相结合的方式，进行总结与评价，按阶段形成实践教学质量评价报告，分析实践教学过程中存在的问题与不足，分析过程性监督机制的反馈与动态调整情况，制定相应解决措施，不断改进实践教学相关工作。

已完全建立定期教学检查机制、教师质量评估机制、学生信息员监督全覆盖机制、督导巡查全覆盖机制、学生评教、教师评学机制、课程目标达成度、毕业要求达成度和培养目标达成度测评机制、教学状态数据采集及分析机制、评价即时反馈机制、质量持续改进机制、质量事故追究机制、毕业生持续跟踪反馈机制、质量投诉机制。

2.4 实践教学师资队伍

本专业在实践教学师资队伍的建设、培养培训方面高度重视，成效初显。经过培育，现拥有一支学缘结构、学历结构、职称结构、双师结构比较合理的实践教学师资队伍，生师比为 17:1，具有硕士学位教师数占专任教师的 85.47%，具有高级职称教师占专任教师的 34.88%。其中一半以上教师累计有一年以上的幼儿园一线实践经验，幼儿园兼职教师占教师教

育课程教师的比例达 61.83%。

本专业在结合学校出台的系列有关双导师制度的基础上，结合专业自身特点出台了本专业实践教学双导师实施办法，在学生创新创业、教育实习、教育见习与研习、毕业论文等实践教学活动中实行双导师制，从导师遴选、人员配置、实践指导、能力提升、条件保障、考核评价等方面进行具体规定。定期对双导师开展业务指导与专业培训。一方面，通过实践项目启动前后的集中培训和交流总结来规范实践指导流程，培训内容包括实习目的、意义、目标、任务、进程安排及相关要求等，实践项目结束后召开专门的指导教师交流会，总结经验、分析问题，进行反思与研讨，形成经验手册。另一方面，通过承接省、市幼儿园教师培训项目和举办国际国内高层次学术会议，提高指导教师的理论水平与实践指导能力。第三方面，通过出台措施，鼓励支持教师到幼教机构实践访学或轮岗交流，丰富教师幼教一线工作经历。

成立了由校企领导共同组成的工作巡视小组，根据实习手册的有关规定对双导师进行考核，每学年进行一次，考核方式包括巡视、进班听课、学生实习手册和实习报告查阅等。校内外导师考核结果分别纳入本单位教师的年度考核。根据考核结果对双导师进行动态调整，同时出台了相应支持实践教学指导教师的晋升制度与薪酬举措，打造了一支认真负责、业务精良的实践教学师资队伍。

2.5 实践教学基地、校企合作、社会服务

在校、政、园“三位一体”协同育人理念下，以协同育人为核心，发挥优势互补、资源共享优势成立了由学校、教育主管部门、幼教机构组成的三方协同育人管理机制，在实践中取得了一定成效。

专业发起成立了应用技术大学（学院）联盟学前教育专业协作会，搭建起了集幼儿教育研究、教育实践、教师培训、社会服务于一体的教师专业发展平台。依据学校校外实习基地遴选标准，严格遴选实习基地，与全国 65 家幼儿园或幼教集团合作建立了学生教育实践基地，满足每 20 名学生一个实践基地的要求。基地园全部为市级二类以上幼儿园，师资完备，设施齐全，且班级不少于 10 个，分布覆盖济南及周边地市，城乡兼顾、布局合理。设有专门的实践教学管理办公室，负责实践教学基地建设合作与管理工。同时成立了山东省人文社科研究基地，联合省内外幼教机构开展幼儿园园本课程研发、0-3 岁婴幼儿课程体系构建、国外课程引进及本土化研究等，解决当前幼教行业遇到的教育教学问题，实现研究成果的转化。承担山东省幼儿园骨干教师和高职院校学前教育专业教师培训项目，并与 6 地市教育局签订协议，开展当地幼儿教师培训工作，服务社会。

3. 山东英才学院本科学前教育专业实践教学体系建设的 SWOT 分析

3.1 山东英才学院本科学前教育专业实践教学体系的优势（S）分析

（1）专业定位准确，注重并坚持应用型人才培养，重视学生实践能力和就业发展能力培养，注重学生就业率。（2）专业基础扎实深厚，专业发展走在行业前列，注重实践教学改革。（3）实践教学资金投入比例高，实践教学条件好，实践教学体系相对完善，建有国家级实验教学示范中心，拥有国家级虚拟仿真实验教学项目。（4）社会声誉好，市场认可度高。多年的办学成效得到业界同行与利益相关者的认可，上级教育主管部门、学生、家长、用人单位满意度高。（5）校外教育实践基地质量优、数量足、分布均衡。

3.2 山东英才学院本科学前教育专业实践教学体系的劣势（W）分析

（1）实践教学经费来源单一，缺乏政府资金支持。高质量的实践教学运行需要大量资金投入，学校虽采取优先扶持、经费倾斜的措施加大支持力度，但仅靠学生学费收入势必会影响专业其他方面的投入，不利于专业整体发展。（2）疫情的冲击。疫情当下，校外实践教学项目的开展势必会受到不同程度影响。（3）与用人单位的合作不够深入。目前与用人单位的合作仅限于联合培养学生、互派教师访学层面，在科研、教研、共建共享实验实训资源、共同开发课程资源等方面仍有更深的合作空间。（4）双导师配备过程缺乏专业匹配度测评与指导。学生在参与实践教学项目过程中，双导师的配备仅限于数量的满足与双选流程的规范性，缺乏专业匹配度测评与指导，有研究表明，导师与实习生之间存在科学搭配（Bjørndal, 2020）。（5）实践教学环节贯通机制有待完善。实践教学各项环节衔接缺乏紧密性，需要建立课内实验实训、教育见习、课程研习、教育实习、专业汇报、创新创业工程、公益劳动、社会实践、毕业论文等实践教学环节环环相扣、持续连贯、螺旋上升的贯通提升机制以及过程性监测与动态调控机制。（6）教师队伍实践教学胜任力不足，队伍不稳定。教学质量的根本在教师，实践教学更需要一支理实兼备的师资队伍，而现有师资队伍稳定性不足。（7）完整联动的实践教学机制需要各环节、各阶段目标与达成质量的无缝对接，环环相扣，动态提升，需要在实践中应用探索，不断完善。

3.3 山东英才学院本科学前教育专业实践教学体系的机遇（O）分析

（1）国家战略层面提升学前教育质量、提升师范类教师质量的宏观政策。（2）国家三孩政策下，市场对学前教育专业人员需求以及社会对高质量学前教育人才的需求。（3）产教融合的国家战略。党的十八大以来，深化产教融合，促进教育链与产业链有机衔接的国家战

略。(4) 学前教育产业的快速发展。(5) 学前教育师资的市场紧缺。

3.4 山东英才学院本科学前教育专业实践教学体系的挑战(T)分析

(1) 同类院校的竞争。(2) 学前教育专业的增设, 近几年开设学前教育专业的高校大幅增多。(3) 专业趋同现象严重, 缺乏特色。(4) 适龄幼儿数量的逐年减少。近几年人口出生数量的持续走低, 导致适龄幼儿数量减少, 虽然入学率在逐年增加, 但整体入园幼儿数量呈下降趋势。

4. 山东英才学院本科学前教育专业实践教学体系建设策略

4.1 山东英才学院学前教育专业实践教学体系 SWOT 矩阵

本研究将山东英才学院学前教育专业实践教学体系的优势、劣势、机会和挑战按照矩阵形式排列, 然后把优势分别与机会和挑战组合, 把劣势分别与机会和挑战组合, 利用系统分析的方法, 结合 OBE 的理念, 对标师范专业认证三级标准, 形成了山东英才学院学前教育专业实践教学体系发展的 SO、ST、WO、WT, 4 种对策。

表 1: SWOT 分析矩阵图

<p>内部分析</p> <p>外部分析</p>	<p>优势S</p> <ol style="list-style-type: none"> 1. 专业定位准确 2. 专业基础扎实深厚 3. 实践教学资金投入比例高 4. 社会声誉好 5. 校外教育实践基地质量优、数量足、分布均衡 	<p>劣势W</p> <ol style="list-style-type: none"> 1. 实践教学经费来源单一 2. 疫情的冲击 3. 与用人单位的合作不够深入 4. 双导师配备过程缺乏专业匹配度测评与指导 5. 实践教学环节贯通机制不够完善 6. 教师队伍实践教学胜任力不足, 队伍不稳定 7. 完整联动的实践教学监督评价机制不够完善
<p>机会O</p> <ol style="list-style-type: none"> 1. 国家战略层面提升学前教育质量、提升师范类教师质量的宏观政策 2. 市场对学前教育专业人员的需求以及社会对高质量学前教育人才的需求 3. 产教融合的国家战略 4. 学前教育产业的快速发展 5. 学前教育师资的市场紧缺 	<p>SO战略</p> <ol style="list-style-type: none"> 1. 构建多维协同虚拟仿真创新实践教学体系 2. 反向设计实践教学内容与环节, 制定达成度指标体系和质量标准, 科学评价师范类专业人才培养质量 	<p>WO战略</p> <ol style="list-style-type: none"> 1. 与教育实践基地和就业单位进行产学研深度融合 2. 提升师资实践教学胜任力 3. 建立实践教学师资遴选、聘用、考核、培训、晋升、奖惩的制度 4. 完善各环节、各阶段质量标准与考评机制 5. 从战略角度制定师资队伍发展规划
<p>挑战T</p> <ol style="list-style-type: none"> 1. 同类院校的竞争 2. 学前教育专业的大幅增设 3. 专业趋同现象严重, 缺乏特色 4. 适龄幼儿数量的逐年减少 	<p>ST战略</p> <ol style="list-style-type: none"> 1. 加大实践教学投入, 突出实践教学体系特色, 树立行业标杆 2. 加强学生就业能力和未来职业发展能力培养, 建立高效联动的毕业生追踪反馈机制 	<p>WT战略</p> <ol style="list-style-type: none"> 1. 配足配齐实践教学管理人员和师资队伍 2. 双导师配备环节确保科学施策、精准对接, 保量提质 3. 建立实践教学环节贯通机制和过程性监测动态调控机制 4. 主动参与师范专业三级认证

4.2 山东英才学院学前教育专业实践教学体系建设的优势-机遇（SO）型对策

优势-机遇（SO）型对策即山东英才学院学前教育专业实践教学体系应当利用好外部机遇，发挥内部优势。（1）构建多维协同虚拟仿真创新实践教学体系。搭建虚拟仿真实实践教学平台，发挥国家级虚拟仿真实实践教学项目以点带面的辐射作用，带动专业课程建立虚拟仿真实实践教学课程群，扩大虚拟仿真项目覆盖面，从技术与项目开发层面，持续推动虚拟仿真实实践教学项目向纵深发展，从课程覆盖面和学生参与层面，持续扩大虚拟仿真项目的辐射广度，运用人工智能、大数据、信息技术等现代化科技手段与实践教学紧密结合建设特色鲜明的实践教学体系。（2）基于 OBE 产出导向，持续改进的核心理念，对接社会需求，以毕业核心能力素质为目标，对标毕业要求 8 个方面，以师范生学习效果为导向，按照可教、可学、可评、可达成的原则，反向设计实践教学内容与环节，制定达成度指标体系和质量标准，科学评价师范类专业人才培养质量。

4.3 山东英才学院学前教育专业实践教学体系建设的优势-挑战（ST）型对策

优势-挑战（ST）型对策即发挥山东英才学院学前教育专业实践教学体系的内在优势，整合资源应对外部挑战的战略模式。（1）加大实践教学投入，突出实践教学体系特色，树立行业标杆。（2）加强学生就业能力和未来职业发展能力培养，建立高效联动的毕业生追踪反馈机制，充分发挥机制的反哺效应，形成反馈-整改-调整的闭环。

4.4 山东英才学院学前教育专业实践教学体系建设的劣势-机遇（WO）型对策

劣势-机遇（WO）型对策即山东英才学院学前教育专业实践教学体系应当克服内部劣势，利用好外部环境机遇。（1）与教育实践基地和就业单位进行产学研深度融合，共建共享国家级实验实训中心资源，合作开发课程资源、线上资源和特色品牌打造，合作开展教科研项目，依托国家级实验实训中心的优势资源，合作开展空中课堂实践教学项目，也能减少疫情对实践教学的冲击。（2）加大与实习基地互派师资实践访学力度，提升师资实践教学胜任力。（3）建立实践教学师资遴选、聘用、考核、培训、晋升、奖惩的制度。（4）完善各环节、各阶段质量标准与考评机制。（5）从战略角度制定师资队伍发展规划，强化人才内培外引，形式不拘一格，注重培养师资队伍稳定性。

4.5 山东英才学院学前教育专业实践教学体系建设的劣势-挑战（WT）型对策

劣势-挑战（WT）型对策即应当减少山东英才学院学前教育专业实践教学体系的内部劣势，避免外部威胁。（1）配足配齐实践教学管理人员和师资队伍。（2）双导师配备环节确保

科学施策、精准对接，保量提质。（3）建立实践教学环节贯通机制和过程性监测动态调控机制。（4）以 OBE 为核心理念，对标师范专业认证三级标准，主动参与师范专业三级认证。

5. 结论与建议

中国教育部自 2018 年启动师范类专业认证以来，为学前教育专业发展和内涵建设带来了发展的契机，旨在通过认证的过程以评促建、以评促强、追求卓越、打造一流行业质量标杆。对于促进教师教育建立制度保障、强化特色引领、促进内涵发展、从源头上建设高素质教师队伍起到了有效且显著的推动作用。本研究结合 OBE 的理念，对标师范专业认证三级标准，采用 SWOT 分析方法对山东英才学院学前教育专业实践教学体系建设的现状进行了分析，提出了未来发展的四类对策建议。可为其他学前教育专业实践教学体系建设作以借鉴。

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民办高校教师绩效评价体系研究文献综述**LITERATURE REVIEW ON THE PERFORMANCE EVALUATION SYSTEM OF TEACHERS IN PRIVATE COLLEGES AND UNIVERSITIES**于宗先^{1*}, 于志芳²**Zongxian Yu^{1*}, Zhifang Yu²**¹山东英才学院, ²山东电子职业技术学院¹Shandong Yingcai University, ²Shandong College of Electronic Technology

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摘要: 教育教学质量是民办高校生存与发展的生命线, 那么教师的素质、能力及其创新创造的活力则是民办高校教育教学质量的根本支撑; 而教师能力以及创新创造活力的释放或者迸发程度, 在一定意义上, 则取决于完善而科学的绩效评价体系。但目前民办高校绩效评价体系普遍存在着绩效评价目标不清晰、评价主体单一、评价体系缺乏针对性。研究民办高校教师绩效评价体系, 对于深化民办高校教育教学改革、加强教师队伍建设、提升教育教学与人才培养质量具有重要的现实意义。国内学界关于民办高校教师绩效评价体系的研究成果较为丰硕, 但普遍聚焦于一般性问题的研究, 专项研究存在诸多空白, 研究的广度与深度不够; 所建构的教师绩效评价体系, 多是基于某个或部分高校的具体实践而获得的, 缺乏实证案例的检验, 可信度不强等。鉴于此, 本文梳理民办高校教师绩效评价研究文献, 以期为正在进行或将要进行民办高校教师绩效评价相关研究的学者提供参考。

关键词: 民办高校, 教师, 绩效评价。

Abstract: The quality of education and teaching is the lifeline of the survival and development of private colleges and universities, so the quality, ability and innovation and creativity of teachers are the fundamental support of the quality of education and teaching in private colleges and universities; In a sense, the release or burst of teachers' ability and innovation and creativity depends on a perfect and scientific performance evaluation system. However, at present, the performance evaluation system of private colleges and universities generally has unclear performance evaluation objectives, single evaluation subject and lack of pertinence. The research on the performance evaluation system of teachers in private colleges and universities has important practical significance for deepening the education and teaching reform of private colleges and universities, strengthening the construction of

teachers, and improving the quality of education and teaching and talent training. The research results of domestic academic circles on the performance evaluation system of teachers in private colleges and universities are relatively fruitful, but they generally focus on the research of general problems. There are many gaps in the special research, and the breadth and depth of the research are not enough; The teacher performance evaluation system constructed is mostly based on the specific practice of one or some colleges and universities, lack of empirical case test, weak credibility and so on. In view of this, this paper combs the research literature of teachers' performance evaluation in private colleges and universities, in order to provide reference for scholars who are conducting or will conduct relevant research on Teachers' performance evaluation in private colleges and universities.

Keywords: Private University, Teacher, Performance Appraisal.

引言

我国高度重视人才评价体系建构，尤其党的十八大以来关于其政策法规不断涌现。习近平总书记明确指出要“聚天下英才而用之”。2016年，《关于深化人才发展体制机制改革的意见》中强调要人才评价机制创新重点在于人才品德、能力和业绩三方面的核心评价；《关于深化高校教师考核评价制度改革的指导意见》中强调，教师考核最核心最根本的内容在于师德考核，教师要全面实现专业化发展。2018年，《关于深化项目评审、人才评价、机构评估改革的意见》中明确提出人才评价要与学术性、荣誉性直接相关。2021年，习近平总书记指出人才评价坚持“破四唯”和“立新标”。而从民办高校人才绩效评价的理论上，民办高校教学人员绩效评价具有诊断和改进教学工作、促进教学人员管理科学化、促进教学人员自我发展与进步等功能。同时，国内外研究者基于教育学、教学测量学、教育统计学、哲学、心理学等学科视角，就高校教学人员绩效评价的理论基础、评价模式、评价目的、评价原则、评价主体、评价原则、评价内容等进行了研究和探索，国外学者的研究为民办高校教师绩效评价体系改进和构建提供了相应的理论借鉴。

1. 民办高校教师绩效评价目的与价值的相关研究

教师绩效评价体系是一个系统化、持续性的工程，其目的在于引教学人员优化职业生涯规划、进行专业开发，并使教师与学生彼此适应对方的需求。Stake（1989）认为，高校教师绩效评价的目的，主要在于奖优罚劣、解决教师岗位匹配中不合理问题、帮助教师了解和适应学校需求、促进教师提升学习与专业发展能力。Mills 等人（1999）认为，高校绩效评价的目的，一方面在于适应和满足高校行政管理需求、提升组织绩效，为高校行政管理层或者决策

层在教学人员晋升、聘任、解雇等方面提供依据；另一方面在于促进高校教学人员自身发展，高校教师根据绩效评价，对教学工作加以改进，对自身发展作出进一步的规划。这就要求高校教师绩效评价工作应具有公信力、提升教学人员工作满意度、增强学生学习感受。有研究者从绩效评价基本形式出发进行研究，认为绩效评价主要呈现了组织决策与奖惩关联、个人内在满意度与社会认可关联的两种形式，从根本上来说这两种形式在目的、标准、程序等方面存在较大的差异性；个人内在满意度与社会认可的绩效评价方式比组织决策与奖惩方式更有利于教师工作动机的激励，更能提升教师的工作绩效。

张有绪等人（2014）认为，教师绩效评价人力资源管理的核心环节，建构科学的教师绩效评价体系，无论对于教师发展还是学校战略目标的实现都具有重要意义。周志平（2014）从哲学、心理学、教育学、管理学等学科的角度对教师绩效评价进行理论研究，认为这些学科知识为教师绩效评提供了一定的理论指南。董海艳（2015）认为，教师绩效评价具有导向、鉴别、激励与监督功能，对于促进教学改革、师生共同发展、优化学校管理工作具有重要价值，在评价工作中，应坚持方向性、教育性、科学性、可行性原则。童敏慧（2020）认为高校人事管理工作中教师绩效评价至关重要，对教学人员进行综合评价对优化高校人事管理考核工作、形成公平竞争环境以及激发教师的工作热情具有重要作用，在全面的评价中教师可以根据学校的要求更加清楚了解自己的工作职责，使其在日常的教学、科研工作中有规可依、有章可循。

2. 民办高校教师绩效评价指标结构的相关研究

Wolansky（2001）认为，教师绩效评价内容主要包括四个方面，即：指定任务，包括教学任务、课程开发、实验室维护等；服务，包括学生指导、社区服务等；学术专业参与，包括学术会议参与、顾问服务等；专业发展与学术活动，包括研究、出版等。但一般认为，无论是高校的任务，还是教师的角色活动，其功能主要有三个，即教学、研究和服务。因此，在高校教师绩效评价内容结构方面，也主要是围绕这三个方面而展开。在教学方面，Holdzkom（1991）认为，教师绩效评价内容应围绕教学要求与教师胜任力两个方面来设定，具体包括教学时间管理、教学演示、学生行为监管、教学反馈、教学沟通能力、教学促进功能以及其他非教学职责等。同时，还应考虑教学的特定背景，包括学校、院系的目标以及学生的学习成果；考虑教师在课堂之外的经验学习，以及教师之间的交流与传播等，因为这些因素都可能对教学绩效产生较大影响。在学术方面，Paulse（1995）认为，教师学术绩效评价内容主要是指学术发现，通过学术发现并提出自己的观点，是教师学术活动最为重要的因素。Fairweather（2002）则强调，教师学术绩效评价不应“一刀切”，而应有具体衡量的尺度，比如，明确教师学术绩效评价的相应学科的教学与研究型期刊等。在服务方面，Fairweather（2002）认为，教师服务绩

效评价应注重“公共服务”，具体包括技术援助、政策咨询等。基于这些分析，我们可总结出国外高校教学人员绩效评价体系的指标结构（见表1）。

张有绪等人（2014）把教师绩效评价指标划分为师德素养、教学、科研、职业发展等4个一级指标和思想道德、职业道德、教学工作量、教学质量、科研质量等9个二级指标。黄英婉等人（2016）把教师绩效评价指标划分为自然情况、部门测评、教学、科研4个一级指标和教龄、职称、学科专业建设、教学成果等13个二级指标。包能胜等人（2017）基于“教学学术”视角，建构了教学改革、教学服务、教学评价、工程实践、期刊论文、学术专著、会议报告、内部评价、外部评价等9个评价指标。卢曼慧等人（2018）基于实验教师岗位，围绕教学研究与实践能力，提出了实验教学研究能力、创新指导能力、实验教学资源建设能力、实验开发能力、工程实践能力等5个评价指标。

3. 民办高校教师绩效评价方法体系的相关研究

基于不同评价主体及内容，其评价方法也不相同。在学生评价方面，Feldman（1996）指出，学生评价是识别教学人员以及示范教学的重要信息源；Surratt等人（2007）认为，学生评价是适当的，特别是在学习环境营造方面，学生对教师的评价具有较好的可靠性。在教师评价方面，Paulsen（1995）认为，教师同行由于熟悉被评价教师的专长及学科专业知识，其评价可对教师所在的专业领域就其设定的课程目标、作业及考试、师生关系、师德师风等进行正确的判断。Koops等人（2006）认为，课堂观察是教师绩效评价体系的重要内容。对于行政管理者而言，通过课堂观察，不仅可以真实了解教学情况，也可以通过事后谈话的方式，与教师讨论课堂上的教与学；对于专家而言，通过听课或观摩，可以使教师理解和支持教学中存在的共性问题，并帮助教师看到优势、发现不足，从而提高其教学能力与教学质量。Wolansky（2001）认为，教师自我评价，对于教师反思工作、改进不足、发扬长处、促进自我发展具有重要作用；Koops等人（2006）则强调，在教师自我评价中，应给予其发言权，并把教师自我评价结果运用其职培训、专业发展等方面。

刘宗祥（2017）认为，教师绩效评价方法的选择与确定，应遵循多元化手段和多样化设计原则，在具体的评价方法实现教师自评、学生评教和同行评议的有机统一。也有研究者提出了历史性、主体性、实效性、发展性、民主性等评价方法论原则。朱文静（2018）基于学生人文素养提升的视角，认为教师绩效评价应以发展性评价为指导，弱化“结果至上”的奖惩评价理念、突出教研成果、培育教学人员自我评价意识；应以学生人文素养提升为基点，把教学人员自评、同事互评引入多元主体评价中；优化发展性评价体系的反馈机制。在实践中，教师绩效评价方法常见的主要有层次分析法、模糊评价法、文献综合计量法、360度反馈法等。

4. 民办高校教师绩效评价困境与优化的相关研究

王莉（2016）研究发现，由于高校存在着重科研轻教学的思想倾向，加之评价主体与评价内容的复杂性与局限性，使得教师教学评价工作普遍存在着评价观念滞后、评价机构不健全、评价体系不完善、评价标准不合理等问题，并由此提出师生广泛参与、校评与院评相结合、评价与监控结合等原则。韩广东（2019）基于学生人文素养提升的视角，分析了教师评价的现存困境，主要是学生人文素质提升考虑不够、教师的评价内容缺乏针对性、考核评价没有表明学生人文素质提升的需求等，并由此提出了优化对策，即确立教师绩效的发展性评价理念、重点突出教师实践教学水平与质量的评价、完善发展性评价制度。吴秋凤等人（2019）基于学生学习成效的视角，发现教师绩效评价存在着诸多困境，在评价内容上存在重“教”轻“学”、在评价主体忽视教学人员的评价自主性、在评价指标上指标较为单一、在评价结果应用不到位等问题，并由此提出优化策略，即基于“学”的视角丰富评价内容、增强教师评价的自主性与积极性、完善评价指标以提高评价的有效性、有效利用评价结果。吴翠玲等人（2019）以工科院校为样本，发现教师绩效评价存在着评价主体单一化、评价指标片面化、评价过程形式化、评价方法不合理、评价结果不可比等问题，并由此提出树立“以教师为本，促进教师专业发展”的评价理念、建构科学公正的教师绩效评价体系、选取科学合理的评价指标并确定各指标的权重系数、把学生的收获纳入教师绩效评价以提高绩效评价的全面性。

结论

建构教学人员绩效评价体系，是激发民办高校教师教书育人活力的必要措施，也是提升民办高等教育教学与人才培养质量的有效途径。因此，国内外学界较为关注这一议题，并对此展开了多层次、多视角的研究与探讨，取得了丰硕的理论成果，这为本研究提供了理论支持。从国外看，在评价内容上，普遍从教学、科研与服务三个方面对教师进行综合评价；在评价方法上，注重从管理者评价、同行评价、教学人员自我评价、学生评价等方面获得信息，由此得出全面而科学的评价结果，并在评价过程中将评价自信与评价结果及时反馈给教师，促进教师进行教学反思。这为建构我国民办高校教学人员评价体系提供了诸多有益的启示。但同时也存在诸多不足，比如，在评价内容上，忽略了对教学人员政治素养、价值观念、职业道德等方面的评价，这一问题不符合我国高校发展的实际与高校发展的目标职能，需要我们在研究中加以注意。从国内看，虽然研究成果较为丰硕，但存在着广度与深度不够，普遍聚焦于一般性问题的研究，专项研究存在诸多空白；虽然探索和建构了教师绩效评价体系，但评价指标的选择与确定，多是基于某个或部分高校的具体实践而获得的，缺乏实证案例的检验，可信度不强等。在研究对象上，目前学界对民办高校教学人员绩效评价研究不多。作为改革开放之后出现的新

生事物，我国民办高校起步较晚，且有着自身特殊的发展规律。这就需要在研究民办高校教师绩效评价体系中，在借鉴现有研究成果的基础上，加强对民办高校的调查和分析，通过实证建构切合民办高校自身发展规律、符合民办高校发展需求的教师绩效评价体系。

表 1: 国外高校教学人员绩效评价内容结构

类型	评估指标	具体内容
教学	课堂教学	1. 新法创新；2. 课程开发；3. 教材编写等
	教学管理	1. 教学时间管理；2. 教学演示；3. 学生行为监管；4. 教学反馈等
	学生学习效果	1. 学校或院系目标；2. 知识理解；3. 学习态度；4. 社会认知；5. 学习运用等
	教学资源	1. 研究资源；2. 学习资源；3. 教学设施；4. 教学环境等
研究 服务	提出新观点	1. 学术发现；2. 论文发表；3. 学术成果的运用；4. 学术团队工作
	知识应用与服务	1. 会议报告；2. 会议组织；3. 学术期刊编委；4. 技术援助；5. 政策咨询等

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关于新型职业农民电子商务技能培养培训需求现状的调查报告
**INVESTIGATION AND RESEARCH REPORT ON THE CURRENT
SITUATION OF E-COMMERCE TRAINING NEEDS OF NEW
PROFESSIONAL FARMERS**

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摘要: 在国家乡村振兴战略背景下, 国家提出大力建设具有广泛性的促进农村电子商务发展的基础设施, 鼓励支持各类市场主体创新发展基于互联网的新型农业产业模式, 深入实施电子商务进农村综合示范。农村电商人才培养, 迫在眉睫。党中央、国务院联合印发的《乡村振兴战略规划(2018-2022年)》中指出“实施新型职业农民培育工程, 支持新型职业农民通过弹性学制参加中高等农业职业教育。”因此, 开设电商类专业的高职院校应积极响应国家号召, 充分利用其在电商方面课程建设、师资队伍、校企合作、人才培养方案等方面的经验和优势, 培育培养新型职业农民, 提升其电商技术和能力, 助力乡村振兴。高职院校电商类专业提升新型职业农民能力的新方法、新路径、新模式上多做深入地探索, 为农村电商人才培养提供可实施、可落地的路径和方法。基于此, 本文采用问卷调查法, 对山东7个城市的新职业农民开展了电商培养培训需求现状调研, 发放600份问卷, 收回550份, 使用spss软件进行分析, 得到新型职业农民电子商务技能培养培训需求现状的调查报告。

关键词: 新型职业农民, 电子商务, 技能培养培训。

Abstract: The report of the 19th National Congress of the Communist Party of China regards the Rural Revitalization Strategy as one of the seven strategies for the future development of the party and the country. The primary task of realizing the Rural Revitalization Strategy is to cultivate a new professional peasant team who loves agriculture, understands technology and is good at management. In the context of the National Rural Revitalization Strategy, the state proposes to vigorously build a broad infrastructure to promote the development of rural e-commerce, encourage and support all kinds

of market players to innovate and develop a new agricultural industry model based on the Internet, and deeply implement the comprehensive demonstration of e-commerce in rural areas. The cultivation of rural e-commerce talents is imminent. The strategic plan for Rural Revitalization (2018-2022) jointly issued by the CPC Central Committee and the State Council points out that "we will implement the cultivation project of new professional farmers and support new professional farmers to participate in secondary and higher agricultural vocational education through a flexible school system." Therefore, higher vocational colleges offering e-commerce majors should actively respond to the national call, make full use of their experience and advantages in e-commerce curriculum construction, teaching staff, school enterprise cooperation, talent training programs and other aspects, cultivate new professional farmers, improve their e-commerce technology and ability, and help rural revitalization. Teachers of e-commerce majors in higher vocational colleges should make more in-depth exploration on new methods, new paths and new models to improve the ability of new professional farmers, so as to provide implementable and landing paths and methods for the cultivation of rural e-commerce talents. Based on this, this paper uses the questionnaire survey method to investigate the current situation of e-commerce training needs of new professional farmers in 18 cities such as Hebei, Shandong and Henan. 600 questionnaires were issued and 550 were recovered. SPSS software was used for analysis.

Keywords: Professional Farmer, Electronic Commerce, Skill Training.

引言

党的十九大报告将乡村振兴战略作为党和国家未来发展的七大战略之一，实现乡村振兴战略的首要任务是培育出爱农业、懂技术、善经营的新型职业农民队伍。在国家乡村振兴战略背景下，国家提出大力建设具有广泛性的促进农村电子商务发展的基础设施，鼓励支持各类市场主体创新发展基于互联网的新型农业产业模式，深入实施电子商务进农村综合示范。农村电商人才培养，迫在眉睫。党中央、国务院联合印发的《乡村振兴战略规划（2018-2022年）》中指出“实施新型职业农民培育工程，支持新型职业农民通过弹性学制参加中高等农业职业教育。”因此，开设电商类专业的高职院校应积极响应国家号召，充分利用其在电商方面课程建设、师资队伍、校企合作、人才培养方案等方面的经验和优势，培育培养新型职业农民，提升其电商技术和能力，助力乡村振兴。

研究目的

通过对山东各地市的新型职业农民进行调研，获取各地新型职业农民电商培训的意愿，以及对电子商务培训的具体知识和技能的需求，并通过分析，为之后分析关于高职院校电子商务

类专业支持新型职业农民能力提升路径不畅通的原因，探索乡村振兴背景下新兴职业农民电商能力提升路径；积极探究高职院校电子商务类专业支持新型职业农民能力提升创新模式打下基础。

文献综述

欧美国家以德国、美国为代表，亚洲国家以日本为代表已形成了完整的职业农民培育体系与完善的制度保障。德国的职业农民有着严格的准入、考核与认定程序。农民接受农业职业教育的时间不得少于三年，通过考核后方能获得农民职业资格证书。德国政府重视资金投入以此来保障农民职业教育的持续发展；从师资层面着手，保障职业教育质量，为此德国文教部设置了严格的职业教育教师资格标准。同时，德国将从事农业职业教育的教师具体分为学校教师与企业教师，并针对具体的类别设置了不同的准入与任职条件。美国的职业农民培训主要以公立学校为培训机构，培训对象以青年学生和准备从事农民这一职业的青年为主，可以说美国的职业农民培训主要为美国农业培训后备人才。而对于农民的培训主要以夜校为主，时间大多为农民空闲时间较多的秋冬。日本经过多年的发展，已形成了合理分工的职业农民培育体系，即教育系统为主体、国家统筹、各地政府及相关部门分工合作的职业农民培育体系。近些年来的高职院校电商类专业培育新型职业农民的专业研究文献进行了统计，从研究内容及论文发表的刊物类别看，高职院校电商类专业支持新型农民职业能力提升相关的期刊论文较少，其相关研究成果也极少。在中国知网输入“电商+新型职业农民”关键字，搜索结果为17篇，这些文章多从新型职业农民电商培育的地方实践入手，探究新型职业农民电商培育的方法、问题、成效与路径。研究内容较单一、碎片化，未提出完整、系统提出高职院校电商类专业支持新型职业农民能力提升的路径和模式。

研究方法

问卷调查法。面向乡村山东省7地市新型职业农民发放600份调查问卷，问卷题目设计20-30个，主要涉及被调研对象新型职业农民的住址、年龄、从事农业的年限、目前所从事的职业、学历、学历提升需求、当地手机上网普及程度、农产品销售方式、疫情对农产品销售的影响、农产品是否利润最大化、农产品是否积压、是否了解电子商务、是否了解农村电子商务、网上售卖农产品是否可行、政府对农产品的支持、在开展农村电子商务过程中所需要的帮助、开展电子商务的优势、开展农村电子商务的阻力、对是否需要农村电子商务、对农村电子商务的知识培训需求、对农村电子商务的技能培训需求等。其中，优势方面涉及农户可以进行网络售卖而不至于农产品滞销、更多人对当地特产有所了解卖家与买家互惠互利、打破了地域限制、

农村电商促进国家对农村基础设施的投资、有利于整合资源等；电商技能的培训涉及农产品新媒体平台直播营销、农产品社交营销、农产品短视频营销、农产品网店设计与运营、农产品全渠道营销与推广、农产品营销方案制订与优化、农村电子商务订单履行及物流配送及包装设计。打造地方特色公共品牌并对农村乡镇干部辅以个案访谈进行调研。通过对调查问卷进行统计分析，获得第一手真实可靠的数据。

研究结果

对新型职业农民电商培训培养需求现状进行调研，具体情况如下：

1. 被访者基本情况分析如下：

从学历来看，有 14.7%的被访者是小学及以下学历，25.5%的被访者是初中学历，17.1%的被访者是高中学历，42.6%的被访者是大学及以上学历。由此可见，被访者中 57.4%为高中及以下学历水平，学历较低；具体如图 1 所示。

从居住地来看，52%的被调查者居住在乡镇，16%的被调查者居住在县及县级市，从年龄分析，约有 48.8%的被调查者年龄在 18-30 岁，38.60%的被调查者年龄在 31-50 岁，1.70%的被调查者年龄在 51 岁以上。这表明，被调查者主要集中在 18-50 岁之间；具体如图 2 所示。

从事农业的年限来看，约有 40.80%的被调查者从事农业 2 年及以内，约有 15.20%的被调查者从事农业 3—5 年，约有 17.60%的被调查者从事农业 5-10 年，约有 26.50%的被调查者从事农业 10 年以上。具体如图 3 所示。

被调查者的身份或从事或职业情况来看，约有 46.7%的被访者是一般的种田农户，约 9.1%的被访者是种粮大户，约 3.4%的被访者是专业养殖户，约 1.2%的被访者是专业合作社带头人，约 2.4%的被访者是家庭农场主，约 1.8%的被访者是农业技术服务人员，约 0.4%的被访者是农村经济组织管理人员，约 1.8%的被访者是营销/仓储运输服务人员，约 0.8%的被访者是涉农公司（企业）工人，15.1%的被访者是返乡大学生，约 0.8%的被访者是返乡创业的本地农民，约 1.8%的被访者是退伍军人，约 0.6%的被访者是手工业者，约 0.8%的被访者是涉农公司（企业）管理人员，约 13.3%的被访者有其他身份或从事其他职业。具体如图 4 所示。

2. 农民电子商务使用情况分析如下

从当地手机上网普及程度来看，有 6.00%的被调查者几乎没有人使用手机上网；有 14.40%的被调查者表示很少农民使用手机上网，有 42.3%的被调查者认为绝大多数农民使用手机上网，37.30%的被调查者认为几乎所有农民都使用手机上网。由此可见，农民的手机上网普

及率较高。具体如图 5 所示。

当问到农产品是如何销售时，24.20%的被访者表示“自家用掉或者送人，不足以销售”，22.00%的被访者选择“有人到家中购买”，有34.10%的被访者选择“在蔬菜开发商处进行售卖”，仅有9.40%的被访者选择“通过网络平台进行售卖”，还有10.40%的被访者选择“其他”方式进行售卖。由此看见，被访者中农产品销售主要是通过蔬菜开发商，使用网络平台售卖的比例较低。具体如图 6 所示。

约有59.0%的被访者觉得农产品通过目前的方法卖出未达到利润最大化，急需优化农产品卖出方法。尤其是，受疫情影响，约有83%的被访者觉得疫情对农产品销售有影响。有87.5%的被访者认为网上售卖农产品是可行的。

当问到“是否有过商品积压过多，没有卖出的情况”时，58.7%的被访者选择有商品积压过多，没有卖出的情况；当问到被访者是否了解电子商务时，有11.3%的被访者选择“非常了解”，有19.9%的被访者选择“了解”，48.3%的被访者选择“一般”，16.1%的被访者选择“不了解”，4.4%的被访者选择“非常不了解”，图 7 所示；当问到通过哪些方式了解农村电子商务时，64.4%的被访者选择手机，1.8%的被访者选择报纸，9.7%的被访者选择电视，16.5%的被访者选择网络，1.8%的被访者选择广播，5.8%的被访者选择其他，图 8 所示；当问到当地政府对电子商务的发展是否有支持时，约80.7%的被访者表示当地政府对电子商务发展有支持；当问到农村开展电子商务优势时，58.7%的被访者选择农产品丰富，53.2%的被访者选择人们对农产品需求量大，60.9%的被访者选择农产品绿色健康，41.7%的被访者选择生产力优势，40.5%的被访者选择售价低获利高，43.1%的被访者选择农产品可以通过互联网整合商品，如图 9 所示；在问到“电子商务对农村发展有哪些优势”时，约有66.7%的被访者选择“农户可以进行网络售卖而不至于农产品滞销”，约有51.2%的被访者选择“更多人对当地特产有所了解”，约有52.0%的被访者选择“卖家与买家互惠互利”，约有55.6%的被访者选择“打破了地域限制”，约有42.6%的被访者选择“农村电商促进国家对农村基础设施的投资”，约有40.0%的被访者选择“有利于整合资源，打造地方特色公共品牌”如图 10 所示；从农村电子商务的阻力因素来看，52.3%的被访者选择农村互联网普及度不高，67.9%的被访者选择农村电子商务人才短缺，53.1%的被访者选择资金不足，50.1%的被访者选择推广渠道单一，40.0%的被访者选择产品单一化，41.2%的被访者选择物流设施不完善；在问到“您希望在开展农村电子商务过程中获得哪些帮助”时，有62.9%的被访者选择电商人才的输送，64.5%的被访者选择电商技能培训，57.8%的被访者选择电商所需要的设备建设与完善，59.4%的被访者选择提供资金支持，47.5%的被访者选择更多的政策支持，8.7%的被访者选择其他。

3. 电子商务教育培训意愿及具体需求

从学历提升的需求来看，约有 52.7% 的被调查者有学历提升需求。当被访者问到是否希望参与电商知识培训时，约有 77.2% 的被访者选择希望参加电商知识培训。当问到被访者接受培训的初衷或动机时，约有 71.9% 的被访者选择致富，约有 62.6% 的被访者选择提高生产技能，约有 28.7% 的被访者选择外出就业做准备，约有 25.9% 的被访者选择获取证书、提高学历，约有 10.1% 的被访者选择其他。

期望的培训形式中，约有 65.8% 的被访者选择“线上课程”，约有 55.1% 的被访者选择“线下讲座、研讨会”，约有 47.4% 的被访者选择“参加电商专业集中培训班”。由此可见，被访者对线上课程的需求较大。如果需要培训，从被访者希望参与的电商知识培训来看，56.6% 的被访者选择网络经济发展趋势，58.5% 的被访者选择农村电商发展趋势与机遇、政策解读，53.4% 的被访者选择电子商务基础知识普及，50.2% 的被访者选择移动互联网主要工具及软件应用知识，52.0% 的被访者选择农产品线上交易基础知识，44.8% 的被访者选择农产品供应链基础知识，37.5% 的被访者选择其相关农产品电商经营的法律法规，7.9% 的被访者选择其他。如果需要培训，从被访者希望参与的电商技能培训来看，约 57.5% 的被访者选择农产品新媒体平台直播营销，50.2% 的被访者选择农产品社交营销，52.4% 的被访者选择农产品短视频营销，55.5% 的被访者选择农产品网店规划设计、运营、维护，49.4% 的被访者选择农产品全渠道营销与推广，44.3% 的被访者选择农产品营销方案制订与优化，43.9% 的被访者选择农村电子商务订单履行及物流配送、包装设计，33.8% 的被访者选择农产品品牌开发、定位、传播及维护，还有 6.7% 的被访者选择其他。

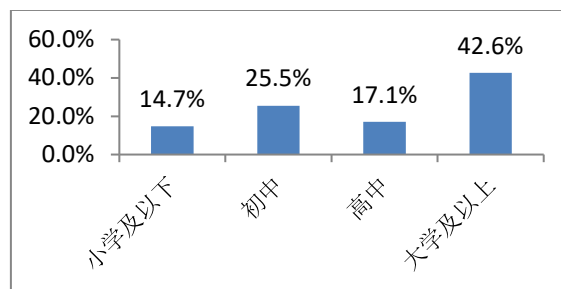


图 1: 受访者学历信息情况

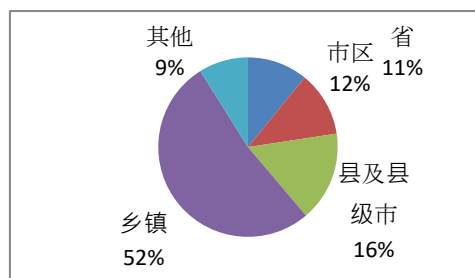


图 2: 受访者居住地信息

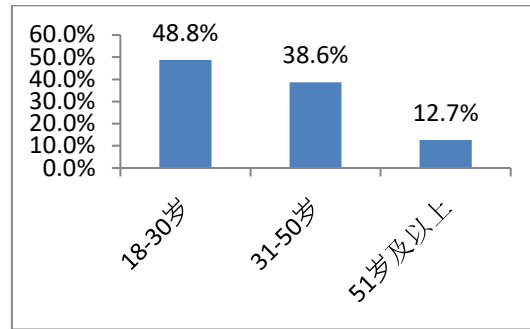


图 3：受访者年龄情况

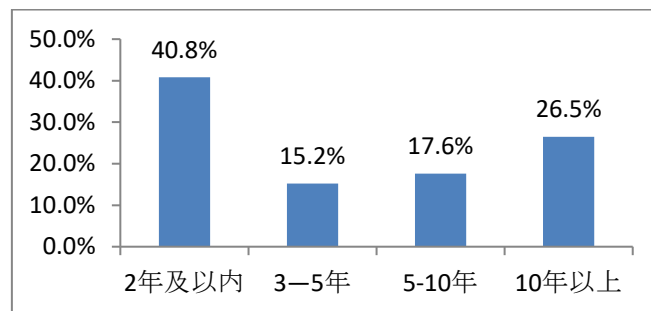


图 4：受访者从事农业年限情况

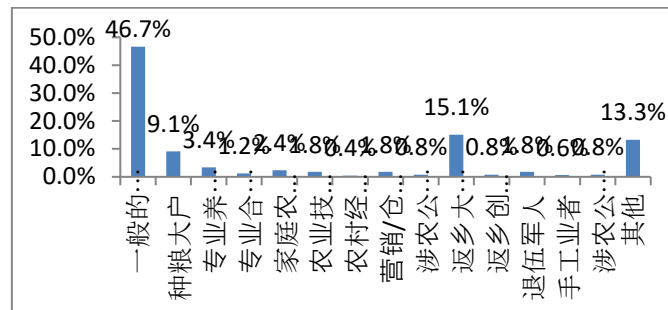


图 5：受访者具体身份情况

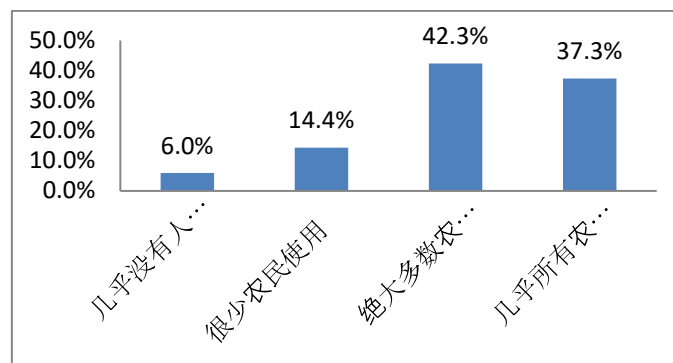


图 6：农民使用网路情况

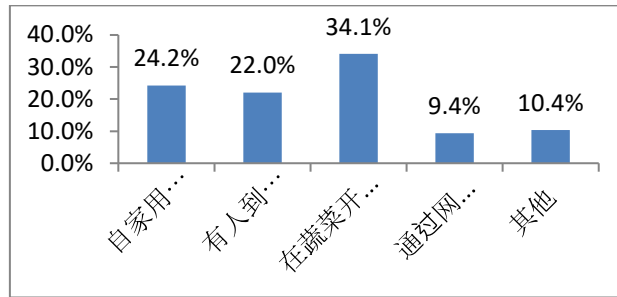


图 7：农民销售农产品方式情况

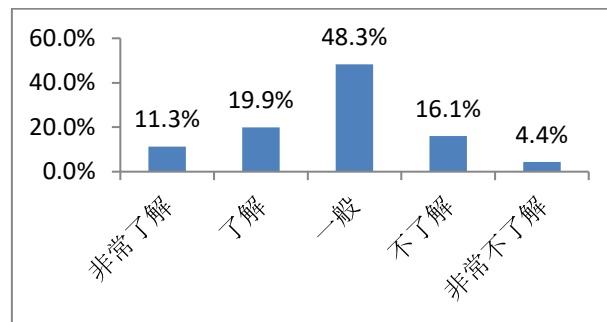


图 8：农民对电子商务的了解情况

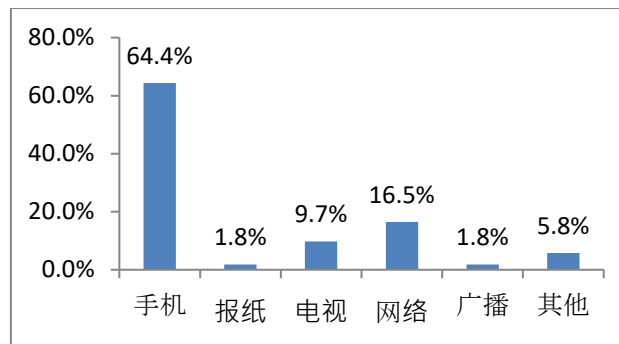


图 9：农民了解电子商务的方式情况

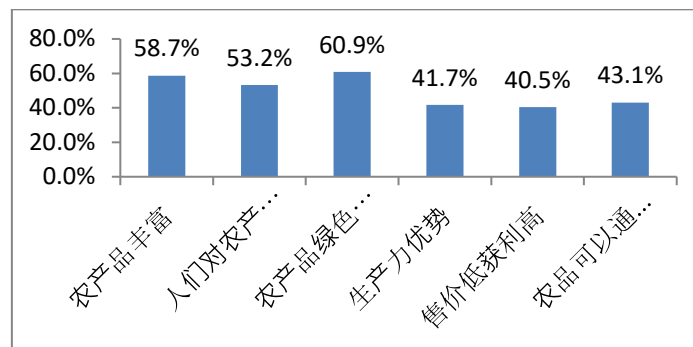


图 10：农民农产品的优势情况

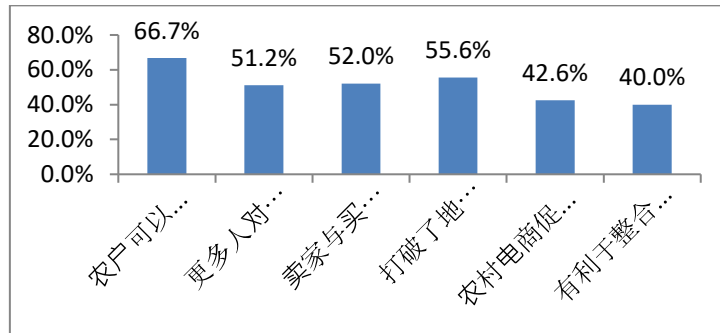


图 11: 电子商务对农产品销售的作用了解情况

总结

农民的手机上网普及率较高，其农产品销售主要是通过蔬菜开发商，而使用网络平台售卖的比例较低。近 60%的农民认为农产品通过目前的方法卖出未达到利润最大化，急需优化农产品卖出方法。58.7%的被访者选择有商品积压过多，没有卖出的情况；尤其是，受疫情影响，约有 83%的被访者觉得疫情对农产品销售有影响。有 87.5%的被访者认为网上售卖农产品是可行的。

农民对电子商务的了解情况一般，了解方式主要通过手机。约 80.7%的被访者表示当地政府对电子商务发展有相关支持；农民认为自身开展电子商务优势为，农产品丰富、绿色健康、农产品需求量大等。农民认为开展电子商务的主要利处是农户可以进行网络售卖而不至于农产品滞销、打破了地域限制、更多人对当地特产有所了解、有利于整合资源，打造地方特色公共品牌”；电子商务人才短缺方面的是开展农村电子商务最主要的阻力，60%以上的受访者希望得到电商技能培训方面的帮助。

从学历提升的需求来看，约有 52.7%的被调查者有学历提升需求。近 80%的被访者希望参加电商知识培训，具体内容主要是网络经济发展趋势、农村电商发展机遇及政策解读、电子商务基础知识普及、互联网主要工具及软件应用知识、农产品线上交易基础知识等。希望参加的电商技能培训主要有农产品新媒体平台直播营销、农产品社交营销、农产品短视频营销、农产品网店规划设计、运营、维护等。

讨论

对于新型职业农民电商培养培训现状的现状分析，了解其具体培训需求。对于新型职业农民电商能力的提升，需要多方共同努力，包括政府顶层设计、校企产教融合、弹性拓展教育、师资队伍建设和等各方面，从而从高职院校角度建立高职院校电商类专业提升新型职业农民能力提升路径。

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EXPLORING EFFECTIVE CLASSROOM ENVIRONMENT STRATEGIES FOR REDUCING ACADEMIC BURNOUT IN HIGHER EDUCATION

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Abstract: The research on the current situation of students' academic burnout in higher education has attracted the attention of researchers. Academic burnout is used to describe a series of improper behaviors of avoiding learning when students have less interest in learning or lack intention of learning. College students' academic burnout will have a serious impact on students' physical and mental development and social development. Fruitful achievements have been achieved but there also exist some limitations and shortcomings, one of which is that many researchers explore the reasons for academic burnout from learners' internal aspect. Few are from the perspective of external environment. Since the late 1960s, classroom environment, as an important factor affecting effective teaching, had been the focus of academic attention. Classroom environment is a potential factor determining students' development. Under the circumstances, it is significant to explore the effective classroom environment management methods to reduce academic burnout in higher education. Through the systematical content analysis of related study, this paper concludes the classroom environment strategies for reducing academic burnout in higher education that contains organizing a favorable class, creating a harmonious classroom atmosphere, applying task-based teaching method, making students' dominant position, being equal to each student, organizing good classroom interaction, offering guidance to the students, which can help to reduce academic burnout.

Keywords: Classroom Environment, Academic Burnout, Classroom Environment Strategy, Higher Education.

Introduction

In today's era of globalization, the number universities have expanded quickly, and higher education has gradually become universal and popular. With the increase of social attention, the people have put forward higher requirements for the quality of higher education. At this stage, there is a gap between the learning attitude and learning quality reflected by college students and the expectations of the people, and some college students have less interest and motivation in studies, and they are weary of learning

under the long-term learning stress. The research on the current situation of college students' academic burnout has attracted the attention of scholars. Meier & schmeck (1985) described academic burnout as the phenomenon that students lose energy due to long-term learning pressure and schoolwork burden. They gradually lost their enthusiasm for learning and schoolwork activities, alienate students, and failed to achieve expected good academic results. Schaufeli (2002) defined academic burnout as "emotional exhaustion, alienation from school and decline in personal achievement caused by students' excessive learning needs".

For students, apart from their families, they spend most of their time in school, which means that all learning-related activities are done in the classroom environment. Generally speaking, classroom environment is composed of physical environment, social environment and psychological environment (Fraser, 2012). The classroom environment may be a major signal of the success of learning under the classroom setting. Kiatkheeree (2018) pointed that there were three types of the classroom environment: academic environment, physical environment, and psychological environment. As the classroom environment influences learners' achievement, the physical environment is also considered as a vital factor in learning. The physical environment contains all related things that human acts, such as noise, crowding, housing, and quality of the neighborhood (Punthumasen, 2007). Rucinski et al. (2018) stressed the importance of classroom environment and stated that a positive classroom environment may help get over the negative relationship between teacher and student that student perceived.

Fruitful achievements have been achieved but there also exist some limitations and shortcomings, one of which is that many researchers have explored the reasons for academic burnout from learners' internal aspect and psychological perspective and the demography aspects which includes gender, family background, major, grade, etc. and learners' internal factors such as personality, motive, learning method and so on. Only a few studies refer to external aspects such as learning environment also has great impact on students' academic burnout. Among the relevant studies show that classroom environment also has an important influence on academic burnout behavior, but most of them pay attention to the relationship between one or more dimensions of school environment and academic burnout. Ogundokun (2011) showed that learning style, school environment, and test anxiety play important roles in measuring learning outcomes, among them test anxiety is the most predictive one. Maslach and Leite (2011) pointed out that classroom conditions also affect students' academic burnout from six aspects. This study combines classroom environment with academic burnout and it aims to explore the effective classroom environment management methods for reducing academic burnout in higher education, so it offers a new perspective, that is, from pedagogical perspective to explain academic burnout. It is significant to sum up the performance of burnout and put forward corresponding countermeasures to alleviate academic burnout, so as to stimulate students' learning

enthusiasm and enhance the quality of talent training. The Research objective of this research is to explore the effective classroom environment strategies for reducing academic burnout in higher education.

1. Research Objective

To explore the effective classroom environment strategies for reducing academic burnout in higher education.

2. Literature Review

2.1 Classroom Environment

Research on the Concept of Classroom Environment

Since the late 1960s, classroom environment, as an important factor affecting effective teaching, had been the focus of academic attention. Classroom environment is a potential factor determining students' development, which cannot be ignored by any researcher who wants to improve the quality of education and teaching.

Fraser (1986) defined classroom environment as students' or teachers' perception or feeling of class or classroom. Individuals have different psychological characteristics, so they have different views and feelings about the same thing and event. He pointed out that classroom environment includes the physical environment and social environment, it not only influences the improvement of students, but also has impact on the teaching quality. Another definition is proposed in an international research program on classroom environment by IEA that classroom environment includes schools, families and society.

In recent decades, the research on classroom environment mainly includes two categories: one is to take the specific subject classroom teaching atmosphere as the research object; the other is to study the general social and psychological atmosphere of the class. The above two kinds of studies show that class environment plays an important role in students' cognitive and social development. In addition, Ahmad, M. (2018) stated that there many kinds of class organization, such as: seating arrangements; organizing material; managing the physical environment; bulletin board; organization and care of instruction equipment; classroom rules, routines and procedure.

Research on the Components of Classroom Environment

Classroom environment has the general characteristics of learning environment. In the Concise Encyclopedia of international education compiled by the Central Institute of Educational Sciences, it is considered that the learning environment includes the physical environment of learning and the equipment and materials used in education and practice.

Similar views also include the analysis of the elements of the learning environment by Fan Chunlin, who divided the content composition of classroom environment into physical environment, social environment and psychological environment. Social environment mainly referred to the sum of the interaction between teachers and students, and psychological environment referred to the psychological characteristics and state of classroom participants. Some scholars also pointed out that the learning environment is an atmosphere, tone and culture of the school or class that affected the development, quality and effect of school teaching activities. It was the sum of various physical, social and psychological factors, which including the students-students relationship, the types of behaviors that were supported and encouraged, as well as the relationship between teachers and teachers, teachers and school managers, etc. Ahmad (2011) stated that the important classroom environment management strategies is communication -good communication is significant for good management of classroom.

There are some previous researches about classroom environments which have examined some important contextual factors and individual student characteristics that could mediate students' perceptions of classroom environment. Based on the existing research findings, the classroom environment can be divided into physical environment and social psychological environment. From the perspective of school teaching, the physical environment can be structure, resources or colors, such as teaching facilities, desk arrangement, rules and regulations in the classroom, temperature in the classroom, color and decoration of classroom walls, lighting and ventilation conditions, all of which have a significant impact on teaching activities. The social psychological environment mainly includes teacher-student relationship, school spirit, class spirit, group norms, teachers' expectations, classroom atmosphere and so on, which has a profound impact on students' development. For example, a good teacher-student relationship in the classroom environment can enable students to maintain good emotions and attitudes, shape good personality, and easily produce positive and pleasant emotional experience.

Finally, this study defined classroom environment as the sum of many physical, social and psychological aspects that in the teaching procedure. Physical environment offers the material foundation for the teaching activities, which includes natural surrounding and the equipment of teaching. Social environment provides the integration of different basic factors such as the teachers-students interaction as well as the interaction between students, the rules and order of classroom. Psychological environment refers to the personality, and state of teachers and students. The study chose the dimensions of the support and justice of teachers, learning responsibility, task orientation, classroom interaction, attempts to explore the effective classroom environment management methods for reducing academic burnout in higher education.

2.2 Academic Burnout

Research on the Concept of Academic Burnout

Scholars have different understandings and definitions on the concept of academic burnout. Pines and Katry (1981) first put forward the concept of Student Burnout. Academic burnout refers to the burnout psychology of students in the learning stage. Pines (1980) and Meier (1985) defined academic burnout as follows: Students' energy consumption because of long-term schoolwork stress or load, gradual disappearance of enthusiasm for school schoolwork, and negative attitude towards school schoolwork when their grades are not as good as expected. Meier and Schmeck (1985) defined academic burnout as a psychological phenomenon of individual burnout in behavior, cognition and so on because it is inconsistent with pre-expectations or cannot fully reflect their own ability value through the research on college students in the aspect of psychology. In 2002, Schaufeli and other researchers began to regard "academic burnout" as a kind of emotional loss. Academic burnout is described as a syndrome of exhaustion, a cynical attitude towards school and the feelings of inadequacy (Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002). The lack of study-related efficacy refers to decreased competence, less successful accomplishment and a lack of achievement (Kiuru, Leskinen, & Nurmi, 2009). It is evident that academic burnout is a potential reason of diminished cognitive and learning performance (May et al., 2015; Salanova et al., 2010). The academic burnout can predict succeeding depressive symptoms such as depression and anxiety. A high degree of anxiety is positive related to a high confirmation of suicidal intention (Anastasiades et al., 2017).

Research on the Components of Academic Burnout

Academic burnout together with the inappropriate coping strategies has caused negative influence on physical and mental health of the students in higher education. (Schramer et al., 2019). Academic burnout is embodied as a psychological state, a negative state of individuals from physical to psychological aspects. Through the continuous research of scholars, the concept of academic burnout is becoming more and more specific. The research on burnout began with job burnout, and then extended to academic burnout. Maslach (1997) put forward a representative definition of job burnout. He pointed out that job burnout is an extreme reaction of individuals. When they can't deal with work stress smoothly, individuals are accompanied by emotional and behavioral exhaustion under long-term pressure. He believed that job burnout includes emotional exhaustion, depersonalization and decreased personal achievement. In the three aspects, emotional exhaustion is the core content of academic burnout, which is the most studied and the most obvious symptom of academic burnout.

At present, many scholars agree with the three-factor model, and verify the model through empirical research. Schaufeli et al. (2002) conducted an empirical study on college students, and the results supported the three-factor model of academic burnout. Sieberhagen and Piennar (2005) verified the three-factor model of academic burnout in a sample of South African college students. Lian Rong

(2006) and others studied the relationship between professional commitment and academic burnout in college students' learning situation, and obtained three dimensions of academic burnout suitable for China's national conditions with reference to MBI.

In addition to the above component theory, Shirom (2003) believed that emotional exhaustion is the core element of burnout, while dehumanization and low personal achievement are considered to be factors related to personality. In addition, Taris et al. (2008) divided burnout into two factors, combined low sense of achievement and depersonalization, and formed a two-factor structure model with emotional exhaustion. They conducted empirical research and found that the fitting effect is good. Based on the three-dimensional structure model, Densten (2001) put forward a five-factor model of job burnout structure, which is alienation, physical tension, psychological tension, ineffective perception of others' evaluation and ineffective perception of self-evaluation. Salamova et al. studied burnout with skilled workers and teachers as samples. The results showed that apathy and cynical attitude would affect the level of burnout respectively. Therefore, they put forward a four-factor model of emotional exhaustion, apathy, decreased sense of accomplishment and cynical attitude.

Research on the Influencing Factors of Academic Burnout

There are many different elements affecting the extend of the academic burnout of students. Marzooghi, Heidari, & Heidari (2013) stated that developing educational justice (student-teacher relationship) would decrease the academic burnout in various dimensions (academic cynicism and inefficacy). Ajam Akrami et al. (2015) surveyed the relationship of hope for employment and academic motive with academic burnout in the study on students' points of view in Medical Science University of Shahroud. According to the study, there is a vital relationship between the hope for employment and academic motivation with academic burnout.

The influencing factors of burnout began with psychologists' research on the psychological burnout of service industry personnel. It is an important research achievement in the related research of burnout. Maslash and Leiter (1997) put forward the six most important and frequent factors leading to burnout, namely: lack of control, workload, insufficient reward, lack of fairness, group breakdown and value conflict. Branko slivar (2001) believed that the above six factors also affect students' engagement in learning tasks, resulting in academic burnout, and puts forward that the most important determinant of burnout is personality characteristics. On this basis, they took students from 14 grammar schools as the research object, discussed the relationship between self-image, anxiety and burnout. The results showed that there was a certain relationship between self-image and anxiety and burnout, and self-image and anxiety factors could explain the emotional exhaustion dimension of the three dimensions of burnout. Jacobs and Dodd (2003) studied the academic burnout of 149 college students from a university in the Midwest of the United States. The results showed that personality characteristics, social support, especially the support from friends and work burden all had an impact on academic burnout.

Yang and Farn (2005) investigated the academic burnout of students majoring in information management in a vocational and technical college. The results showed that self-efficacy, social support and gender roles were important factors affecting the academic burnout of these students. Meanwhile, Hosseini Lorgani (2017) showed that recently Iran's higher education system has been confronted with a quantitative and uncontrolled improvement of the number of students regardless of their capacities.

2.3 Research on Academic Burnout from the Perspective of Classroom Environment

For students, apart from their families, they spend most of their time in school, which means that all learning-related activities are done in the classroom environment. Relevant studies show that classroom environment also has an important influence on academic burnout behavior, but most of them pay attention to the relationship between one or more dimensions of school environment and academic burnout. Ogundokun (2011) showed that learning style, school environment, and test anxiety play important roles in measuring learning outcomes, among them test anxiety is the most predictive one. Maslach and Leite (2011) pointed out that classroom conditions also affect students' academic burnout from six aspects. Chandra Muller et al. (2001) investigated that a close and harmonious relationship between teachers and students would make students feel the support and care of teachers, which would help to reduce the academic burnout. Jones and Jones (2012) also showed that one of classroom environment management practices that teacher should select is to build positive student-teacher relationships that assist the psychological needs of the students. Zuckerman (2007) pointed that teacher should treat the students' affairs fairly and equally without bias, and set up a positive behavior for rewards and punishment system. Weinstein and Evertson (2006) pointed that teacher should organize and apply the instruction to optimize students' learning potential.

The research on classroom environment is mostly related to science, mathematics and other subjects at broad. The common feature of previous studies is that most of these studies tend to explore the relationship between classroom environment and learners' emotional factors and their learning results. Only when students take part in classroom activities and take responsibility for their own learning assignments can classroom environment have its positive effect on the reducing of students' academic burnout. Xu Yanan (2014) showed that: Generally speaking, the higher the grade, the more serious the academic burnout. In the core self-evaluation, there is no difference between grades. With the increase of grade, middle school students' academic burnout changes significantly. There is a significant correlation among middle school students' academic burnout, core self-evaluation and class environment. Studies have found that academic burnout plays an intermediary role between class environment and learning delay (Ding Xiangmei, Zou Weixing, Xie Lingping, 2015). However, their studies just used middle school students as subjects. From the perspective of classroom environment, there are few studies on university students' academic burnout.

3. Methodology

The research method of this paper is content analysis. Machi and McEvoy (2017) describes content analysis is a systematic process to read accurately, understand text, interpret the texts from data and extract information to address the framework from analyzing original data.

In this paper, the author employed content analysis method to explore the effective classroom environment strategies for reducing academic burnout in higher education. The author systematically reviews relative studies that published online and books in recent years concentrate on the aspect of classroom environment and academic burnout. The identified key words based on the objectives of this paper have focused on the valid classroom environment method. Under the theme of effective classroom environment method, word frequencies of every identified keyword were gathered and categorized. This paper gathered and summarized the data according to the research objectives.

According to the analysis of the publications, the effective classroom environment strategies for reducing academic burnout in higher education are follows: organizing a favorable class, creating a harmonious classroom atmosphere, applying task-based teaching method, making students' dominant position, being equal to each student, organizing good classroom interaction, offering guidance to the students.

Conclusions

As mentioned in this research, this study defined classroom environment as the sum of many physical, social and psychological elements that exist in the procedure of classroom teaching. Among them, psychological environment includes the dimension of task orientation, teacher innovation, teacher justice, learning responsibility. Social environment includes teacher support, peer relationship, classroom participation, and followed by physical environment (teaching equipment, class size). Though the review and analysis of related study, it can be seen that the effective classroom environment strategies for reducing academic burnout in higher education include organizing a favorable class, creating a harmonious classroom atmosphere, applying task-based teaching method, making students' dominant position, being equal to each student, organizing good classroom interaction, offering guidance to the students.

Organizing a Favorable Class

Organizing is the most difficult battle in the classroom because teacher needs to organize many tasks in and out of class (Rashid, 2007). Organization is one of the most significant part in classroom environment management. Besides, classroom organization also affects the physical aspects of the classroom, which making it a more productive environment for the teachers and students. Teacher should strategically place furniture, teaching materials and learning centers, for the sake of maximize

optimize student learning and reduce academic burnout. Ahmad, M. (2018) pointed the organization of a class as follows: seating arrangements; organizing material; managing the physical environment; bulletin board; organization and care of instruction equipment; classroom rules, routines and procedure.

Creating a Harmonious Classroom Atmosphere

Teachers plays an extremely important role in the procedure of reducing academic burnout and promoting the development of the potential learning competence of students. It is significant for teachers to create a harmonious relationship between teachers and students and among students. It is necessary for teachers to provide chances for cooperative learning and close relationship between students, such as adopting various learning interaction to help students reduce academic burnout in a comfortable environment. Jones and Jones (2012) showed that one of classroom environment management practices that teacher should select is to build positive student- teacher relationships that assist the psychological needs of students.

Applying Task-Based Teaching Method

Weinsten and Evarson (2006) enumerated that teacher should organize and apply instruction to optimize students' potential learning capabilities. It is significant for teachers to use task-based teaching strategy and develop students' attitude towards accomplishing tasks and taking responsibility for their own learning. Teachers should be aware that only when students positively take part in classroom interaction and are responsible for their own learning can classroom environment exert its influence on the reducing of students' academic burnout. Therefore, teachers should deem the arrangement of learning tasks as a platform to interact with students. In the process of design of classroom interaction, teachers should focus on the arrangement of specific operational learning assignment based on each class's learning purpose to aid students develop task-oriented learning methods, inspire and help students to understand the objectives and reduce the academic burnout.

Making Students' Dominant Position

In the process of teaching, teachers should offer opportunities for students to play their dominant position. It is important for teacher to combine the students' interest and demand and design ingenuity of classroom activities. Interaction should be accomplished by students cooperatively, assist and guide them at the proper time. In conclusion, students should be given the right to play their dominant position. Marzano et al.'s (2003) study showed that one of valid classroom management strategies included skills for teachers to build proper levels of students' dominance and cooperation during the class. For instance, setting clear objectives, showing interest in students' concerns, and interacting with students positively.

Being Equal to Each Student

Zuckerman (2007) pointed that teacher should treat the students' affairs fairly and equally without bias, and build a positive behavior for rewards and punishment system. Teachers need to play their own personality charm to each student and fairly treat them. And according to the students' different needs, different learning ability and personality characteristics, teacher should timely inject into emotional education to influence students emotionally and create a pleasant and comfortable classroom environment to reduce their academic burnout.

Organizing Good Classroom Interaction

Ahmad (2011) stated one of the important classrooms environment management strategies is communication -good communication has significance for good classroom management. In the teaching process, teachers should realize the influence of classroom interaction. To a large extent, the degree of students' classroom participation can indicate their potential learning capability, so the teacher should use different ways of interaction in the classroom, making the students have more opportunity to give full play to its own independence and autonomy. In addition, students are easy to experience the sense of achievement in the procedure of interaction and communication, so as to improve their learning interest and grasp the knowledge easily and reduce the academic burnout.

Offering Guidance to the Students

In addition to creating the harmonious classroom environment, teachers should take the responsibilities for offering guidance to students. Teachers need to concentrate on the needs of different students, give proper support and aid, and enhance the function of classroom environment in developing students' independent learning competence. Mundschenk et al. (2011) used the analogy of the teacher as an air traffic controller for effective classroom environment management. This article stressed the challenges of classroom management when trying to hold all students academically accountable, containing those with mental or behavioral disorders. Teachers have the responsibilities for mastering a broader scope of behaviors. Classroom teachers don't control student interaction; they guide students to develop learning and reduce the academic burnout.

Suggestions

There are some suggestions for applying the findings of this research into practices by the university that want to reduce academic burnout. The researcher also provides suggestions for the future research study so that other researchers can explore the effective classroom environment strategies for reducing academic burnout in higher education based on the findings of this research.

For students, this study provides a new perspective and ideas for reducing the level of learning

burnout, which has important practical significance for college students' mental health education and improving learning effect. Students should actively participate, cooperate with group members, listen to others' opinions, and have a good classroom interaction. For teachers, they should constantly explore and summarize in education and teaching practice, so as to help improve teachers' teaching level and enrich teaching strategies and offering guidance to the students. For the universities, it is of great practical significance for universities provide good physical classroom environment to master the learning burnout of college students and reduce their learning burnout. For future researchers, they should further deepen the understanding of the relationship between classroom environment and learning burnout, and improve the theoretical system of learning burnout, enrich the research results on learning burnout, and then provide a certain academic basis for the research of learning burnout.

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EXPLORING EFFECTIVE APPROACHES TO CULTIVATE SOCIAL CHANGE LEADERSHIP IN COLLEGE STUDENTS (STUDENT UNION)

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Abstract: Universities and colleges these days are focusing on preparing their students as future leaders. Therefore, increasing attention is being paid to incorporating leadership development as an important policy of educational institutes. Years of research and implementation have revealed the social change leadership model as the most suitable leadership model for assessing leadership development among college students. The present study aims to explore further effective approaches to improve the social change leadership development among college students. The most direct approach to improve social change leadership among school students is to encourage obtaining the membership of the relevant association in school and participate actively in the activities organized by the student union. **Research objective:** 1. Assessment of the current level of social leadership capacity among the students of Nanjing Institute of Technology. 2. Determination of the degree to which the student unions impact the social leadership capacity of the students in Nanjing Institute of Technology. 3. Proposal of a training program aimed at developing the social leadership capacity among the students of Nanjing Institute of Technology.

Keywords: Student Leadership, Student Union Social Change Leadership, Student Union.

Introduction

Student leadership has been receiving the attention of educational institutions since the 1990s. The institutions of higher education have the responsibility to assist students in achieving success in their respective careers. American Higher Education Research Institution (1996) has established the following seven principles for dealing with the dilemmas that students encounter: self-knowledge, shared vision, respect, professional techniques, knowledge of others, listening skills, and a sense of the whole. Leadership may have different meanings for different people. According to Eich (Eich, 2008), student leadership could be defined in different ways. These days, the role of leaders is transforming from being ahead of the crowd and leading to being. Most universities have one or more student organizations, such as interest groups, sports teams, student unions, and other organizations that offer membership and

conduct different activities (Yue & Ye, 2022). The studies conducted on leadership development among college students across the world have emphasized the participation in the activities organized by student organizations. In China, Student Union constitutes an important part of the student organization, which offers convenient and approachable participation in various activities to a wider population of college students. The present study analyzed the data of the Nanjing Institute of Technology to explore further effective approaches to develop social change leadership among college students.

Research Objectives

1. Evaluation of the existing level of social leadership capacity among the students in Nanjing Institute of Technology.
2. Determination of the degree to which the student union impacts the social leadership capacity in the students of the Nanjing Institute of Technology.
3. The proposal of a training program aimed at improving the social leadership capacity of the students in the Nanjing Institute of Technology.

Methods

Questionnaires serve as an effective tool for obtaining structured and open replies to various themes from a large sample or population. This tool is inexpensive, trustworthy, convincing, fast, and convenient. While a questionnaire may be designed in various ways, it is often adopted as a common and feasible instrument to collect survey information and offer standardized and statistical data (Cohen, Manion, & Morrison, 2018). The Nanjing Institute of Engineering has 24,000 full-time students, including 600 students in the Master's program, 5,850 students in the third grade, 3,498 students enrolled in computer science courses, and 506 students in the third grade. Therefore, according to the Morgan table, 217 valid questionnaires had to be collected. The researchers selected computer science junior students for completing the questionnaires. A total of 220 questionnaires were distributed among the selected group of students. Among the 220 questionnaires returned, 2 were invalid, and 218 were valid. The questionnaire comprised two sections: the first section contained questions regarding the student demographic data, such as gender, age, scholarship status, etc., while the second section had questions on social change leadership and student union activities. The descriptive analysis and correlation analysis of 218 valid questionnaires found a high overall leadership score, and the Consciousness of the Self index was relatively low. The correlation analysis is the correlation between the student union and the leadership situation, and the correlation conclusion is drawn.

Student Social Leadership Development

The main theoretical tool used in the present study is the social change model. The Social

Change Model for leadership includes individual perspective, group perspective, and community perspective (Baccei, 2015; Campbell, Smith, Dugan, & Komives, 2012; John P Dugan, 2006b; John P. Dugan et al., 2011; John P Dugan, Kodama, & Correia, 2013; John P Dugan & Komives, 2007, 2010; Dugan P, 2008; Rubin, 2000), and the interaction of these three perspectives of leaders regarding a social change. The model does not consider leadership a position and rather a process (Kezar, Acuña, Drivalas, & Wheaton, 2017). Martin (Martin, 2013) stated that even though the improvement of leadership qualities in university students has been a topic of interest for researchers and managers for a long time, the leadership development model focusing on social responsibility and social change was reported only during the last 15 years. The Social Change Model (SCM) is particularly focused upon by universities and researchers. SCM reflects transformational leadership and has been accepted and applied widely by various universities as their main leadership development program model. The Social Change Model of Leadership Development: 1. Consciousness of Self 2. Congruence 3. Commitment 4. Collaboration 5. Common Purpose 6. Controversy with Civility 7. Citizenship 8. Change.

Student Organization

According to the MSL (multi-institutional study for leadership) project report, Dugan and Komives have recommended college students to, at least, engage in a student organization. Students have to cooperate with other people to inculcate leadership. Academic counselors, career advisors, directors, student leaders, and resident assistants must assist students in selecting and engaging with one or more such student groups to develop leadership qualities in them. The membership of a student organization cultivates the identity of leadership in students. Students learn authentic leadership by collaborating with peers in such organizations. The membership of a student organization allows students to experience increased levels of commitment, teamwork, and leadership roles, which improves their self-efficacy and leadership capacity (John P. Dugan et al., 2011; Mainella, 2017).

Dugan (John P Dugan et al., 2013) described the importance of off-campus involvement experiences by stating that such experiences increase the chances of applying leadership learnings in real-world situations. The off-campus organizational memberships are particularly beneficial for the students of color and could assist such students in navigating the pervasive whiteness common in the white-dominant campuses. Off-campus affiliations would serve as important social connections formed of identity-based communities based on providing support, learning opportunities, and the ability to give back to the group or the society.

Student Union

Posner (Posner, 2009) stated that people learn in several different ways. Similarly, people might grasp the major management and leadership skills from diverse sources, which are usually overlapping.

In order to become a leader, one requires learning leadership skills when one is in school, college, or university by reading various books and articles, attending formal courses and seminars, engaging in extra-curricular activities (including inter-university sports and wall sports, dormitory, fraternity, student union, club, community service projects, etc.), interacting with external speakers, student role models, and coaches, and complete challenging tasks and difficult competitions through group project assignments. Learning is the experience of the process of transforming oneself into a meaningful individual that is able to act appropriately in all situations. The definition of learning is “explaining and appropriating new or revised social processes to explain the personal experience as the guide of action.” Therefore, people might learn from experience in a broad sense, formally or informally, or in a structured or natural manner. The Student Union in the United States has set the tone on social issues since its inception. The learning students continue to play important roles in the current context of social issues. A student union is the most common student organization in Chinese universities as well.

At the national university level, the national university committee is set up for the general undergraduate students, colleges and scientific research and education institutions, higher vocational colleges, ordinary middle school students, and secondary vocational school students. The working mechanism of the committee is led by the chairman unit, each member of which participates fully in the research to promote the work system. The presidium of the national federation of academic, scientific, and technological innovation is aimed at improving campus culture, social practice and volunteer service, entrepreneurship and employment promotion, student club organizations, cooperation and exchange, maintenance of the students’ rights and interests, and student self-discipline. The mechanism of the working committee is led by the chairman of the rotating system, who further mobilizes and enables the role at the grass-roots level. The present work would strengthen the working opportunities for students in Hong Kong, Macao, and Taiwan, support the qualified Students' Union to deal with the organizations that would provide work to the students in Hong Kong, Macao, and Taiwan, and strengthen the overall networking of the students in Hong Kong, Macao, and Taiwan. Moreover, the contact and exchanges with student organizations from Hong Kong, Macao, and Taiwan would be strengthened, the sense of national identity and belongingness to the motherland would be inculcated in the students, "one country, two systems" motto would be supported, and the national reunification would be jointly promoted. In addition, the contact services with overseas Chinese student organizations would be strengthened, and a greater active role would be allowed to such organizations in international exchanges. Furthermore, the work of international students in China would be promoted, exchanges and cooperation with the student unions of foreign schools would be paid greater attention to, and deeper understanding and enhancing friendship would be focused upon.

In October 2019, several opinions and recommendations were provided by the Central Committee of the Communist Youth League, the Ministry of Education, and the All-China Students'

Federation Printing on Promoting the Deepening Reform of University Student Union (Graduate Association), with the aim of strengthening the reforms of the university student union and providing practical support to such reforms.

Relationship between Student Social Leadership Development and Student Unions

Participation in student organizations is particularly important for accelerating leadership development, and is, therefore, becoming popular among young adults focused on learning and development. Membership in a student organization (e.g., fraternity and sorority) is a compelling vehicle that contributes to student leadership capacity development through the learning and practicing of required skills (Dugan P, 2008). Relevant involvement is one of the significant developmental variables that affect the leadership development process. Student involvement in organizations or groups allows for the execution of their leadership capabilities, highlighting their core values, self-exploration, and peer communication. In the Social Change Model, student organization membership has a significant impact on exceptional outcomes related to *collaboration* and *common* purpose (Barnes, 2016). Students benefit immensely from leadership development. Dean (Dean, 2014) also stated that university students could develop necessary skills related to leadership by attending the activities organized by various student clubs.

Data Collection

In the present study, students were asked to respond to a 5-point Likert-type questionnaire, which contained questions on the current level of social change leadership capacity of students and the recent student union development that impacted the social leadership capacity of these students. The questionnaire was completed anonymously. The data from the completed questionnaires were subsequently utilized for quantitative research. The present study surveyed the junior students in the computer science department of the Nanjing University of Technology. In order to reduce the time and cost of the survey, the questionnaire was asked to be filled out online at <https://www.wjx.cn/>.

The Nanjing Institute of Engineering has 24,000 full-time students, including 600 students in the Master's program, 5,850 students in the third grade, 3,498 students in the computer science department, and 506 students in the third grade. According to the Morgan table, 217 valid questionnaires were required to be collected. The researchers selected computer science junior students for the study. A total of 220 questionnaires were distributed to these students, and among the 220 completed questionnaires that were recovered, 2 were invalid and 218 were valid questionnaires. The questionnaire contained the following two sections: the first section contained questions pertaining to student demographic data, such as gender, age, scholarship status, etc., while the second section contained questions on social change leadership and student union activities. The student social leadership scale

surveyed 218 students, and it was revealed that the overall social change leadership score of the students of Nanjing Institute of Technology was high, based on the mean score of 3.5. The options selected by most students were ‘answer 3 (general) and answer 4 (agree)’. The reverse question mean was below 3.0, with most students having selected answer 1 (very disagree) and answer 2 (disagree).

Table 1: Demographic Information of Students

		Frequency	Percent (%)
Gender	male	154	70.64
	female	64	29.36
Age	<18	2	0.92
	18–20	19	8.72
	21–23	180	82.57
	>23	17	7.80
GPA (leverage)	<60	9	4.13
	60–70	50	22.94
	71–80	95	43.58
	81–90	46	21.10
	>90	18	8.26
Scholarship	National	16	7.34
	Provincial	8	3.67
	City	1	0.46
	School	76	34.86
	never	117	53.67
Parents' Education Background	High School lower	110	50.46
	High School	72	33.03
	College	33	15.14
	Master	0	0.00
	Doctoral	3	1.38
Family	One Parent	16	7.34
	Parents	202	92.66

The overall social reform leadership score of the students in the Nanjing Institute of Technology was 3.58, which was higher than the mean score of 3.5, indicating that the students in the Nanjing Institute of Technology had a high level of social reform leadership capacity, although the scope for improvement remains. The average student union score was 3.37, which is lower than the mean value of 3.5, indicating a moderate level of participation in the student union.

As presented in Table 2, the results for items 5, 6, 8, and 9 are moderate, with the respective mean values of 3.03, 3.20, 3.22, and 2.93. The total mean value was 3.42, indicating that the scope for improvement remains. The highest standard value was "I share opinions with others", while the lowest standard value was "when there is a conflict between two people, one wins, and the other loses".

Table 2: Mean Score and Standard Deviation of the Items Related to Controversy with Civility (n = 217)

Item	Mean	SD	Interpretation
1 1 I am willing to accept other people's ideas.	3.61	.88	High
2 2 Creativity may arise from conflict.	3.62	.83	High
3 3 I concentrate on the differences in others.	3.58	.83	High
4 5 Hearing disagreements enriches my mind.	3.68	.80	High
5 7 I feel ambivalent if group members have different opinions.	3.03	.83	Moderate
6 10 Disagreement can lead to greater harmony.	3.20	.89	Moderate
7 12 I love different perspectives.	3.53	.80	High
8 14 I feel uncomfortable when someone disagrees with me.	3.22	.86	Moderate
9 18 When there is a conflict between two people, one wins and the other loses.	2.93	.89	Moderate
10 34 I do not reject conflict.	3.56	.80	High
11 44 I share opinions with others.	3.72	.79	High
Overall	3.42	.84	Moderate

In Table 3, the items related to the Consciousness of the Self and items 2 and 8 had a score below the overall mean value of 3.42. The highest mean was for "the things I am passionate about, are the priority of my life". The lowest mean was for "I have a low self-esteem".

Table 3: Mean Score and Standard Deviation of the Items Related to the Consciousness of the Self (n = 217)

Item	Mean	SD	Interpretation
1 4 I can clearly demonstrate the priorities.	3.65	.83	High
2 6 My self-esteem is at a low level.	2.65	.94	Moderate
3 8 I am usually confident.	3.48	.79	High
4 13 The things I am passionate about have priority in my life.	3.67	.83	High
5 15 I have a good idea of myself.	3.50	.76	High
6 25 I can describe my character.	3.62	.77	High
7 28 I am able to explain my similarity with others.	3.61	.76	High
8 40 Self-reflections are hard for me.	2.97	.99	Moderate
9 42 Expressing myself is what I am comfortable with.	3.65	.85	High
Overall	3.42	.84	Moderate

Table 4 presents the data from the analysis of students' capacity for congruence. All results were positive. The highest mean was for "collaboration produces better results". The lowest mean was for "I am viewed as someone who works well with others". The overall mean was 3.68, indicating that the students in the Nanjing Institute of Technology have a high degree of congruence.

Table 4: Mean Score and Standard Deviation of the Items Related to Congruence (n = 217)

Item	Mean	SD	Interpretation
1 9 I am seen as someone who works well with others.	3.54	.83	High
2 21 I make a difference when I do tasks with others.	3.68	.77	High
3 22 I actively listen to the words of others.	3.67	.82	High
4 29 I would love to work with others to achieve the same.	3.73	.77	High
5 33 Others describe me as a team player.	3.57	.81	High
6 41 Collaboration can produce better outcomes.	3.82	.85	High
7 43 My contributions have won recognition from other group members.	3.70	.84	High
8 47 I trust in my coworkers.	3.69	.79	High
Overall	3.68	.81	High

Table 5 presents the results for the collaboration capacity of students. All items obtained an overall mean higher than 3.50, indicating that Chinese students are somewhat collaborative. The highest mean was for “collaboration produces better results”. The lowest mean was for “others describe me as a team player”. Although students seemed to understand that collaboration is effective, they have to learn further how to collaborate with others most effectively.

Table 5: Mean Score and Standard Deviation of the Items Related to Collaboration (n = 217)

Item	Mean	SD	Interpretation
1 21 I make a difference when I do tasks with others.	3.68	.77	High
2 22 I actively listen to the words of others.	3.67	.82	High
3 29 I would love to work with others to achieve the same.	3.73	.77	High
4 33 Others describe me as a team player.	3.57	.81	High
5 41 Collaboration can produce better outcomes.	3.82	.85	High
6 43 My contributions have won recognition from other group members.	3.70	.84	High
7 47 I trust in my coworkers.	3.69	.79	High
Overall	3.69	.81	High

Table 6: Mean Score and Standard Deviation of the Items Related to Citizenship (n = 217)

Item	Mean	SD	Interpretation
1 24 I consider I am responsible for my community.	3.71	.77	High
2 26 I spend time doing things for others.	3.52	.76	High
3 27 I work with other people to better the community.	3.71	.77	High
4 30 I am able to make a difference in the community.	3.67	.79	High
5 31 I would like to take actions for the sake of other people.	3.50	.84	High
6 32 I involve in activities which benefit the community.	3.72	.81	High
7 39 I consider I hold a civic responsibility for the general public.	3.80	.81	High
8 48 I value the opportunity to contribute to the community.	3.75	.79	High
Overall	3.67	.79	High

Table 6 presents the results for student citizenship capacity. All 8 items obtained positive results, with a mean score higher than 3.67. The item with the highest mean was “I consider that I hold a civic responsibility for the general public”, which indicated that students understand the importance of their civic responsibility.

Table 7 presents the results for the last value for student social leadership, i.e., commitment. All items obtained positive mean scores, with a total mean score of 3.78. The highest mean was for “I keep my promises”. The lowest mean was for “I pass through difficult times along with others”.

Table 7: Mean Score and Standard Deviation of the Items Related to Commitment (n = 217)

Item	Mean	SD	Interpretation
1 16 I would like to take time and energy to deal with important things.	3.80	.82	High
2 17 I get through difficult times with others.	3.67	.82	High
3 20 I value my responsibilities.	3.79	.84	High
4 35 I can count on myself to do things.	3.68	.81	High
5 37 I keep my promises.	3.88	.86	High
6 38 I take responsibility for the responsibility I identify with.	3.86	.85	High
Overall	3.78	.83	High

The indicators of students’ social leadership capacity are presented in Table 8. There were 49 items in this category, which obtained a total mean score of 3.58. This indicated that the students in the Nanjing Institute of Technology performed well in terms of their social change capabilities.

Table 8: Mean Score and Standard Deviation of the Items related to Social Leadership Capabilities in Students (n = 217)

Variable	N	Mean	SD	Interpretation
Social Leadership Capabilities of Students	217	3.58	.59	High

Table 9 presents the mean scores and standard deviations of the items related to the Student Union. The overall mean was 3.37, which is below the average value of 3.50. This indicated a moderate level of student participation in the Student Union, it requires improvement.

Table 9: Mean Score and Standard Deviation of the Items related to the Student Union Capabilities of Students (n = 217)

Variable	N	Mean	SD	Interpretation
Student Union	217	3.37	.70	Moderate

Table 10 presents the results for a descriptive analysis of the six mean dimensions of social

change leadership in the students of the Nanjing Institute of Technology. The overall mean score was 3.61, which is high. The score for both ‘Controversy with Civility and ‘Consciousness of the Self’ was 3.42, which was below the mean value of 3.61.

Table 10: Mean Score and Standard Deviation for the Six Social Leadership Capabilities of Students (n = 217)

Values	Mean	SD	Interpretation
Controversy with Civility	3.42	.57	Moderate
Consciousness of self	3.42	.57	Moderate
Congruence	3.66	.67	High
Collaboration	3.68	.67	High
Citizenship	3.67	.68	High
Commitment	3.78	.72	High
Total	3.61	.65	High

Table 11 presents the results for the correlation analysis between social change leadership and the Student Union. A clear positive correlation between these two variables is indicated.

Table 11: The Correlation Between Social Change Leadership and The Student Union

	Social Leadership Capabilities of Students	Student Union
Social Leadership	1	0.697**
Capabilities of Students		
Student Union	0.697**	1

**Correlation is significant at the 0.01 level (2-tailed).

Discussions and Conclusions

In this section, the findings of the present study will be explained and elaborated. The reasons underlying the findings would be inferred and discussed by referring to established theories and results of previous studies. The main finding of the present study was the impact of the student union on the development of social leadership capacity in students.

Practical Implication

Although the current level of social leadership capacity of students in the present study was not bad, there was scope for improvement, particularly in the ‘Consciousness of the Self’ value. The students should be assisted in understanding and recognizing themselves correctly. In regard to the capacity of “Controversy with Civility”, the universities should inculcate open-mindedness and

inclusiveness in students. In order to improve the “Congruence” value, it is necessary to assist students in becoming people who execute the same values that they understand. In regard to the “Citizenship” value, the students must improve their understanding of social development, contribute to their society, and become responsible citizens.

In order to develop a better ability to deal with “Controversy with Civility”, the students should learn not to be ambivalent even if the group members propose different ideas. The viewpoint that “when someone disagrees with me, I am Comfortable with it” should be developed. Greater harmony may arise from being comfortable with disagreements. Students should enhance their knowledge, broaden their horizons, understand that the world is diverse, and learn to respect others and be polite. It is in the event of a dispute that innovation often occurs. Therefore, students must learn not to be afraid of arguments, although remaining polite during any interaction is a must as. The students must keep their behaviors congruent with their beliefs and construct a belief system of having the power to bring a change and a meaningful difference in the community.

Significance of the Study

The findings of the present study would serve as a reference for future studies and interventions aimed at improving the social change leadership capacity among college students.

The school and colleges are recommended to:

1. Encourage more students to participate in the Student Union, which could also be facilitated by increasing the number of Student Unions. This would enable more students to improve their social reform leadership abilities during their college years.

2. Increase the frequency of activities conducted by the Student Union to increase the level of student engagement in the Student Union, which would again improve the social reform leadership capacity among college students.

3. Support the Student Unions in organizing abundant activities by providing necessary hardware, funds, and other requirements. This would ultimately increase the interest of students in participating in the activities organized by the Student Union, attracting even the unregistered students for participation.

Teachers are recommended to:

1. Contribute to providing theoretical knowledge regarding leadership to college students.
2. Assist the Student Union in organizing different activities along with providing theoretical knowledge regarding the same.

3. Provide theoretical knowledge regarding social change leadership during the activities organized by the Student Union, and also allow opportunities to practice the gained knowledge to test the improvement in the social change leadership capacity of students through the model.

Students are recommended to:

1. Actively participate in the activities organized by the Student Union.
2. Understand and learn the theoretical knowledge provided by teachers and other resource persons.
3. Test the improvement in their leadership capacity through practice.

Communities are recommended to:

1. Pay greater attention to the activities organized by the Student Union.
2. Increase interaction with the school and college authorities and the resource persons to assist the Student Union in organizing activities.
3. Actively cooperate with the Student Union in the development of activities.
4. Learn leadership-related theories and provide knowledge regarding conducting leadership-related activities.

Limitations and Prospects

As with all research, the present study also had certain limitations, even though much effort was put in efficiently selecting the research methodology and data collection.

The first limitation is the data collection bias, which could have occurred due to the use of an online questionnaire for data collection. The data were collected in a completely autonomous manner, which could have affected the external validity of the results.

The second limitation is that the study was conducted in a Chinese context and may not necessarily explain the situation in other regions of the world.

The third limitation was the small sample size, which could have impacted the results. Future studies should include larger sample sizes for more precise results.

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A STUDY ON THE INFLUENCING FACTORS OF JOB SATISFACTION OF MUSIC AND DANCE TEACHERS IN SHANDONG UNIVERSITIES

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Abstract: Based on the theory of teacher work satisfaction theory, using quantitative research method, with 1078 music and dance teachers from 23 universities in Shandong Province as the research objects, the Mohrman-Cooke-Mohrman (1977) work satisfaction scale was used to obtain the data needed for text analysis by way of issuing questionnaires. The data were analyzed with the assistance of the SPSS 26.0 software to verify the reliability and validity of the job satisfaction scale. Then, through the one-way analysis of variance, we will explore the factors affecting the work satisfaction of college music and dance teachers in Shandong Province, draw relevant conclusions, and provide a theoretical basis for the designated policies of relevant departments.

Keyword: College Music and Dance Professional Teachers in Shandong Province, Job Satisfaction, Influence Factor.

1. Introduction

The concept of job satisfaction was first proposed by American scholar Hoppock (1935), which refers to the satisfaction of workers in the process of work mentally and physically for various environmental factors, which is a subjective response based on objective, and the result may be satisfaction or dissatisfaction. In recent years, scholars have given a new definition that job satisfaction is an overall, emotionally charged feeling and perception of an individual about his or her job and the occupation he or she is engaged in, as well as about the working conditions and conditions (Karyotakis & Moustakis, 2016). Music teacher job satisfaction and retention is associated with the creation of a work environment that not only attracts new teachers but also sustains thriving and productive veteran teachers throughout their career (Brown, 2015). Personal interviews with parents, music students, teachers, and principals prior to the actual research seemed to suggest that music schools experience fairly high teacher turnover and job hopping. Parents opined that their children deserve to be taught by committed and permanent rather than part-time or temporary music teachers in their schools. This is to avoid any form of disruption and distraction in the teaching and learning process (Wong Chyi Feng et al. 2010). Job motivation for those who work in these recreational dance institutions seems to be the

basis for the improvement of the offered services which contributes to the number of both the participants and the dance activity institutions (Maria Voutsina et al. 2016).

However, according to the National Center for Education, nearly half of teachers leave the teaching profession within five years of work (Singleton, 2009; Liang et al. 2017). In China, a 2012 survey on "teacher happiness" showed that only 4% and 19% of teachers are happy and relatively happy about their work, 46% of teachers feel average, and 31% feel unhappy (Li, 2018). Although issues related to faculty job satisfaction have been extensively studied (Chapman, 1984; Darling-Hammond, 1990; Hill, 2003; Ingersoll, 2004) has also found that job satisfaction in the general sense has many factors consistent with job satisfaction among teachers (Gordon, 2003; Weiss, 2002; Podsen, 2002). However, some studies have also pointed to the need to further identify factors associated with job satisfaction of music teachers (Friedrichs, 2001; Hearn, 2009; Scheib, 2020). Therefore, from personal observation and experience, the job satisfaction of college music and dance teachers needs to be improved. This paper attempts to use the mature job satisfaction scale as a measurement tool to investigate the work degree of music and dance teachers in 23 colleges and universities in Shandong Province by compiling questionnaires.

2. Related Literature

2.1 Research on the Influencing Factors of Job Satisfaction of College Teachers

In recent years, studies have shown that the research on the influencing factors of job satisfaction of college teachers mainly focuses on the two major levels of personal factors and work factors. The study of personal factors mainly focuses on gender, age, marriage, education, title, personality traits, teaching effectiveness, motivation for achievement, and emotional regulation. For example, in terms of age, Lisa (2009) in a study of job satisfaction of mathematics teachers in Danish universities believes that teacher job satisfaction is consistent with Herzberg's (1958) study, showing a "U" shaped trend of change, with the highest job satisfaction being teachers over 50 years old, followed by teachers aged 20-29, and teachers aged 30-39 with the lowest job satisfaction. In terms of gender, differences in job satisfaction among college teachers are of general concern. In terms of marital status, studies have shown that different marital statuses do not differ significantly in overall job satisfaction among college faculty and in all dimensions (Vima, 2017). In terms of academic titles, many studies have concluded that higher job titles are higher in job satisfaction, and lecturers have the lowest levels of overall job satisfaction, interpersonal relationship satisfaction, job satisfaction, and material condition satisfaction of college teachers (Glova, 2018). In terms of personality traits, There was a significant positive correlation between individual self-efficacy and teacher job satisfaction. Among them, the general sense of self-efficacy has a significant positive effect on teachers' job satisfaction,

which can explain 14% of the variation in teachers' job satisfaction (Zhao, 2019). On the other hand, self-efficacy is inversely correlated with work stress and students' academic performance (Banerjee, 2016). Furthermore, work factors will also have an important impact on teachers' job satisfaction, mainly including work pressure, professional values, school organizational atmosphere, principal leadership behavior, social support and other factors. For example, In terms of work stress, studies have found that work stress has a significant negative impact on job satisfaction, and at the same time, the various dimensions of work pressure will have a significant negative impact on teachers' satisfaction with material conditions, colleague relationship satisfaction, superior satisfaction, promotion satisfaction and job satisfaction itself (Flanklin, 2017). In terms of school organizational atmosphere, some studies have found that teachers working in schools with a more open organizational atmosphere will have higher job satisfaction (Natarajan, 2001). In terms of principal leadership behavior, in recent years, studies have pointed out that the principal's caring and considerate behavior will have a higher satisfaction with the principal, teaching satisfaction, and income satisfaction. (Bluke, 2018).

2.2 Research on the Factors Influencing Job Satisfaction of Music and Dance Teachers

Music and dance teachers are a specific group in the teaching profession, and the factors influencing the work satisfaction of this group have their own industry-specific characteristics. The main reason for conducting this study is to improve job satisfaction and sustainability for music teachers and to promote support and understanding among educational administrators. A detailed description of the factors influencing job satisfaction of senior music teachers and an effective survey are needed to inform the professional longevity of educational administrators, music teacher educators, practical music teachers, and pre-service music teachers (Brown, 2015). In the study of factors influencing job satisfaction of music and dance teachers, Heston et al. (1996) surveyed job satisfaction of Iowa band directors, and this study was designed to explore job satisfaction versus student success, parental support, curriculum, The relationship between administrative support, student engagement activities, colleague support, professional development, salary, recognition and budget. Madsen and Hancock (2002) investigate issues related to the retention and attrition of music teachers. This study collected longitudinal data from music teachers who graduated in 1995 and entered the teaching profession, and the authors recovered the data through a questionnaire survey. After passing through data analysis, variables such as administrative support, parental support, financial issues and personal issues were used. At the same time, a demographic questionnaire was prepared to help determine the environment and other information and to identify. Baker (2006) examines the relationship between job satisfaction and administrative support from the perspective of early vocational secondary school choral music educators and their principals. The purpose of this study was to determine whether administrative support is a determinant of faculty retention or attrition. Russell (2008) conducted a study on the field

of orchestral teacher retention and career planning, the purpose of which was to explore which factors contribute the most to the career decisions of orchestral teachers. Through questionnaires, the researchers collected data related to factors such as demographics, job satisfaction, student problems, psychological problems, subject importance, music education philosophy, job market, teacher quality, and future career plans. In addition, studies conducted from a gender perspective found that job satisfaction of music teachers may be influenced by the gender of music teachers as well as the primary level of teaching at the teacher's job, with female music teachers teaching in primary schools more likely than male teachers to report higher satisfaction (Gardner, 2010; Bryant, 2012) argues that administrative support, student engagement rates and salaries are the strongest predictors of job satisfaction for music teachers. Based on this theory, in a study on job satisfaction of instrumental music teachers, administrative support, career stage, salary, setting, and student participation were listed as predictors of job satisfaction (Robert, 2012). Although autonomy is positively correlated with job satisfaction in the general teaching population (Skinner, 2008; Skaalvik, 2014), in a recent study in which Hancock (2016) analyzed the results of music teachers transferring or leaving the profession. The results show that teachers who move to different music teaching positions believe that many aspects of their professional life in the teaching environment have improved, including administrative support. They point out that the reason they left was due to differences in administration and an unsatisfactory school environment. In the context of the Rural School Music Teacher Job Satisfaction Study, studies have pointed to inconsistencies between a country music teacher's career goals and retaining their current positions (Bates, 2011; Kuntzelman, 2016). Music teachers have different priorities in determining job satisfaction, suggesting that rural music teachers have a unique set of values when it comes to job satisfaction (Casey, 2020).

3. Methodology

3.1 Research Objective

To explore What is the current status of job satisfaction of music and dance teachers in colleges and universities in Shandong Province, and what is the significance of the influencing factors of job satisfaction from a demographic perspective?

3.2 Population and Sample

The research object of this paper is a professional teacher engaged in university music and dance teaching in the College of Music and Dance of Shandong Province. In terms of research sampling, the music and dance teachers of 23 colleges and universities in Shandong Province were selected by means of a questionnaire. Shandong Province is an important province for higher education in music

and dance, and 102 colleges and universities have opened music and dance majors. The research objects of this paper cover three 985,211 universities directly under the Ministry of Education of the People's Republic of China (Shandong University, China University of Petroleum, Ocean University of China), seven key public universities directly under Shandong Province (Shandong Normal University, Shandong College of Arts, Jinan University, Qingdao University, Qufu Normal University, Linyi University, Liaocheng University), ten ordinary public universities directly under Shandong Province (Qilu Normal College, Shandong Women's College, Shandong Management College, Shandong Youth Political College, Yantai University, Jining College, Binzhou College). Heze College, Zaozhuang College, Dezhou College), three private universities in Shandong Province (Shandong Talents College, Shandong Union College, Yantai Nanshan College), the selected universities can provide objective research samples for the job satisfaction of music and dance teachers in Shandong Province studied at different levels. A total of 1200 questionnaires were distributed, 1078 were recovered, 95 regularly filled and incomplete questionnaires were deleted, and a total of 983 valid questionnaires were deleted, with an effective questionnaire rate of 81.9%.

Table 1: The Basic Situation of The Study Subject (N=1078)

Item	Category	Rate	Ratio (%)
Gender	Male	373	34.6
	Female	705	65.4
Age	<30	168	17.1
	30-39	477	48.5
	40-49	182	18.5
	>50	156	15.9
	Unmarried	93	9.5
Marital Status	Married	856	87.1
	Dissociation	34	3.4
	Assistant	47	4.8
Professional Title	Instructor	610	62.1
	Associate Professor	254	25.8
	Professor	72	7.3
	<3000	158	16.1
Salary	3001-5000	193	19.1
	5001-7000	231	23.5
	7001-9000	162	16.5
	9001-10000	150	15.3
	>10000	89	9.5
Academic Degree	Scholar	148	15.1
	Master	745	75.8
	Doctor	90	9.1
Professional Direction	Music Performance	647	60.0
	Music Theory	116	10.8
	Dance Performance	285	26.4
	Dance Theory	30	2.8
The Type of Your School	985,211	121	11.2
	Key University in Shandong	392	36.3
	Ordinary University in Shandong	487	45.1
	Private College in Shandong	78	7.4
Total		1078	100.0

3.3 Instruction

3.3.1 Background Information

Based on the research of relevant literature, a questionnaire on the basic situation of music and dance teachers in colleges and universities in Shandong Province was compiled, including gender, age, marital status, professional title, salary, academic degree, etc., for details, please refer to Appendix Part one.

3.3.2 Job Satisfaction Scale

This paper uses the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) developed in 1977 (please refer to Appendix Part two). This Scale has a total of 8 items, including two dimensions, each consisting of 4 items, developed to measure Intrinsic, Extrinsic, and overall job satisfaction factors (Mohrman et al., 1977). The scores of the 8 entries in the two dimensions are added together, and the resulting score is the total job satisfaction score of the respondents. The first part of the scale (intrinsic) was inspired by the two-factor theory proposed by Herzberg (1966). Based on this theory, the first part of the Mohrman-Cooke-Mohrman Job Satisfaction Scale includes the feeling of self-esteem or self-respect, The opportunity for personal growth and development, The feeling of worthwhile accomplishment, And experience you had when you took the job total 4 entries. The second part of the scale (Extrinsic) includes 4 entries: The amount of respect and fair treatment, the feeling of being informed, The amount of supervision, The opportunity for participation, procedures and goals. The Mohrman-Cooke-Mohrman Job Satisfaction Scale has been used in a number of fields since its development in 1977, especially in research in the field of education. Among them, the reliability statistics of the first part of the scale (intrinsic) range from 0.81-0.87, and the reliability statistics of the second part (extrinsic) range from 0.77 to 0.82 (Mohrman et al., 1977), and the statistical results of both dimensions meet the criteria of greater than 0.70 (Field, 2009; Fink, 2003). In terms of content validity, Mohrman et al. verified consistency with Herzberg's 1966 twin-factor theory by designing the MCMJSS job satisfaction scale in 1977, thus solving the reliability of content validity (Robert, 2012).

3.4 Data Analysis Method

This paper first obtains the relevant data through the questionnaire, and then uses SPSS26.0 software to statistically analyze the data. Among them, the quantitative data is expressed by frequency and percentage, the quantitative data is identified by mean and standard deviation, the comparison between the two sets of quantitative data is based on independent sample t-test or paired t-test, multi-group quantitative data is compared using one-way ANOVA. The reliability analysis of the scale uses internal consistency reliability analysis, and the validity analysis is verified by structural validity.

4. Results

4.1 Validity and Reliability

According to the data analysis of the questionnaire, the total Cronbach's α coefficient of the scale reached 0.847. Two weeks later, all the research subjects who were issued the questionnaire were re-measured and the retest reliability was calculated. From the correlation coefficient of the two measurements, it is above 0.8, which indicates that the retest reliability of the scale used in this paper is better.

Table 2: Cronbach's Coefficient

Variation	Cronbach's α	Remeasure Reliability
Intrinsic	0.770	0.805
Extrinsic	0.829	0.838
Over all	0.847	0.819

4.2 Descriptive Analysis

Table 3: Descriptive Statistical Analysis of Job Satisfaction (N=1078)

Variation	Item	Min.	Max.	M	Sd
Intrinsic	1. The feeling of self-esteem or self-respect you get from being	1.00	6.00	4.15	0.87
	2. The opportunity for personal growth and development in your job	1.00	6.00	3.13	1.89
	3. The feeling of worthwhile accomplishment in your job	1.00	6.00	4.78	0.32
	4. Your present job when you consider the experience you had when you took the job	1.00	6.00	3.08	2.01
	Total	4.00	24.00	15.14 (3.79)	5.09 (1.27)
Extrinsic	5. The amount of respect and fair treatment you receive from your superiors	1.00	6.00	2.98	2.23
	6. The feeling of being informed in your job	1.00	6.00	3.52	1.64
	7. The amount of supervision you receive	1.00	6.00	4.83	0.35
	8. The opportunity for participation in the determination of methods, procedures, and goals	1.00	6.00	3.98	2.15
	Total	4.00	24.00	15.31 (3.83)	6.37 (1.59)
	Over All (Job Satisfaction)	8.00	48.00	30.45 (3.81)	11.46 (1.43)

Table3 indicate, most of the indicators of job satisfaction of music and dance teachers in colleges and universities in Shandong Province are at the medium level, a few indicators are at a medium level, and the level of extreme indicators is low. The overall scores of Intrinsic and Extrinsic were 15.14 and 15.31, the means were 3.79 and 3.83, respectively. The overall score of teachers' job

satisfaction was 30.45, and the average value was 3.81, indicating that the job satisfaction of music and dance teachers in colleges and universities in Shandong Province was at a medium and high level. It is worth noting that the mean score of item5 is relatively low, which shows that the current leadership of music and dance teachers in Shandong colleges and universities is not enough for ordinary teachers, and the seniors do not have enough support and respect for their juniors, which needs to attract the attention of relevant departments.

4.3 T-test (Gender)

T-test showed that there was no significant difference in job satisfaction between male and female teachers of music and dance in colleges and universities in Shandong Province, and the $P > 0.05$, which was of no statistical significance. The results are found in Table 4.

Table 4: T-test (Gender)

Variation	Gender	M	Sd	T	P
Intrinsic	Male (373)	4.16	0.94	0.80	0.41
	Female (705)	4.15	0.80		
Extrinsic	Male (373)	4.10	1.13	1.13	0.48
	Female (705)	3.91	1.09		
Job Satisfaction	Male (373)	4.13	1.04	1.12	0.45
	Female (705)	4.03	0.95		

4.4 ANOVA Of Different Ages to Job Satisfaction

ANOVA shows that job satisfaction between different ages shows a trend of first declining and then increasing with age. Among them, teachers aged 40-49 have the lowest job satisfaction and teachers older than 50 have the highest job satisfaction. Job satisfaction among teachers younger than 30 years old is higher than that of teachers aged 30-39.

Table 5: ANOVA of Different Ages to Job Satisfaction

Variation	Age	M	Sd	F	P
Intrinsic	<30 (168)	4.08	3.58	3.73	0.042
	30-39 (477)	4.16	3.33		
	40-49 (182)	4.48	3.08		
	>50 (156)	4.21	3.28		
Extrinsic	<30 (168)	3.93	4.01	3.51	0.044
	30-39 (477)	4.16	3.42		
	40-49 (182)	4.48	3.12		
	>50 (156)	4.01	3.88		
Job Satisfaction	<30 (168)	4.01	3.80	3.62	0.043
	30-39 (477)	4.16	3.38		
	40-49 (182)	4.48	3.10		
	>50 (156)	4.34	3.58		

4.5 ANOVA of Professional Title to Job Satisfaction

ANOVA shows that job satisfaction does not continue to rise as technical roles progress. In addition to the highest job satisfaction scores of professors, associate professors scored lower than instructor, and assistants scored higher than the former two.

Table 6: ANOVA of Professional Title to Job Satisfaction

Variation	Professional Title	M	Sd	F	P
Intrinsic	Assistant	3.88 (47)	0.81	3.29	0.044
	Instructor	3.96 (610)	0.83		
	Associate Professor	3.81 (254)	0.99		
	Professor	4.20 (72)	1.17		
Extrinsic	Assistant	3.88 (47)	1.36	3.77	0.046
	Instructor	3.96 (610)	1.13		
	Associate Professor	3.81 (254)	1.20		
	Professor	4.20 (72)	1.25		
Job Satisfaction	Assistant	3.88 (47)	1.09	3.53	0.045
	Instructor	3.96 (610)	0.981		
	Associate Professor	3.81 (254)	1.10		
	Professor	4.20 (72)	1.21		

5. Conclusions

The results of this study show that first of all, the Mohrman-Cooke-Mohrman Job Satisfaction Scale has good credibility and validity among the music and dance teachers in Shandong universities. Secondly, as an important part of the group of college teachers in Shandong Province, the overall job satisfaction of music and dance teachers in colleges and universities is at a medium level, and how to further improve job satisfaction is a problem that the education management department needs to consider. Third, age and professional title are important factors affecting the job satisfaction of music and dance teachers in colleges and universities in Shandong Province, through research we found that job satisfaction is not improved with the growth of teaching age, but shows a 'U' shaped trend. The data results of this study hope that the corresponding policy basis and reference can be assigned to the management department, so that the work satisfaction level of music and dance teachers in colleges and universities in Shandong Province can be continuously improved.

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EXPLORING EFFECTIVE WAYS TO IMPROVE COLLEGE STUDENT LEADERSHIP THROUGH VOLUNTARY ACTIVITIES

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Abstract: Leadership skills are prerequisite in the 21st-century workplace in all fields. However, graduates often leave universities with a wealth of knowledge but less mastery and confidence of leadership skills. The purpose of this study is to develop a strategy for enhancing the leadership of college students through voluntary activities, so as to strengthen the role of practical education in colleges and universities to promote the development of students' comprehensive abilities. First, in order to expand and continue to develop voluntary activities, universities should actively establish links with voluntary organizations. Second, volunteer service projects of more professional level should be carried out. Third, students' awareness of voluntary activities should be strengthened. Fourth, as the quality of voluntary activities declines, universities should provide conditions for voluntary education and programs. Fifth, in order to ensure that students continue to participate in volunteer service activities, schools should establish a system of organized activities.

Keywords: Voluntary Activities, College student leadership, Five Practices of Exemplary Leadership.

Introduction

Researches on leadership activities on student leadership development have always been rare since 1990 (Jenkins, 2013). Higher education institutions have all kinds of activities and practices to enhance students' social leadership capacity. Student leadership development programs usually come from the business management field. In Logue, Hutchens, and Hector's (2005) study, leadership capacity includes the commitment of a position and joining an organization that is good for developing student leadership experience and life skills on campus. To foster student leadership development activities, leaders and managers have to adopt effective strategies in higher education institutions, such as the research-based approach that could boost student leadership. In addition, researches in this field have never gone beyond theoretical reference, practical exploration and educational feedback.

Henan Province is one of the most populous provinces in China. By the end of 2021, the province has a population of 99,400,000 people, among which there are 638,000 students in colleges and universities. Henan Province supplies a large number of talents for the country every year. The studies of higher education in Henan Province lay the foundation for the modernization of China's higher education, being of great significance to the quality of higher education in the central region. At present, there are not many volunteer activities to improve the leadership of college students in Henan Province or no systematic training model.

This study investigated the current top five practical leadership competencies, recent developmental activities, and student demographics and personality characteristics of Zhengzhou Technology and Business College students. All the interviewed students have reported that practical experience can promote the development of student leadership, and it is essential of voluntary activities to enhance leadership development.

Research Objectives

1. Evaluate the five practical leadership ability levels of current Zhengzhou Technology and Business College students.
2. Determine the degree of influence of voluntary activities on the five major practical leadership of Zhengzhou Technology and Business College students.
3. Propose five effective strategies to improve practical leadership of Zhengzhou Business College students.

Literature Reviews

To study leadership is complex and uncertain; many researchers defined it in different ways (Dugan & Komives, 2007). Day & Sammons (2016) also explicitly stated leadership as a concept has different meanings and definitions in various contexts. More specifically, leadership is significant in education for the 21st century (Mulcahy & Perillo, 2011; Marie, Normore, and Brooks, 2009). Simikins (2005) mentioned the traditional thought of leadership indicated that it is related to hierarchy and positions, but now leadership exists everywhere, and any person could be a leader. Leadership is a function rather than a role. Leadership may be performed by different people in different educational institutions (Leithwood & Riehi, 2003). Leadership affects members' behavior and builds the goals, motivations, and actions to achieve organizational success (Bush, 2007; Marion & Gonzales, 2014).

1.1 College Student Leadership

Recognized student leadership is useful; many universities support student's leadership development. Students should take leadership courses and become more actively involved in school

affairs. Smart, Ethington, Riggs & Thompson (2002) examined the relationship between contribution patterns at more than 300 universities and changes in student leadership attitudes over four years. Wallin (2003) also demonstrated that student leadership is one of the key components of educational leadership. Jacob (2006) stated schools allow students to attend leadership activities and plan to enhance their leadership ability. Eich (2008) points that although student leadership definitions are different, the viewpoints are quite the same. Students who participate in leadership development activities enhance their leadership skills and knowledge. Developing student leadership skills is a crucial task (Dugan & Komives, (2009).

Komives and Johnson (2009) developed a student leadership model for higher education students - the relational leadership model. In a review by Black and Walsh, Magee, Hutchins, Berman, and Smith (2014), they identified a number of factors that can effectively facilitate student leadership practices in a college setting. Beccei (2015) examined the factors that influence college students' participation in campus leadership training in the context of gender and ethnicity. Tillapaugh, Mitchell, & Soria (2017) contended that student leaders are an integral part of the education community because they help shape the culture of higher education institutions and courses at the middle or high school level. Developing leadership has always been an important mission of higher education institutions (Dugan,2008 & Jacob,2006). Duong, Wu, and Hoang (2019) argued at the top of the education system, universities are expected to develop professionalism and social leaders.

At present, there is insufficient research information on how to develop leadership in college students. Most universities develop student leadership skills through short seminars or courses - the importance of incorporating student leadership development into everyday work. Voluntary activities is an important part of the college experience but often overlooked by higher education institutions. As an incubator to enhance the practical leadership of college students, volunteer activities should not be overlooked. They improve students' independent learning, critical thinking and social skills.

1.2 Five Practices of Exemplary Leadership

The work of Kouzes and Posner (2013) describes five practices for student leadership development. Five Practices of Exemplary Leadership (Kouzes & Posner, 2003, 2006, 2010, 2013) includes model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

Model the Way: Leaders have to be a model of behaving what they expect for others. Firstly, they have to be clear about their golden rules. Before giving opinions, one must understand oneself and values. Doing it yourself to set a model and “walking the talk” is the most useful way to verify whether something is significant.

Inspire a Shared Vision: Leaders must summarize the past and envision future, like drawing a

blueprint or build a model when starting a project. However, you do not force to commit a mission, but inspire it. Leaders must help others to form a shared vision by advocating shared values and best personal experience.

Challenge the Process: Challenge might involve innovative events, problems dealt in different ways, service provided by team reviewed, practical activities assembled to get students to attend an environmental program, brand new student group set up or innovative transformation attained in the university policy. The best leaders are usually the best learners. Leaders often learn from their mistakes and failures in real life.

Enable Others to Act: Leaders stimulate collaboration by establishing trust and fostering relationships. You must involve those who do the project and, to some degree, engage all who must live with the outcomes. Leaders encourage that people don't try their best or insist on for a long time when they feel weak, unhelpful, or alone. When you inspire others by enhancing themselves resolution and increasing capacity, they like to give it their all and prior expectations.

Encourage the Heart: Leaders show appreciation for personal contribution. Appreciation could be given to an individual or a group. It could be body language or simple behaviors. Leaders must show appreciation for everyone being excellent and create a kind of enterprise culture to celebrate the values and rewards. Encourage is crucial and meaningful because it unites their successes the group together to celebrate.

1.3 Voluntary Activities

The term volunteer activities are derived from “Voluntas (free will)” a latin word meaning volunteer, and “volo (will)” is interpreted as having the meaning of free will or voluntary in English (Bum, 2013). Volunteering is basically defined as services performed for a group or organization without any remuneration (Andrews, 2003; Hallet et al., 2000). Auck (1999) and Brudney (1994) found that the most common motivation for initiating volunteerism was a desire to do something to help others. Some scholars believe that the campus contract (1986) was developed by university presidents in order to promote the development of volunteer service activities into the central mission of colleges and universities, which is the basis for encouraging volunteer service activities through the university environment (Winniford et al.,1997).

Farkas and Johnson (1997) considered volunteer service activities to be an important part of American society and an integral part of implementing youth development programs. Volunteering meets people's esteem needs (Mesch, Tschirhart, Perry, & Lee, 1998). Youth report that they are three times more likely to volunteer when asked when they are looking for their own volunteer service activities or community service opportunities (Kahne, Jonig & McLaughlin, 1998). Former US President George W. Bush launched the Thousand Points Movement in 1993, which was a precursor to

the National and Community Service Trust Act and signed into law by President Clinton and credited with playing an important role in encouraging volunteerism. (Winniford et al., 1997; Robinson, 1999). Voluntary activities, on the other hand, is a fairly widespread phenomenon in the United States and Canada (Burns et al., 2008; Dutta-Bergman, 2004; Andrews, 2003). It is also a widespread phenomenon in other countries such as China and Japan (Geng, 2008; Cusick, 2005).

With the development of the times, volunteer service activities have become one of the three major functions accompanying university education and research. This emphasizes that in addition to the pursuit of truth and basic knowledge, universities should also allow students to participate in volunteer service activities to enhance the comprehensive ability of them, meeting the needs of social development. Especially in the 21st century, there is a high educational value when we share intense competition, coexistence logic, practical experience, ability to understand man and nature, and volunteering activities, (Gi, 2014).

However, voluntary activities carried out in the campus environment are limited to a certain degree that they cannot provide students with more opportunities to develop new skills and experience the world. Therefore, different voluntary activities not only expose students to different fields of industry, but also open the door for them to develop new majors and leadership skills and establish professional contacts for them, all of which can help students pursue a fulfilling career.

1.4 Leadership Development in Voluntary Activities

The earliest evidence that volunteering can improve leadership was in business. Because all social entities have a need for leadership, businesses are also aware of the need for employees with leadership skills and expertise (Supak, 1996). As a result, more emphasis has been placed on enhancing employee leadership development through voluntary activities, and companies have begun sending employees to volunteer in the community to acquire leadership development skills.

Many businesses depend on volunteer activities to train their employees in the respect of leadership skills (Caudron, 1994), as well as ability to address societal problems. As indicated earlier in this study, Caudron (1994) and Flynn (1994) both report that with diminishing financial resources, corporations are giving employees volunteer services rather than money and are finally reaping the benefits of trained employees with effective leadership skills. In the 2016 Deloitte Impact Survey, 92% of respondents believe volunteering is an effective way to improve leadership skills (Deloitte Development LLC (Firm), 2016). Gordon & Gordonde's findings also show that: from the perspective of volunteers, it affirms the value of volunteer organizations in developing leadership skills. In response to the overall research question, they concluded that accepting a leadership role in a volunteer organization clearly provides an opportunity to develop new skills, as well as further improve skills acquired before (Gordon & Gordon, 2017). And a study by Davies & Holmes showed that, this study

highlights that effective leadership can be practiced through volunteering (Davies & Holmes, 2021). The fact that businesses rely on voluntary to develop the leadership skills of their employees means that the leadership knowledge and skills required by business employees are similar to those of volunteers.

To sum up, volunteerism and leadership are intertwined, and it is believed that the latter can easily emerge from the former. The biggest advantage of voluntary is working in diverse teams, through which new skills can be learnt from other experts. One can learn leadership and mentoring skills and gain more challenging opportunities (Furlong, 2017).

1.5 The Development of College Student Leadership in Voluntary Activities

There is no difference between regular voluntary and university voluntary (Hall et al., 1998; 2000; as described in Andrews 2003). Voluntary can be used as a way to develop students' practical leadership. At some universities and colleges, voluntary is often part of the curriculum. These activities are like other courses: there is a certain time to complete, and then the student leadership skills are assessed (Khasanzyanova, 2017). In addition, when students are doing voluntary activities they will learn about the operation of the social system and various problems they encounter. They will have the opportunity to participate in finding solutions and gain more leadership results. Therefore, college students participating in voluntary activities were significantly associated with student leadership (Zimmerman-Oster & Burkhardt, 1999; Dugan & Komives, 2007, 2010; Jenkins, 2013; Soria, Fink & Lepkowski, 2013).

A study by Dugan and Komives (2007) found that more than half (53%) of students participated in voluntary activities that benefited leadership. Voluntary activities have a positive impact on student leadership development. Simha's research found that when students who participated in voluntary talked about their experiences, they highlighted some of the leadership-related skills and attitudes they had learned through voluntary. All five participating groups consistently believed that voluntary experience helped them "become leaders through actions, not words" and "improve leadership skills" (Simha, 2011). In addition, some empirical studies have shown that students who actively participate in voluntary activities have developed a deeper understanding of leadership and develop leadership beliefs (Apesin & Gong, 2018).

To sum up, in fact, the goals of volunteer service activities in colleges are to develop leadership potential through the community activities, and nurture sociability with a sense of belonging to the community as well as team spirit through abundant field learning experience (Cho, 2016). Voluntary not only teaches students how to serve, but also develops their group skills and leadership skills. This is a win-win situation and has far-reaching implications for the development of the school and the improvement of student leadership.

Methodology

Three research methods exist in the social sciences: quantitative methods, qualitative methods and mixed methods (Creswell & Creswell, 2017). In this study, the researchers used quantitative methods. Researchers will collect quantitative data on college student leadership and qualitative data on voluntary activities.

Population/Sample

This study targeted and collected data from students at the Zhengzhou Technology and Business College in Henan Province, China, which currently has a total of more than 30,000 students. This research adopts the convenience sampling method, and selects the third-year computer majors who have internship and leadership activities. There are 811 third-year students in this major. According to the sample size abbreviated table of Krejcie and Morgan (1970), the total sample for this target is 265.

Research Instrument

Questionnaires are a common and practical tool for collecting survey information, providing standardized, and often statistical data (Cohen, Manion & Morrison, 2018). Part of the questionnaire for this study was derived from Kouzes & Posner's Checklist of Student Leadership Practices (Kouzes & Posner, 2005), and the other part was a questionnaire developed based on the definition and concept of volunteer service.

Data Analysis

SPSS25 statistical software was used for statistical processing of data, including descriptive analysis and correlation analysis.

Results

The researchers surveyed third-year students majoring in computer science at Zhengzhou Technology and Business College to assess the current students' level of five practical leadership skills. The survey describes their behaviors based on corresponding values on a 5-to-1 scale Likert 5-point scale questionnaire, interpreted as 5-strongly agree, 4-agree, 3-average, 2-disagree, 1-strongly disagree. A total of 400 questionnaires were distributed by the researchers, and 375 questionnaires returned with the questionnaire recovery rate 93.75% of which 333 were valid questionnaires and the valid questionnaire rate 100%.

The questionnaire consists of two parts. The first part investigates the demographic data of the students, such as gender, age, and scholarship status (as shown in Table 1), and the second part of the questionnaire includes five practices of exemplary leadership and two volunteer service activities. Table

1 is a survey of student population data.

Table 1: Demographic Information

Item		Number	Percent (%)
Gender	Male	244	73.3
	Female	89	26.7
Age	<18	1	0.3
	18-20	18	5.4
	21-23	288	86.5
	>23	26	7.8
Obtained University Scholarship Levels	Never	252	75.7
	National Scholarships	25	7.5
	Provincial Scholarships	3	0.9
	Municipal Scholarship	1	0.3
	School Scholarships	52	15.6
Parental Education Level	Lower Than High School	184	55.3
	Doctor	1	0.3
	Master	2	0.6
	University	45	13.5
	High School	101	30.3
Family Type	Single Parent	27	8.1
	Not A Single Parent	306	91.9

Table 2 shows the items related to “leading by example”. The average value of all items is positive with the overall average value 3.96, indicating that students have a certain degree of self-discipline and can be strict with themselves.

Table 2: Mean Scores and Standard Deviations for Items Related to “Leading by Example” (N=333)

Item	Mean	SD	Interpretation
1. 1. I can set an example that others expect.	3.56	.90	High
2. 6. I am willing to take the time to ensure that my actions are consistent with agreed principles and standards.	4.00	.78	High
3. 11. I can keep my promises.	4.11	.75	High
4. 16. I am trying to understand how my own actions affect the performance of others.	4.03	.82	High
5. 21. I can support agreed-upon values.	4.14	.75	High
6. 26. I will talk about the values of others and guide their actions.	3.94	.86	High
Overall	3.96	.64	High

Table 3 shows items related to “inspiring a shared vision”, with an overall average score of 4.04. The highest average was “I’m optimistic and positive when it comes to talking about things that can be accomplished”. The lowest average was “I can describe to others in the organization what should be done”.

Table 3: Mean Scores and Standard Deviations of Items Related to “Inspiring A Shared Vision” (N=333)

Item	Mean	SD	Interpretation
1. 2. I am willing to communicate about things that have an impact on the future.	3.98	.80	High
2. 7. I can describe to others in the organization what should be done.	3.97	.77	High
3. 12. I would like to discuss with others how to make the future better.	4.09	.75	High
4. 17. I am able to discuss with others how my interests can be achieved through my efforts.	4.07	.76	High
5. 22. When talking about what can be accomplished, I am optimistic and positive.	4.12	.74	High
6. 27. I can talk passionately about the purpose and meaning of what I'm doing.	4.02	.80	High
Overall	4.04	.66	High

Table 4 shows the “challenge process” related items, all items were positive results, the overall average score was 3.98 points. This result provides an insight into students' attitudes when faced with difficulties, indicating that students are still very positive.

Table 4: Mean Scores and Standard Deviations of Items Related to the “Challenge Process” (N=333)

Item	Mean	SD	Interpretation
1. 3. I can look for ways to develop and enhance my skills and abilities.	3.82	.82	High
2. 8. I can try to find new ideas and methods.	3.98	.77	High
3. 13. I can find new ways to improve what I'm doing.	4.07	.77	High
4. 18. When things don't go as expected, I ask, "What can we learn from this experience?"	4.00	.77	High
5. 23. I can break down large projects into smaller, workable ones.	4.01	.78	High
6. 28. I can actively try to change the way I do things.	4.04	.75	High
Overall	3.98	.67	High

Table 5 shows the challenge process related items, the overall average of all items is higher than 3.50. This shows that there is a high degree of consistency among students at Zhengzhou Technology and Business College. The highest average was “I respect others”. The lowest average was “I work with others in a partnership rather than a competitive relationship”

Table 5: Mean Scores and Standard Deviations for Items Related to Enabling Others to Take Action (*N*=333)

Item	Mean	SD	Interpretation
1. 4. When I work with others, it is a partnership, not a competition.	3.94	.82	High
2. 9. I actively listen to different perspectives.	4.05	.77	High
3. 14. I respect others.	4.29	.73	High
4. 19. I support decisions made by others.	4.08	.72	High
5. 24. I give others a lot of freedom and choice when deciding how to do my work.	4.04	.77	High
6. 29. I provide opportunities for others to take on leadership responsibilities.	3.99	.79	High
Overall	4.06	.65	High

Table 6 is the last inspiring of the top five practices of exemplary leadership, with an overall average of 4.11 for the program. This shows that the leadership level of students in Zhengzhou Technology and Business College is still relatively high. The highest average was “I support those who share common values.”

Table 6: Mean Scores and Standard Deviations for Inspiration-Related Items (*N*=333)

Item	Mean	SD	Interpretation
1. 5. I commend others for their great work.	4.12	.75	High
2. 10. I encourage others to participate in voluntary activities and projects.	4.03	.78	High
3. 15. I am grateful for the contributions of others.	4.26	.75	High
4. 20. I support people who share common values.	4.15	.74	High
5. 25. I'm willing to celebrate success for people.	4.13	.77	High
6. 30. I can ensure that people in my organization are recognized for their creativity of their contributions.	4.01	.80	High
Overall	4.11	.66	High

Table 7 is a descriptive analysis of each dimension of the Five Practices of Exemplary Leadership, with an overall average of 4.05. In particular, the “inspirational” dimension has the highest average of 4.11, and the lowest “lead by example” average is 3.96. This is high, and everything is above 3.50.

Table7: Mean Scores and Standard Deviations of The Five Dimensions of The Five Practices of Students' Exemplary Leadership (N=333)

Values	Mean	SD	Interpretation
Model the Way	3.96	.64	High
Inspire a Shared Vision	4.04	.66	High
Challenge the Process	3.98	.67	High
Enable Others to Act	4.06	.65	High
Encourage the Heart	4.11	.66	High
Total	4.03	.64	High

Table 8 shows the overall indicators of the five practices of student exemplary leadership, with an overall average of 4.05. The results show that Zhengzhou Technology and Business College students perform better in the five practical aspects of exemplary leadership.

Table 8: Mean Scores and Standard Deviations of The Five Practice-Related Items for Student Exemplary Leadership (N=333)

Variable	N	Mean	SD	Interpretation
Five Practices of Student Exemplary Leadership	333	4.05	.64	High

Table 9 shows the indicators of each item of voluntary activities, and the overall average is 4.01. The highest average was 4.11 and the lowest was 3.88. This means that students are well involved in voluntary activities.

Table 9: Mean Scores and Standard Deviations Associated with Voluntary Activity Items (N=333)

Item	Mean	SD	Interpretation
1. I can set an example that others expect.	3.56	.90	High
2. I used to be a volunteer.	4.02	.88	High
3. I (must) be involved in at least one volunteer service organization.	3.98	.86	High
4. As a volunteer, I pick up trash in public places.	4.02	.84	High
5. I donated clothes and books that I don't want to keep in the voluntary activity.	4.08	.79	High
6. I value opportunities that allow me to contribute to volunteer service organizations.	4.11	.80	High
7. In public service voluntary activities (such as subway voluntary activities), I take action on social problems, define the problem and challenge to identify possible solutions.	4.02	.83	High
8. I am a member of voluntary activities.	3.88	.91	High
9. I am actively involved in voluntary activities.	4.03	.87	High
Overall	4.01	.76	High

Table 10 shows the five practical correlation analysis between voluntary activities and students' exemplary leadership. From the data analysis, there is an obvious positive correlation between the two

variables.

Table 10: Average Scores and Standard Deviations of The Five Major Practices of Student Exemplary Leadership and Voluntary Activities (N=333)

	Mean	SD	1	2
1. Five Practices of Student Exemplary Leadership.	4.05	.64	1	.776**
2. Voluntary Activities.	4.01	.76	.776**	1

** . The correlation is significant at the 0.01 level (two-tailed).

Discussions

This study aims to explore the relationship between volunteer service and college students' leadership. Through the questionnaire, we learned about the current status of the students' five practical leadership abilities and the development of voluntary activities, and this study found good support for our research. Overall, voluntary activities are positively correlated with college students' leadership development.

Participation in voluntary activities is an important predictor of student leadership. Social service experience is important because of its potential to develop key team skills, deepen individual accountability, and develop the ability to work in complex systems (Dugan & Harker, 2013). After the voluntary activity, all students agreed that they had a better understanding of society and humanity. During the charity activity, the students felt the joy of helping others; when the students picked up garbage in public places, they also truly felt the hardships of sanitation workers. Dugan (2006) stated that voluntary activities were the most influential of the four engagement activities he studied. Voluntary activities directly affect student leadership development (Cress, Astin, Oster & Burkhardt, 2001).

Recommendation: First of all, in order to expand and continue to develop voluntary activities, universities should actively establish links with voluntary organizations. Second, volunteer service projects of more professional level should be carried out. Third, students' awareness of voluntary activities should be strengthened. Fourth, as the quality of voluntary activities declines, universities should provide conditions for voluntary education and programs. Lastly, in order to ensure that students continue to participate in voluntary activities, schools should establish an organized activity system.

Conclusions

Practical Value

The purpose of this study is to collect information on student leadership development in Chinese higher education institutions. In particular, as one of the most populous provinces in Henan

Province, its private colleges and universities do not carry out many student leadership training programs, and there are even fewer voluntary activities. This empirical study will help scholars understand more details and cases of the five major practical leadership abilities of students in private colleges and universities in Henan, and will identify effective voluntary activities for students in the five major practical leadership development. It has contribution to the theory and practice of students. More work could also be done on the development of students' five practical leadership competencies in other fields and contexts in China.

Limitations and Future Directions

The sample size of this study is only for private schools in Henan Province. Future research can investigate other types of universities, such as comprehensive universities and normal universities. Henan is one of the provinces in the central region of China. Researchers can study other regions, such as universities in the eastern part of China. There may be other influencing factors in future research, which need to be verified. For the future development direction: 1. Future researchers can spend more time with students. 2. The researchers give spiritual rewards to students who participate in voluntary activities. 3. Researchers can develop specific regimes in each activity that students are required to comply with.

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中国大学学生干部服务型领导力培养策略研究**THE CULTIVATION STRATEGIES OF CHINESE COLLEGE STUDENT
CADRES' SERVICE-ORIENTED LEADERSHIP**陶丽萍^{1*}, 郑旭², 廖立彬³, 欧阳志群⁴**Liping Tao^{1*}, Xu Zheng², Libin Liao³, Zhiquan Ouyang⁴**¹湖南涉外经济学院安全保卫处, ²泰国斯坦福国际学院教育学院³湖南涉外经济学院信息与机电工程学院, ⁴湖南涉外经济学院外国语学院¹Security Department, Hunan Foreign Economics College²School of Education, Stamford International University of Thailand³School of Information and Mechanical Engineering, Hunan Institute of Foreign Economics⁴School of Foreign Languages, Hunan Institute of Foreign Economics

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摘要: 高校学生干部是学生群体中的优秀群体, 是师生沟通的纽带, 是高校内部管理的重要组成部分。为了更好发挥学生干部的作用, 有必要对其领导能力加以培养和提高。大学生干部领导力的培养必须确立服务这一核心价值。提升大学生干部领导力的关键在于提升大学生干部的服务意识和服务能力。本文以服务型领导理论为理论基础和依据, 通过分析大量服务型领导力相关文献, 提出从提升领导培养意识, 完善开发体系; 强化以责任为首的价值观教育, 明确以服务为核心的培养理念; 建设专业师资队伍, 构建理论与实践相结合的培养体系的大学生干部服务型领导力培养策略。

关键词: 大学生干部, 服务型领导力, 培养策略。

Abstract: College student cadres are an outstanding group of students, the link between teachers and students, and an important part of the internal management of colleges and universities. In order to better play the role of student leaders, it is necessary to cultivate and improve their leadership ability. The core value of service must be established in the cultivation of the leadership of college students' cadres. The key to improving the leadership of college student cadres is to improve the service awareness and service ability of college student cadres. Based on the theory of service-oriented leadership, this paper analyzes a large number of relevant literatures on service-oriented leadership, and proposes to improve the awareness of leadership training and improve the development system;

strengthen the value education headed by responsibility, and clarify the training concept with service as the core; Build a professional teaching staff and build a service-oriented leadership training strategy for college students' cadres that combines theory and practice.

Keywords: University Student Cadres, Service-Oriented Leadership, Training, Strategies.

引言

时代在变，我们对领导行为的看法也在变。鉴于当前对更道德、以人为中心的的管理的需求，服务型领导理论启发的领导更符合组织所需。在过去几年中，领导力研究从侧重于变革型领导力转向更强调共享关系的视角，其中领导者和追随者之间的互动是关键因素（Avolio、Walumbwa 和 Weber，2009）。Donaldson 和 Davis（1997）的早期理论强调了将管理理论超越代理理论的重要性，其假设是个人主义、机会主义、以及自我服务，即基于将个人视为有利于组织、自我实现和值得信赖的人的治理。这类似于服务型领导理论对追随者个人成长的强调。Greenleaf（1970）首创了服务型领导理论，在这个时代可能特别重要，因为它在变革型领导中增加了社会责任的成分（Graham，1991）；此外，它比任何其他领导理论都明确强调追随者的需求（Patterson，2003）。虽然影响力通常被认为是领导力的关键要素，但服务型领导力通过强调领导者与追随者关系中的服务理念，改变了这种影响力的焦点。因此，它是一种极具潜力的领导理论。

Nelson Rolihlahla Mandela 曾宣称“今天的年轻人就是明天的未来。”作为现任掌权的领导层，我们有责任通过为年轻人提供他们所需的工具来培养他们，使他们成为能够说服、治愈、倾听和同情的仆人领袖。Shahar（2011）认为，人们对领导力的假设是无意识的、未经表达的。年轻人对领导力成长的看法是塑造他们领导力风格的因素，每个人都有领导能力。大多数时候，这些存在于一个人身上的领导力特征都处于休眠状态，这是因为它在孩童时期从未被培养出来。我们必须唤醒当今青年人的领导潜力，以便为他们的未来做好准备。

《国家中长期教育改革和发展规划纲要（2010—2020年）》（2011）提出学生领导力等品质的培养是培养新时期国家攻坚人才和储备力量的必备条件。学术界对学生领导力的研究非常多，主要集中在必要性、培养方式、领导力培育课程设置、教育的实践探索以及评估等方面。

高校学生干部是学生群体中担任部分职务的优秀群体，是师生沟通的纽带，是高校内部管理的重要组成部分。他们的工作能力直接关系到学校的教学、生活等一系列活动的正常开展。作为学生身份的领导者或管理者，他们的领导能力又是直接影响工作效果的必要能力。对

大学生干部的服务型领导力培养和提升展开研究，不仅具有丰富领导学、教育学的理论意义，更在提高大学生干部领导素质、大学生领导力培养项目的设计、提升学生工作实效等方面具有很强的实践意义。

1. 领导力

Bennis(1987)认为领导力是一种能把愿景和希望转化为现实的能力。Bass(1990)提出领导力是鼓励和引导个人和集体共同追求目标的能力，同时也是一种影响力。Chapman 和 O' neil(1999)认为领导力是一种能够影响别人的能力，尤其是激励他人实现挑战性目标的能力。James Georges(2003)认为领导力是一种能影响他人的能力，并由此获得大批追随者。Northouse(2014)认为领导力是一种能影响他人的行为，让他人自愿为实现团队目标而认真工作的能力。贺善侃(2008)认为领导力是有形的权力、能力、无形的影响力三者的统一，能力作为权力和影响力的纽带，综合了两者的特性。

徐匡迪(2007)认为领导力是领导者综合素质与能力的体现，就是创造一种氛围，激励他人自愿的，在此之中作出贡献，推动组织成员努力取得成功。李开复(2019)认为，领导力是一种关于远见与规划，沟通与协调，真诚与平衡的艺术，这门艺术大致包括了宏观决策管理行为和个人品质三个范畴的内容。李秀娟(2017)认为领导力是指处于社会关系中的个体在特定的情境下带领追随者和影响社会积极改变所需要具备的各种能力和素质的集合。姜婷婷和甘雪红(2021)认为领导力主要是指在领导者身上具有的一种能够使团体成员愿意追随，由衷佩服的能力，也可概述为领导者对管理活动的整合能力。李春林(2000)认为领导力是领导者个人素质、能力、影响力等特征的总和。孙健敏和王碧英(2010)提出领导力维度包括情绪复位、说服、引导、利他、智慧、责任感。汪存孝、凌茜、张秀娟和陈为新(2009)提出从领导者的不断奋斗、尊重下属、关心下属、给予下属发展空间、甘于奉献、廉洁等方面对领导力进行计量。

2. 大学生领导力

翁文艳(2012)指出大学生领导力有三层内涵。一是一种服务型领导力，是为实现个人和团队目标而影响他人的能力，不是基于领导职位的权力。二是一种愿景性领导力。三是一种善于运用团队力量的合作型领导力。李文华(2019)认为大学生领导力主是一种影响力，而不是领导职务和权力，是包括多种素质与技能的综合实力。大学生领导力教育的目的是要培养具有社会责任感、领导意识、领导能力的综合型人才。提出大学生领导力的构成主要分三个层面：一是沟通层面的能力。包括解决冲突、沟通、人际关系处理、亲和力等；二是态度动机层面。包括责任意识、积极态度、主动服务能力等；三是工作能力层面。包括计划行动能力、组织协

调能力、解决问题能力、判断力、决策力、合作能力等 Mc Cauley 和 Van Velsor (2004) 认为学生领导力时指学生领导者有效践行领导角色，执行领导过程的综合能力。包括内向性的自我素养和外向性的工作能力。黄宏强和赵国祥（2009）提出学生干部的领导能力分处理信息、执行任务、合作和沟通协调四个维度。

汤新华（2010）总结美国两所学校负责人的观点提出一个有领导力的学生应该具备倾听、广阔胸怀、观察意识、清晰的表达、鼓励他人、计划、发现问题、主动变革等能力。

3. 服务型领导力

3.1 服务型领导的意涵

Greenleaf 提出“服务型领导”的概念最初被译为“仆人领导”。他认为领导产于服务，领导者首先应该是一个仆人或服务者，应具备主动服务他人的愿望，满足他人需求，从而获得追随者信任，形成对追随者的领导力。仆人式领导者真正关心的是服务追随者，超越个人利益是仆人领导的核心特征。Spears（1998）将服务型领导定义为领导者尊重追随者的尊严和价值，并具有成为服务者的愿望。Laub（1999）认为服务型领导是一种将追随者的利益置于领导者个人利益之上的领导活动和认知行为。领导者为了团体中个人和集体整体利益以及顾客利益而分享权力和地位。Birkenmeier (2003) 认为服务型领导是超越个人的利益，努力满足追随者的生理、心理和情感需求的领导活动。杨廷钊和凌文铨（2008）理解的服务型领导是把他人需求、愿望和利益放在自身利益之上，首要动机不是领导和控制他人，而是服务他人的领导者。Luthans、Avolio（2003）认为仆人式领导者通过在组织内部创造机会来帮助追随者成长，是以组织福祉为最终目标的。Stone、Russell、Patterson（2004）也指出了这种以人为本的态度。

Whetstone（2002）认为，人们强烈承诺尊重每个人，并意识到每个人都值得被爱。照顾追随者不应该纯粹是一种经济成功的手段。仆人式领导者致力于建立一个学习型组织，在这个组织中，每个人都有独特的价值

3.2 服务型领导力的维度

Greenleaf（1977）指出，服务型领导的维度包括十二个方面的内容。主动性、倾听和理解、想象力、妥协、接纳和移情、直觉、前瞻、自我理解、说服他人、概念化能力、复原和服务、建立共同体。Spears（1998）将服务型领导的特征归纳为倾听、移情、心理复原、认知、说服能力、概念化能力、远见、服务、帮助他人成长和创建共同体十个方面。Russell 和 Stone (2002) 将服务型领导的构成维度分为功能性属性和伴随性属性。功能性属性是服务型领

领导者特有的特征。包括愿景、诚实、正直、信任、服务、榜样、先驱者、感激和欣赏、授权。伴随性属性是功能性属性的补充说明，也是服务型领导行为有效的先决条件和重要组成部分。包括沟通、可信性、胜任力、服务员、可见性、影响力、说服力、倾听、鼓励、教育和指导、委托。Laub（1999）提出服务型领导的主要特质有：重视他人、培养他人、构建社区、展示真诚、执行领导力和分享领导力。Page 和 Wong（2000）将服务型领导的结构内容归纳为特征、关系、任务和过程四个维度。服务型领导者的个性特点有正直、谦逊、乐于为他人服务。服务型领导者与员工的关系包括关心员工、授予员工权利、帮助员工发展。服务型领导者的工作任务是构思愿景、确定目标、领导。服务型领导者提高组织绩效的方式有树立榜样、团队建设、分享决策权。Dennis 和 Winston（2003）将服务型领导的概念结构归纳为授权、服务、愿景三个因子。Patterson（2003）归纳出了服务型领导挚爱、谦卑、利他主义、远景、信任、授权和服务七个特征。Hale（2007）提出服务型领导的三个核心维度是服务垂范、礼让贤能和共谋愿景。Liden（2008）将服务型领导维度概括为为情绪抚慰、为社区创造价值、概念技能、授权、帮助下属成长和成功、把下属放在第一位、行为道德、关系以及服务九个方面。

韩勇（2013）将服务型领导力的维度分为 12 个方面：道德之爱、创造社区价值、概念化技能、授权、关心下属成长和成功、以人为本、举止道德、智慧或者未来共同的目标、说服下属、形成良好关系、信任、谦虚。

4. 领导力培养策略

翁文艳（2012）提出学生领导力的培养需要将领导力的内容纳入现有课程结构，并且要重视实践活动，运用多样化的教学方法方式。张亮亮和夏镇波（2019）提出学校要将大学生骨干领导力培养摆在更加突出的位置，通过完善培养体系、合理设置课程、加强师资力量、强化资源平台等建设，进一步加强大学生骨干领导力培养。通过制定科学的培养体系，构建完整的课程体系和导师团队，完善资源和平台建设来培养和提高大学生干部的领导力。李蕙羽、罗莹（2016）提出从理念先行、源头管控、将服务型领导知识技能培训纳入培训体系、氛围营造、科学授权五个方面培养服务型领导力。陶思亮（2014）提出，大学生领导力的开发包括价值、技能、知识和实践多个维度。其次是要谦逊和利他，再次是授权给团队成员，最后也是最重要的是服务。

朱旻媛（2021）提出从将领导力培养纳入通识教育；组建专业师资队伍和构建相应课程体系；领导力培养和专业课程有机结合；发挥校企合作优势，打造培养环境四方面培养大学生领导力。江苏芬和李仕超（2021）提出包含发挥思想政治引领作用；构建课堂教学体系；构建实践教学体系；构建课外活动和学科竞赛体系；构建网络资源内容五方面的大学生领导力培

养体系。管苑智(2021)提出通过加强基础能力教育、规范培养体系、创新培养方式来提升大学生干部领导力。沈欣怡(2021)提出点面结合,将学校教育与家庭教育、企业参与结合起来,助力大学生领导力提升。韩成(2021)提出从树立培养理念,完善育人体制来培养高校学生干部领导力。赵宗辉和杨国欣(2021)提出通过引领价值观、构建培养模式、开发多场域平台等策略来加强大学生领导力培养,提升大学生领导力。陈康(2020)提出通过制定学生干部领导力培养方案;引领价值观和人生观;构建培育体系来提升大学生干部领导力。郑尧丽、王海贵和伍蓓等(2019)提出从教学理念出发,着力核心技能和思维能力培养,运用活动体验,用领导力项目助力学生领导力提升。马琦峰、李沛阳和刘震等(2021)提出从优化大学生领导力培养的结构,明确培训方向;丰富培养的主体及形式;加大培养的资源性投入;强化专业师资队伍四方面培养大学生领导力。

5. 结论

5.1 大学生干部服务型领导力的内涵

梳理上述关于领导力内涵的相关文献,领导力的概念主要从两个角度来界定:首先,从过程角度,领导力是一种可以在团队活动中影响到追随者的行为的影响力。其次,从结果导向角度,领导力是一种能够促使团队完成目标的个人素质和能力的总和的领导能力。大学生领导力是一种包含品德、修养、价值观等因素的内向性素养和沟通、协调、组织、合作、执行等外向性本领的一种影响力和能力。结合服务型领导力以服务为核心,将追随者利益和集体利益置于自身利益之上的特征,本文将大学生干部领导力理解为学生干部带领所在组织和学生群体实现目标以及影响所在组织和团体成员的各种能力和素质的总和。进而将大学生干部的服务型领导力定义为大学生干部引领所在组织和学生群体,为实现组织和团队成员愿景,将组织利益和团队成员利益置于自身利益之上,通过自身素养来影响他人和通过服务性活动体现出来的能力的总和。

5.2 大学生干部服务型领导力的维度

纵观学术界对于服务型领导维度的归纳,总结出服务型领导者要拥有宏伟的愿景和具体的目标;乐于服务,谦逊,愿意倾听和理解,乐于支持和帮助组织成员的发展;愿意分享领导力;具备能影响他人的优良品质、修养和服务与他人和组织开展工作、实现愿景的能力。在借鉴以上研究的基础上,考虑大学生干部作为一种特殊的“领导者”本文将大学生服务型领导力包含的内容分为内向性的领导素质和外向性的领导能力两个维度。领导素质包含:诚实、正

直、谦虚、乐于为他人服务。领导能力包含：倾听和理解能力、沟通协调能力、说服他人能力、执行能力。

5.3 大学生领导力培养策略

梳理上述关于大学生领导力培养策略的研究，我国大学生领导力培养策主要从以下几方面开展。首先是理念先行。我国关于领导力的研究和实践起步相对较晚，而意识到领导力培养的必要性和重要性，并以此树立培养意识，开展领导力理论研究和培养策略开发是前提。其次，大学生领导力的培养主要依靠学校。打造专业的师资队伍，构建完善的培养体系是开展大学生领导培养的保障。再次，大学生领导力的内涵要求培养过程必须重视实践的重要性，坚持理论加实践的培养模式，才能实现培养目标。

6. 建议

本研究提出从以下三方面开发大学生干部服务型领导力的建议：

一是提升意识，完善领导力培养体系。高校应意识到大学生干部在学校管理及人才培养当中的重要作用，完善现有学生干部培养体系，重点开发学生干部的服务型领导能力极其必要。从学校到师生，都应该具有服务型领导力开发意识，为学生干部领导力培养和提升形成一定的氛围和前提。

二是强化以责任为首的价值观教育，明确以服务为核心的理念。在学生干部服务型领导力培养整个过程中，要将责任放到价值观塑造的高度，明确以服为核心的培养理念，强化学生干部“服务师生”的职能，引导学生干部克服“官本位”意识，倡导服务师生、服务学校的价值观。将“领导就是服务”的价值观念变成学生干部的信仰，从直接传达指令、被动接受学校老师工作指派、凡事亲力亲为向主动上传下达、善于沟通协调、做好服务保障的领导方式转变。同时，教育学生干部在思想品德、学业、技能等方面以身作则，获得同学的认同和追随。而要做到这一点，学生干部自身必须持续进行自我塑造，不断提升自我道德修养和专业能力，这样才能充分发挥出服务型学生干部的职能和效应。

三是打造具备专业知识和技能的师资队伍，构建理论加实践的培养模式。组建专业的师资队伍就是要对相关教师、辅导员进行系统培训，培训合格的老师才能在工作中和学生干部开展有效指导。构建理论加实践的培养模式需要把服务型领导的知识、理论纳入学生干部培训课程中来，为学生干部的实践奠定理论基础。其次采用参与式、体验式、互动式的活动开展学生干部领导力培养实践。例如，训练营、研讨班、情景模拟、角色扮演、社区志愿服务等形式，可以帮助学生干部将理论转化为实践，使其更好地理解并运用服务型领导技能。

进而培养学生干部的大局观念、责任意识以及实际问题处理能力以及服务型领导风格和行为习惯。

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INFLUENCE ON DROPOUT INTENTION FROM COLLEGE STUDENTS' ACADEMIC BURNOUT AND CORE SELF-EVALUATION

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Abstract: By investigating the current situation of college students' academic burnout, core self-evaluation, and dropout intention performance rate, scientific data is provided for the formulation of relevant intervention measures. According to the academic burnout scale and core self-evaluation scale, 232 college students from a university were selected for the survey according to the nineteen questions in a questionnaire. The research results show that the mean score of overall academic burnout is 4.11 with a standard deviation of 0.693, which is at a high level. The mean score of overall self-evaluation is 3.16 with a standard deviation of 0.944, which was also at the high level. There is a significant positive relationship between academic burnout, core self-evaluation, and dropout intention. "I am not interested with studying." (x3) correlated with "I recently wanted to suspend from school and finish my studies later." (Y) at a "strong" level of significance, with the correlation coefficient equal to 611, indicating that personality factors have a crucial influence on the occurrence of dropout intention.

Keywords: Academic Burnout, Core Self-Evaluation, Dropout Intention.

Introduction

College dropout is both a huge problem and a waste of resources for students, their families, schools, and society. High dropout rates, the percentage of students who fail to complete their studies, are already on the agenda in many European countries (Kottmann, 2015). Dropout refers to the interruption or cessation of studies by students due to withdrawal, suspension, or death (Bean, 1982b). Higher education institutions, as promoters of sustainable development, face the challenge of preventing and managing student dropouts. The problem of dropout is not only a problem for higher education institutions but also a concern of our time, because when students not only lack interest in the school experience and display disruptive behavior or apathy in the classroom, but also stop attending classes, we need to be highly concerned student' dropout. In a sense, dropout is an inevitable problem in any form of education. In this context, to explore the factors and laws of college students' dropout in colleges

and universities, it is necessary to cultivate qualified talents with all-around development. Undoubtedly improving the efficiency of investment in education has more significance. In recent years, Judge (2001) proposed the core self-evaluation to better find out the relationship between personality and job satisfaction and job performance. It is defined that the most basic evaluation of one's ability and value held by an individual. Core self-assessment is an integrated personality theory that is a better predictor of job satisfaction and job performance than The Big Five (Judge, 2003). Dropout intention is an unpleasant and unsatisfactory emotional experience and resistance to study that the academic life cannot satisfy oneself. Does core self-evaluation also have the same predictive power for dropout intention? It can be considered that the willingness to drop out of school is indeed affected by personality factors, so when formulating countermeasures, it can be considered to reduce the occurrence of the willingness to drop out from the perspective of personality education. Academic burnout is evolved from job burnout, which means that individuals have an incorrect attitude towards their studies and lack belief in coping with academic difficulties because of bad emotional experiences in academic activities. It is determined that the three dimensions of academic burnout are: cynicism, professional efficacy, and exhaustion (Schaufeli, 2002). Emotional exhaustion is the experience of an individual feeling exhausted and overburdened in their studies, and this experience only points to academic behavior, not to others; sarcastic attitude reflects the individual's indifference and sense of alienation in school; low professional efficacy represents social and non-professional efficacy. Socially low-achieving behavior.

There are certain similarities in concept and connotation between academic burnout and dropout intention. In theory, academic burnout may be an important factor leading to dropout intention, but there is no relevant report so far. It has been proved in China that Core self-evaluation significantly predicts dropout intention (Li & Yang, 2018), indicating that individuals with high core self-evaluation have a lower dropout intention. In addition, a domestic study on teachers' achievement motivation and turnover behavior concluded that job burnout has a mediating relationship between the two (Bi & Huang, 2019). If core self-evaluation affects academic burnout and dropout intention, then what effect do core self-evaluation and academic burnout have on dropout intention? At present, there is a serious lack of research on dropouts in higher education in China. It is found that most of the articles on dropout research are studies on dropout in compulsory education in primary and secondary schools, especially in rural areas. It is a pity that there is not much involved in dropping out of higher education. There are more than 1,100 colleges and universities in my country, with tens of millions of students. After college students enroll, some students stop or interrupt their studies for various reasons, which not only attracts the attention of the education circle but also is an issue that is increasingly valued by health, society, and economists. , There have been many domestic data reporting the dropout of college students. However, most of these reports focus on individual students, and few people can examine the reasons for the dropout of higher education students as a whole, and even fewer people try to put forward

effective suggestions and coping strategies for higher education dropouts.

Literature Reviews

The phenomenon of job burnout has received more and more attention from society because of the development and application of positive psychology in management and organization. American clinical psychologist Fredenbeger first proposed "job burnout" in 1974, which describes a state of exhaustion caused by professional workers in the service careers due to long hours, overwork, and low job satisfaction (Freudenberger, 1974). The most widely accepted model of job burnout is the "Three Factors Model" put forward by Maslach and Jackson, which includes depersonalization, reduced personal achievement, and emotional exhaustion (Maslach, 1981). The concept of job burnout is gradually being applied to education. Pine and Kafry in the 1980s found that college students had higher levels of job burnout than service workers (Kafry & Pines, 1980). This huge finding gave rise to the concept of academic burnout that students are uninterested, unmotivated, and tired of learning. The main causes of academic burnout are external environment and personal factors (Lee, Puig, Kim, Shin & Lee, et al., 2010). Excessive learning-related activities are the main source of the external environment (Zhang, Gan & Cham, 2007). According to Sliver, students' anxiety and boredom about learning are further caused by high expectations, objective and subjective perceptions, persistent and enormous pressure (Slivar, 2001). The core individual factors influencing academic burnout are those related to personal traits, such as self-image, self-esteem, self-efficacy, points of control, and trait anxiety (Slivar, 2001; Jacobs, 2003; Farn, 2005). However, there are few studies on the factors, especially the internal factors. In recent years, core self-evaluation (CSE), which refers to the basic evaluation of an individual's abilities and values, has received great attention in personality research. CSE is a higher-order factor with a characteristic of general self-efficacy, which is higher than neuroticism, point of control, self-esteem, and the four personality traits, and it is a broader and higher-level concept of personality (Judge, Locke, Durham, 1997). At present, CSE focuses its research on organizational behavior. For example, several studies have found that CSE significantly affects organizational commitment (Feldman, 2008; Peng, 2013), job search behavior (Wanberg, Glomb, Song & Sorenson, 2005), task performance (Bono, 2003; Judge, 2009; Hurst, 2008), interpersonal relationships (Scott & Judge, 2009), salary (Judge, Hurst, Simon, 2009) and goal setting (Erez & Judge, 2001). Studies have also found that CSE can negatively predict job burnout (Yagil & Luria, 2008; Stapleton & Downey, 2005). Research on the relationship between CSE and learning behavior has only emerged in the last few years by comparing relevant research between CSE and job. For example, some studies have found that CSE has a great negative predictive influence on test anxiety (Chamorro, Ahmetoglu & Furnham, 2008). College students' CSE can moderate the impact of intelligence on academic performance. Therefore, academic burnout is not only a part of educational burnout but also

a kind of expansion. So, does CSE affect academic burnout? According to previous research, self-efficacy, control points, and self-esteem can significantly affect academic burnout (Rosopa & Schroeder, 2009), so can their super concept CSE better predict academic burnout? We propose:

Hypothesis 1: CSE can predict dropout intention.

The reasons for the high correlation between core self-evaluation and dropout intention are that core self-evaluation directly affects academic satisfaction. A specific situation evaluation is based on core self-evaluation, so the greater an individual's core self-evaluation is, the better he feels about the situation, and the more positive he has about life and work (Judge & Bono, 2003). College students are more active in their studies, and high-core self-evaluation can effectively reduce their willingness to drop out of school. What's more, through their research, Judge et al. suggest that intrinsic job characteristics mediate between the two. Intrinsic job characteristics refer to some properties of the job itself, including the complexity of the work, importance, variability, task freedom, and task feedback (Judge, 2001). Namely, students owning a positive core self-evaluation have much higher academic evaluations and academic performances, which can reduce the idea of dropping out of college students. Judge's research shows that the impact of core self-evaluation on job satisfaction is moderated by intrinsic job characteristics, accounting for about 37% (Judge & Locke, 1998). Judge, Bono, and Locke (2000) extended this study by arguing that in addition to subjective intrinsic job characteristics, objective job complexity also played a role in core self-evaluation. Therefore, all of these studies consistently show that when college students perceive themselves as more capable and valuable, they are more content with their life and studies, and less likely to drop out of school. Based on previous research, we further propose:

Hypothesis 2: Academic burnout can predict dropout intention.

Drop-out intention is mainly manifested in disgust, and its common basis is lack of active interest in learning and lack of enthusiasm for school life, thus forming the internal tension of drop-out intention. Academic burnout is evolved from job burnout, which means that individuals have incorrect attitudes towards academics and lack of belief in coping with academic difficulties because of bad emotional experiences in academic activities (Schallfeli, 2002). The three dimensions of academic burnout are emotional exhaustion, ridicule, and self-efficacy. Emotional exhaustion is an individual's experience of feeling stressed, exhausted, and overburdened in their studies, and it only points to academic behavior, not to others. There are certain similarities in concept and connotation between academic burnout and the phenomenon of academic tiresome. In theory, academic burnout may be an important factor leading to academic tiresome. Academic burnout is significantly correlated with academic tiresome and behavior academic tiresome (Ma & Li, 2019). Therefore, once students are bored with their studies, they will be bored with school, and once they are bored with school, they are more likely to drop out of school.

Methodology

Data Collection

Data was collected through a survey of 232 college students about five majors (E-commerce, telecommunications, Mechanical Automation, Computer Science, and Material Forming and Control Engineering) of the School of Information and Mechatronic Engineering in Hunan International Economics University. Considering time and cost, we use <https://www.wjx.cn/> to answer the questionnaire online. A total of 232 questionnaires were received. The questionnaire includes two parts; the first part investigates the demographic data such as gender, educational background, age, and major. The second part measures the formal questionnaire of this research project. To improve the quality of the questionnaire, it should only be submitted after all questions have been completed.

Measures

The items are anchored on a Likert scale ranging from strongly disagree (coded 1) to strongly agree (coded 5).

Academic burnout scale. Based on the work of Schaufeli et al., Lian, Yang, and Wu developed a Chinese version of the Academic Burnout Scale (ABS). The three-factor model of job burnout was proposed by Maslach and Jackson. The ABS have 20 items, including categories such as emotional exhaustion, cynicism, and self-efficacy. Items are rated from 1 (strongly disagree) to 5 (strongly agree). Examples of items are "I am under pressure to study" (emotional exhaustion); "I am not interested in studying" (cynicism); and "I am confident in studying" (self-efficacy). The ABS represented good reliability and validity. In our study, the Cronbach alpha coefficients for the three sub-scales were 0.745, 0.791, and 0.711 respectively.

Core self-evaluation scale (CSES). The 12-item self-report scale for core self-evaluation is the Core Self-evaluation Scale (CSES) developed by Judge et al. Items are ranged from 1 (strongly disagree) to 5 (strongly agree). Examples of items include "I avoid learning by chatting online" and "I feel worthless sometimes when I fail". The scale score is the sum of the item scores. Related items are reversely encoded. In this study, the Cronbach alpha coefficient for CSES was 0.764.

Dropout intention. We use two indicators for the calculation. The first was measured with an item on a five-point Likert scale (eg, "I'm considering dropping out of college"). The second metric was measured with an item on learning' usefulness (eg, "I completed 20 hours of class per week."). The alpha coefficient of the dropout intention scale was 0.787.

Data Analysis

For statistical processing of the data, SPSS 26.0 software was used to test the hypotheses

presented in the conceptual model, through descriptive analysis and correlation analysis.

Results

Reliability, mean, standard deviation, and correlation coefficient are shown in Tables 1, 2, and 3. All correlation coefficients conform to our assumptions. We use correlation analysis to test our hypothesis.

The results related to the current level of “academic burnout and core self-evaluation”.

Table 1: Mean Score and Standard Deviation of Items Related to Current Level of Academic Burnout

Item No	Items	Mean	S. D.	Interpretation
5	I am under pressure to study.	4.75	.511	Very high
6	I am confident in studying.	3.59	.806	high
7	I feel happy when I concentrate on studying.	3.75	.925	high
8	I am not interested in studying.	4.82	.452	Very high
9	I like to explore new problems while studying.	3.63	.773	High
	Overall academic burnout	4.11	.693	Very high

As per the results, the overview of the current level of academic burnout in Hunan International Economics University is at a high level. All the items that stand for the academic burnout in Hunan International Economics University, mentioned in the table1 found an overall mean score of 4.11 with a standard deviation of 0.693. The highest mean score was 4.82 for the item "I am not interested in studying." with a standard deviation of 0.452. The lowest mean score was 3.59 for the item "I am confident in studying." with a standard deviation of 0.806.

Table 2: Mean Score and Standard Deviation of Items Related to Current Level of Core Self Evaluation

Item No	Items	Mean	S. D.	Interpretation
10	I escape from studying by chatting on the internet.	4.51	.581	Very high
11	I often feel very lonely in my recent studying.	2.59	1.061	High
12	I have clear goals after graduation.	3.23	.906	High
13	I cannot relieve all the pressures of college life.	2.60	1.039	Moderate
14	I feel useless when I fail.	2.90	1.193	Moderate
15	I think it's better not to go to college.	2.12	1.005	Moderate
16	I complete 20 hours' courses per week.	3.81	.790	Very high
17	I am satisfied with the teaching methods.	3.48	1.040	Very high
18	I have clear jobs after graduation.	3.25	.885	Very high
	Overall core self-evaluation	3.16	.944	Very high

The mean and the standard deviation of each item from 10 to 18 which are undervalues are represented in Table 4.2. As per the results, the overview of the current level of core self-evaluation in Hunan International Economics University is at a high level. All the items that represent the core self-evaluation in Hunan International Economics University, mentioned in the table2 found an overall mean

score of 3.16 with a standard deviation of 0.944. The highest mean score was 4.51 for the item "I escape from studying by chatting on the internet." with a standard deviation of 0.581. The lowest mean score was 2.12 for the item "I think it's better not to go to college." with a standard deviation of 1.005.

Table 3: The Correlation Coefficients, And Their Relationship Between Dropout Intention and Academic Burnout and Core Self-Evaluation

	X1	X2	X3	X4
X1: I am under pressure to study.	1	.319**	.337**	.317**
X2: I am confident in studying.	.319**	1	.375**	.380**
X3: I am not interested in studying.	.337**	.375**	1	.456**
X4: I escape from studying by chatting on the internet.	.317**	.380**	.456**	1
Y: I recently wanted to suspend from school and finish my studies later.	.545**	.591**	.611**	.564**

** Correlation is significant at the 0.01 level (2-tailed)

The following absolute value can be accounted according to Evans (1996): .00-.19 “very weak”, .20-.39 “weak”, .40-.59 “moderate”, .60-.79 “strong”, and .80-1.0 “very strong”. From the table 3, the analysis of the relationship between dropout intention and academic burnout and core self-evaluation is at 0.01 level of significance.

There is a significant positive relationship at the following levels such as “I am under pressure to study.” (X1) correlated with the “I recently wanted to suspend from school and finish my studies later.” (Y) at a “moderate” level of significance, with the correlation coefficient equal to .545.

“I am confident in studying.” (X2) correlated with “I recently wanted to suspend from school and finish my studies later.” (Y) at a “moderate” level of significance, with the correlation coefficient equal to .591.

“I am not interested with studying.” (X3) correlated with “I recently wanted to suspend from school and finish my studies later.” (Y) at a “strong” level of significance, with the correlation coefficient equal to .611.

“I escape from studying by chatting on the internet.” (X4) correlated with "I recently wanted to suspend from school and finish my studies later." (Y) at a "moderate" level of significance, with the correlation coefficient equal to .564.

Conclusions

From the perspective of attribution, the dropout intention can be divided into the types of dropout due to educational, utilitarian, cultural, emotional, and other factors. Their common existence basis is the lack of interest in learning and lack of enthusiasm for school life, thus forming the internal tension of dropout intention, and this tension will inevitably form the motivation of dropout intention. Zhu Aisuo (2017) and other researchers surveyed 1,617 junior high school students, and the survey

showed that lack of interest in learning accounted for 93.5% of the total number of bored students. Interest is the most active and realistic component of learning enthusiasm, and lack of interest will inevitably affect students' learning enthusiasm and will to learn, thereby promoting the continuous growth of academic burnout (Zhu, Zhang & Shi, 2017). According to a study, 78% of students have a "loser" mentality due to the fierce competition in the college entrance examination (Cheng & Cui, 2016). This situation is reflected in the decrease in "self-efficacy" in the author's questionnaire. This questionnaire focuses on the study of emotional dropout intentions. According to the three-dimensional sub-statistical results of academic burnout, the proportion of "emotional exhaustion" is the highest; "sarcastic attitude" is the second; "self-efficacy" is the lowest, indicating that academic burnout reflects the academic burnout cannot be ignored. Because the common manifestation of the dropout intention comes from academic burnout, all students who are tired of school, without exception, are students who have the intention of dropout. Statistics show that, at present, the proportion of rural junior students who are tired of school is 37%, the second year is 55.7%, and the third year is 65%. The proportion of college students who are tired of studying is as high as 72% (He, Feng & Zhao, 2018). Therefore, the group of students who are willing to drop out from school is huge, and the approximate ratio of middle school students is about 40%. Moreover, the basic structure of the group of students who are willing to drop out from school is invariable and rises in steps with age (Zheng, Yi & Feng, 2019). The change of the three-dimensional index of academic burnout objectively reflects the change of the school weariness, and it can indirectly show the level of the performance rate of dropout intention. According to the method of "class hour definition", the present situation of the dropout intention is reflected from one aspect. The core of the dropout definition standard of "class hour definition" is "whether to study at school or not", which is a manifestation of dropout intention. Although there is no unified standard for the definition of dropout intention in my country, the author uses the university's regulation that college students should attend at least 20 class hours per week as a reference indicator to examine the current situation of freshman and sophomore students' dropout intention. The results showed that 51.92% of students did not complete 20 hours of courses per week, which was higher than the approximate rate of 30% of middle school students nationwide. The author once calculated that the rate of absenteeism in the second year of college was about 56%. Although college students who are willing to drop out of school can "complete their studies", their physical and mental health is much lower than that of college students who are not in the state of dropping out due to their psychological state of "people in school, minds outside the school". Even if you are going to society in the future, in the face of fierce social competition, severe employment situations, complex interpersonal relationships, etc., you cannot have a correct orientation for your pursuits, cannot establish a sense of historical responsibility and mission, and lack mainstream awareness of the society. You will be trapped in the conflict of values and confused by various values. Especially in today's world economic globalization,

the huge impact of increasingly diversified values on the thinking of college students, their psychological quality will be a serious challenge. Therefore, it is an issue that the whole society should pay attention to deeply explore and study the reasons for college students' dropout intention, and to take effective intervention measures to reduce the drop-out rate. Another issue must be mentioned: When the group is disgusted with school or develops to show the dropout intention, it is often undetected, and most of the way the parties seek entertainment is "chat on the Internet" so that there are late arrivals, early departures, and truancy, the proportion reached 56%. In this way, it is possible to form a negative circular chain of "academic burnout--weariness--dropout intention--low core self-evaluation". Once caught in this negative circular chain, if there is no positive force, the group will be in a negative state. In the circular chain, become a reserve army willing to drop out of school.

The three dimensions of academic burnout and core self-evaluation were positively correlated with the occurrence of dropout intention. Domestic surveys have shown that Chinese college students have relatively common and serious school weariness (Li & He, 2015). There are deep personality reasons for the individual's weariness, such as truancy and low degree of academic involvement: such as low self-esteem or low self-efficacy, the individual's self-evaluation is biased or there is insufficient understanding of a problem. Addressing confidence can lead to negative coping in students. Core self-evaluation is the most basic evaluation of one's abilities and values. Core self-evaluation has strong predictive power for learning weariness, which is one of the focuses of the author's investigation. The survey results show that there is a positive correlation between this indicator and the dropout intention. It is initially believed that the phenomenon of weariness and the development of dropout intention is indeed affected by personality factors. Therefore, when formulating countermeasures, it can be considered to increase efforts in personality education and reduce the occurrence of weariness.

To sum up, the current rate of dropout intention among freshman and sophomore students is higher than that of middle school students in the whole country, and the measurement of academic burnout has a high positive predictive power for dropout intention. The increase in the proportion of emotional exhaustion, one of the three-dimensional indicators of academic burnout, indicates that the pressure of exam-oriented education still plays a major role in higher education. And the relationship between academic burnout and dropout intention, the survey shows that there is a certain correlation between the level of academic burnout and the intention to drop out of school, and the two are mutually causal, otherwise, it forms a "Negative Circular Chain" of "Academic Burnout - Weariness - Dropout Intention - Internet Addiction". As a result, it will inevitably lead to drop out, resulting in a crisis of human resources for economic development, and the students who are willing to drop out of school have a decline in their outlook on life, values, and moral quality; the "developmental defect" of this group of students is a hidden danger in building a harmonious society. Therefore, positive power comes from correct teaching concepts, starting from respecting personality and understanding personality,

cultivating self-confidence, eliminating low self-esteem, encouraging progress, exerting expertise, developing potential, etc., to resist and weaken the influence of the internal tension of dropout intention, and reduce the impact of dropout intention for college students. This is a huge and difficult systematic project that requires the joint efforts of the whole society.

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RESEARCH ON THE TEACHER PROFESSIONAL LEARNING STRATEGIES TO IMPROVE STUDENT ACHIEVEMENT

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Abstract: How to effectively improve students' academic achievement has always been one of the key issues concerned by the educational circles. And a lot of researchers focus their attention on the relationship between teachers' professional learning and students' academic achievement. The results of content analysis show that effective teacher professional learning can promote students' academic achievement. How to improve teachers' effective professional learning is the key to solve this main concern. By combing the relevant literature, with the purpose to enhance students' achievement, this paper puts forward eight strategies for teachers' effective professional learning, which are increasing informal communication, enhancing supports of teachers' collaboration by schools, continuing focus on the learning content, encouraging teachers' active learning, setting models for effective learning, improving principals' leadership, ensuring the length of teachers' professional learning, offering feedback and reflection to teachers in time.

Keywords: Teacher Professional Learning, Students' Achievement, Strategies.

Introduction

The demand of improving education quality and continuous education reform require teachers to improve professional skills through continuous learning to promote students' academic performance (Darling-Hammond, L.& Richardson N, 2009). Teacher professional learning, as a vital way to strengthen students' learning and coping skills in the 21st century, is of high attention. Student abilities needed for the 21st century, such as addressing the challenges of complex content, critical thinking, complex problem-solving, effective communication, collaboration, and self-orientation are directly or indirectly developed by the sophisticated forms of teaching (Darling-Hammond et.al.2017). Developing teachers' professional quality is an important strategy for schools to improve students' academic performance and almost every teacher is bearing the teaching pressure to improve students' achievement (Akiba, M., & Liang, G., 2016). In order to better understand teachers' professional

learning, it is particularly important to detect the number and types of professional learning activities. At the same time, we should also find out what kind of activities can improve students' academic performance and what the degree of the impact is. Only by clarifying the above facts can we put forward effective strategies to improve teachers' professional learning.

However, a small number of empirical studies have focused on the types of teachers' professional learning activities (Akiba, 2012; Scribner, 2003) and a few literature studies review how teachers' professional learning activities affect students' academic performance (Brinkerhoff, 2006; Guskey, 2009). To fill this knowledge gap, a content analysis has been done in this study to develop some strategies to improve teacher professional learning with the aim to enhance student achievement.

The significance of this study is that by summarizing the influence of professional learning on student achievement, we can understand what types of teacher professional learning activities should be encouraged and supported and how these activities should be put into effect. Such information will be useful for school leaders to decide the allocation of the limit professional development resources and promote effective teacher learning activities that can lead to the improvement of student achievement. Teachers' professional learning strategies that can effectively improve students' academic achievement can help policy makers and managers better understand the importance of teachers' professional learning and formulate policies to encourage teachers' professional learning

In this study, we asked the following research question:

What are the effective strategies to improve teacher professional learning with the aim of improving student achievement?

Research Objectives

To develop effective teacher professional learning strategies for the improvement of student achievement.

Literature Reviews

1. Teacher Professional Learning

1.1 Teacher Professional Learning & Professional Development

Teacher learning, also teacher professional learning, is a long-term process for teachers to cultivate their professional skills (Kelly, 2006). The demand for improving teaching quality has never been so strong today (Saroyan, A., & Trigwell, K. 2015). Saroyan and Trigwell (2015) thought teacher professional learning, as a fundamental cornerstone, is an impactful method to solve the needs of effective teaching. In their study, they tried to describe the formation process aimed at promoting the improvement of teaching methods and pedagogies. The terms used for teacher professional learning in

the broader literature include “educational development”, “academic learning”, “instructional development”, “professional development” and “professional competence” (Amundsen & Wilson, 2012; Stes, A. et al., 2010). They are sometimes used synonymously and sometimes differently. “Development” and “developer” are often used to weaken the role and agent of scholars in the development process. According to some studies, professional development is understood as a separate teacher training course, while professional learning includes multiple experiences of constantly modifying concepts, practices and philosophical positions through multiple contexts (Century, J et al., 2010; Rogers et al., 2007). Van Schalkwyk, Herman, Leibowitz, and Farmer (2015) considered professional development as catchwords and Trowler and Knight (1999) suggested to use “professional learning” referring to the activities resulting in enhancement of both teaching and learning. We agree with this argument and use the term professional learning to represent activities and processes that school used to improve teachers’ and students’ academic performance and learning. In this study, teacher professional development and teacher professional learning refer to the activities conducted by the teachers to improve student achievement.

1.2 Studies on Teacher Professional Learning

According to Liu Shennan and Philip, Hallinger, the term “teacher professional learning” refers to “formal and informal learning in the workplace, as opposed to teacher pre-service preparation or external academic programs” (2020, P.4). And some researchers regarded “teacher professional learning” as the exchange of work-related knowledge, skills and experience to improve teaching quality (Little, 2012; Louis, 2007). Darling-Hammond, L., Hyler, M. E., and Gardner, M. (2017) regarded teacher professional learning as external support and internal work embedded activities, which can improve teachers’ professional knowledge and instructional leadership, and finally promote student achievement.

The research focus of teacher professional learning mainly put on teachers’ individual autonomous learning behavior and cooperative autonomous learning behavior with colleague (Liu S. & Hallinger P., 2020). To help students learn the complex and sophisticated skills they need for the 21st century, teachers must first learn those skills themselves and then effectively teach those skills. In order to develop the complex teaching required for this task, the education system must provide more effective professional learning methods than ever before. Teacher professional learning, which lasts for a lifetime, is regarded as teachers’ academic task. It can significantly improve the teaching quality and ensure the long-term and stable development of the school (Lieberman & Pointer Mace, 2008; Parise & Spillane, 2010). Ministry of Education in China (2012a, b) stated clearly that teachers are responsible for lifelong learning in their career. Some researchers thought routine forums are important for teacher learning. The forums should be well planned, including assessment meeting, guidance feedback meeting, teacher research group and curriculum development team (Parise & Spillane, 2010; Qian &

Walker, 2013). Some researchers believed that teacher learning must be a complex system, not a single even (Collins & Clarke, 2008; Davis & Sumara, 2006). And there are three subsystems in the complex system: the teacher, the school, and the learning activity, with which the system influent teacher learning. Teachers learn most effectively on the conditions that: 1, the materials they use are practical; 2, the activities they participate in are school-based and integrated into their daily work; 3, the ways teachers learn can reflect their teaching method (van Schalkwyk, et, al. 2015). If the learning activities taken by teachers are presentations and the memorizing of new knowledge, there is less willingness of the teachers to change their usual teaching methods in the classroom (Birman et al., 2000; Desimone et al., 2002). The most useful professional learning emphasizes on active teaching, true evaluation, careful observation, and comprehensive reflection rather than abstract discussions (Darling-Hammond & McLaughlin, 1995). Teacher professional learning maybe more effective if the teachers from the same school, department, or teach the same course (Birman et al., 2000; Desimone et al., 2002; Wayne et al., 2008). When the teachers with the same or similar features learn together, they develop a learning community. Teachers form the same school or department are more likely to understand each other's confusion, better put forward effective suggestions, and more empathetic with the content of each other because they may share the same teaching or learning background. Therefore, teaching has become a continuous collective responsibility rather than a simple individual responsibility (van Schalkwyk, et, al. 2015). In this way, teachers work together and take part in a continual discussion and introspection about their teaching and student performance, and as a result, they possibly can develop and implement more effective teaching practices. In this cooperated and intra-group discussion, teachers, with the aim to improve student achievement, can learn from each other, try out more practical teaching methods, and reflect in their unique context and share their personal knowledge and experience (Yoon, et.al.2007).

Above all, to enhance teacher professional learning, teacher must first become effective learner, for which, they need specific attitudes and skills, including unremitting efforts, adequate training, theoretical understanding and the ability to learn effectively from peers (Joyce. B & B. Shower 2002). Only when teachers have learning ideas and beliefs, can they have continuous learning motivation, truly complete various practical activities from action, and finally promote the development of students' academic performance.

2. Students' Achievement

Student achievement sometimes named student outcome, student learning or student performance (Robinson, 2008; Cotton, K., & Wikelund, K. R,1989; Wiggins, G.,1998; Den Brok P. et, al. 2004). Some researchers thought student achievement is influenced not only by the current interaction between family, school and peers, but also by those of the past that lays the foundation for

current learning, and the peer group is one of the important facts that influence student achievement (Hanushek, E. A. et al. 2003). Robinson argued that student educational achievement would be affected directly or indirectly by the school leaders, especially the principal (Robinson, V. M. et al 2008). From his two kinds of meta-analysis, he found that the average effect of instructional leadership on student achievement was much greater than that of transformational leadership. The instructional leadership on students' achievement functioned by the moderator or mediator of teacher learning (Robinson, V. M. et al 2008; Hallinger, P., & Murphy, J, 1985). Teacher expectations can deeply influence students' outcome (Murphy, J & Hallinger, P. 1985; Cotton, K., & Wiklund, K. R. 1989). Jennifer York-Barr and Karen Duke thought teacher leadership would increase the achievement for every student in their country because this leadership would improve teaching and learning continuously (2004). Den Brok and some other experts (2004) believed that students' perceived interpersonal behavior may be an important variable affecting their educational achievement.

In this study, we use the word achievement referring to the degree to which students achieve the expected learning results of teaching (Gronlund, N. E. 1998).

3. Teacher Professional Learning & Students' Achievement

From the very beginning, the research on teaching effect has been inseparable from the relationship between teaching and students' learning (Den Brok P. et al. 2004). As early as the 1980s, Brophy (1986) thought if they spend most of their time under the guidance or supervision of teachers, students will get more in class, and any attempt to improve students' achievement must be based on teachers' development of their teaching behavior. At the same time, he believed that effective teaching is the combination of multiple skills which must be formed in a specific context. An important characteristic of our study is to find out the ways that how to promote teacher professional learning and finally improve student achievement. Previously, the research on the effectiveness of education mainly focuses on teachers' observable behavior (Lowyck, 1994). Effective teacher professional learning can improve teachers' instructional leadership, so as to promote students' academic achievement (Liu S. & Hallinger P., 2020, 4). Some researchers studied the relationship between the school investment and student outcome, and they found that teachers' teaching quality is one of the most relevant school inputs to the output function of school education, namely student achievement (Baron, E. J. 2022; Chetty et al., 2014;).

Firstly, with the final aim to improve students' achievement, teachers' learning content has drawn the researchers' attention. Teacher professional development pays attention to students' learning, helps teachers develop teaching skills and teach specific types of content, which has a strong positive impact on teaching practice (Blank, de las Alas, & Smith, 2008; Wenglinsky, 2000). When teachers accept professional development, their knowledge and skills will increase and their practice will change.

Professional development is coherent, focusing on content knowledge and participating in active learning (Darling-Hammond, 2009). Some research had also pointed out that teachers focus on the learning content and help students improve the ways to learn that content was so important for student achievement (Bausmith & Barry, 2011).

Then, teacher's learning time or duration is another important thing. After reviewing nine studies, Yoon and Duke (2007) found that teachers' continuous and intensive professional learning was related to student achievement. Three professional learning lasting 4 hours or less had no impact on students' achievement, while other project studies that teachers' learning opportunities lasting more than 14 hours showed a significant positive impact. The study found that projects that provide 30 to 100 hours of service within 6-12 months had the greatest impact. Brophy (1986), after reviewing some researches, indicated that students achieve more when their teachers can maximize their own academic learning time and effectively allocate the students' learning time.

Thirdly, according to Darling-Hammond's (2009) research, if school can provide the continuous, content-rich, and collegial learning activities, teachers can improve both their teaching and the student learning. School's support for teacher's development, like further education or well-designed professional training, will be beneficial to both teachers and student as these teachers can create the same type of content-rich and attractive opportunities for their students, which are fundamental and vital for student's future success in and out school.

Fourthly, teachers' learning form has attracted extensive attention of researchers. Activities to improve teacher professional learning can be divided into formal and informal ones (Borko, 2004; Scribner, 2003). Many empirical studies have confirmed the effects of teacher collaboration or professional learning communities on student achievement. Professional learning communities, defined as "ongoing groups . . . who meet regularly for the purposes of increasing their own learning and that of their students" (Lieberman & Miller, 2008, 2), sometimes expressed to be teacher collaboration (Goddard, Y. L. et, al. 2007), teacher networks (Moolenaar, et, al. 2012), were found to be associated highly with student achievement. Teachers' collective discussion of new knowledge and sharing of teaching experience is an important way to improve students' learning (Lieberman & Miller, 2011). Some case studies (Borko, 2004; Scribner, 2003) of teachers' professional learning activities showed us results that teachers' engagement in various types of informal learning process such as informal communications with their colleagues and participating in individual learning activities (e.g., reading professional journals, reviewing the teaching process and summarizing the teaching effect) (Akiba, M., & Liang, G. 2016) is critical for the improvement of their knowledge, instructional ability, and student learning. According to Akiba, M., and Liang, G's finding, on student achievement growth, the effect of the informal communication activities among colleagues was larger than the effect of formal teacher collaboration activities.

It is true that only when teachers learn will their students learn (Barth, 2001). Only when teachers continue to carry out effective professional learning, can students' academic performance achieve development. With this purpose, on the basis of studying the related literature, the researcher put forward eight strategies to effectively improve teachers' professional learning.

Methodology

The research method used in this paper is content analysis. Machi and McEvoy (2021) suggested content analysis is a systematic process used to accurately read, understand, test and interpret the text in the data, and extract information from the analyzed original data to solve the framework problem. The author systematically reviews studies published online focusing on teacher professional learning and student achievement (outcome, performance). The key words determined based on the paper objectives involve activities and strategies to improve teachers' professional learning efficiency.

Strategies

1. Increasing informal communication. According to the result of some empirical study (Akiba, M., & Liang, G. 2016), we know teachers' informal learning activities are more effective on students' achievement than the formal ones. In informal situations, teachers can speak freely about problems in teaching and students' feedback. Without psychological pressure, the content of expression is more in line with the actual situation, which is more conducive to the improvement of teaching methods and means in the future, and finally be more effective for student learning.
2. Enhancing supports of teachers' collaboration by schools. A lot of studies showed that teacher-centered collaborative learning activities, or we call professional learning communities, formal or informal, are effective in improving student achievement (Akiba, M. & Liang, G.2016). By working collaboratively, and with a clearly defined set of intended learning outcomes, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district.
3. Continuing focus on the learning content. Teacher professional learning that focuses on teaching strategies associated with specific content will support teacher professional learning. The learning content which is within teachers' classroom contexts and focusing on their own students and specific teaching materials, will help teachers be targeted. The elements related include curriculum development with a deliberate focus on specific disciplines and teaching methods (Darling-Hammond et.al.2017).
4. Encouraging teachers' active learning. Active learning requires teachers to design and try teaching strategies directly, so that they have the opportunity to participate in the same

learning style they designed for students (Darling-Hammond et.al.2017). Active learning can make learning easier and achieve the best results in a pleasant environment. Teachers' subjective initiative is fully mobilized, which leads to higher efficiency and better effect. In this situation, schools should try their best to encourage teachers to learn actively.

5. Setting models for effective learning. In the professional learning community, teachers can fully cooperate to achieve the best learning effect. At the same time, through learning from the excellent teachers, new teachers or backward teachers can improve their teaching methods and effect so as to promote the academic development of students. Teaching models provide teachers with the best clear teaching vision. Teachers can learn from model teachers, including their teaching plans, sample student assignments, peer teacher observations, and teaching videos or written cases. Technology promotes convenient opportunities for teachers to complete professional learning and obtain mentoring from the excellent ones easily without the limitation of time and place (Darling-Hammond et.al.2017).
6. Improving principals' leadership. Through the study of leadership practice and its impact on teachers' learning, we can deeply understand the role of principals in solving teachers' learning development problems. As for principals' goal setting, this practice has the potential to promote teachers' personal and cooperative learning by involving teachers in setting common goals and motivating them to move towards this goal (Hallinger and Lu, 2016; Luyten H. and Bazo M. 2019). Principles in school can be considered as coaching and expert support. They can share their expertise and experience about content and teaching practices. Principle's leadership, especially instructional leadership, is a very important factor to improve teacher professional learning.
7. Offering feedback and reflection to teachers in time. Gronlund, N. E. (1998) thought periodical review of instructional effectiveness, the intended learning outcomes and instruction modification are needed. Regular feedback and reflection can help teachers thoughtfully move toward the expert visions of practice and tend to be excellent.
8. Ensuring the length of teachers' professional learning. Effective teacher professional learning requires teachers to have enough time to study, practice, implement and reflect on new strategies to promote and practice change (Darling-Hammond et.al.2017). It is required that teachers should have enough time to learn periodically without any interrupt. This should be done and ensured by both the teachers and the school policy makers.

Discussions and Conclusions

Through content analysis, eight effective strategies to improve teachers' professional learning

are proposed. The smooth progress of teacher professional learning needs the full cooperation of teachers, school managers and policy makers to get the best effect. Increasing informal communication can be done by teachers. At the same time, they should choose the right content and focus on the content; Enhancement for the supports of teachers' collaboration should be done by schools. Schools should find some ways to encourage teachers' active learning, for example, the one who can take part in the professional learning activities voluntarily can be rewarded. Setting models for effective learning, improving principals' leadership, offering feedback and reflection to teachers in time and ensuring the length of teachers' professional learning should be done by both school managers and the policy makers. Only by ensuring teachers' learning time and learning rights in terms of regulation and policy, can teachers devote themselves to professional learning at ease.

Conceptual Framework

The conceptual framework of this study is showed as follows:

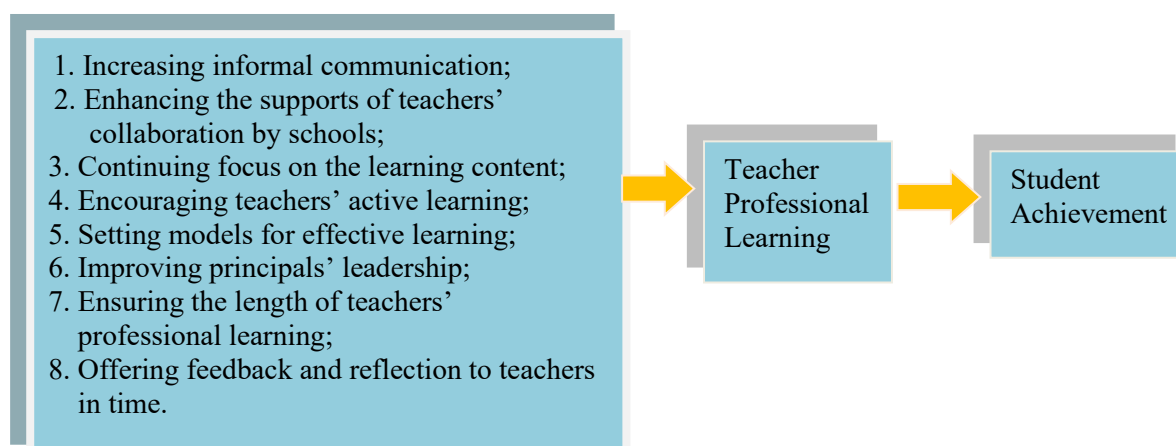


Figure 1: The Conceptual Framework

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ANALYSIS OF PRACTICAL EDUCATION STRATEGIES IN U.S. CIVIC EDUCATION

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Abstract: Practical education in the United States has a long history, from the perspective of strategy, practical education as an important means and method for the realization of civic education. In terms of teaching mode, practical education is divided into four basic models and methods, in terms of improving students' theoretical knowledge and improving students' practical ability literacy, Practical education has achieved good results, but there are also many shortcomings. In view of the shortcomings of the current practical education of civic education in the United States, this paper puts forward several suggestions from the perspective of education strategy, suggesting that the leadership of schools in practical education be enhanced and enhanced Teachers practice teaching ability, improve and optimize the curriculum and content of practical education, etc.

Keywords: U.S. Civic Education, Practical Education, Strategic Analysis.

Introduction

1. American Civic Education

American civic education refers to the education received by American citizens for ideological and political ethics, and its goal is comprehensive, emphasizing citizens' identification with the national political system and political thought, and emphasizing the cultivation of personal critical consciousness; Emphasis on both social solidarity and pluralism; It emphasizes both the cultivation of political participants required for constitutional democratic politics and the cultivation of the individual spirit of citizens (Alex Lin, 2015). In terms of the content of civic education, it includes the indoctrination of knowledge related to the political system, as well as the cultivation of citizens' good habits, emotions, interests and hobbies, not only patriotism, the cultivation of legal concepts, but also the cultivation of individual critical spirit (Ichilov, 1998).

2. Practical Teaching

Practical teaching, as opposed to theoretical teaching, refers to the teaching method of using various practical environments and objects and factors through practical operation and theoretical analysis. Practical teaching is an important part of talent training, an important part of undergraduate teaching, the main method and means to cultivate students' practical ability and innovation ability, and the construction of a scientific practical teaching system is an important guarantee for improving the quality of talent training (Wang, 2013).

Research Objectives

Some of the courses and contents of American civic education adopt the method of practical education, which has a very long history, and has changed the mode of traditional theoretical teaching since the classroom adopts the questioning, Socratic or other methods to take the relevant specific practical cases or materials as the content.

From the perspective of education strategy, this paper analyzes the basic theoretical basis of practical education in American civic education, briefly introduces and analyzes the basic policies of practical education, lists the specific models and methods of practical education of American civic education, analyzes the content of various methods, analyzes the shortcomings of practical education in American civic education from these strategies, and then proposes strategies and methods for improving practical education. In short, through strategic analysis, this paper draws out the shortcomings in the practical education of civic education in the United States and puts forward perfect suggestions.

Literature Reviews

1. Literature Analysis of The Theoretical Sources and Importance of Education in The Practice of Civic Education in The United States

It is generally believed that the basic concept of practical education is practice, which integrates practical elements into teaching or teaches in a practical way. There have been many important views and theories about the importance of practice since ancient times, and Aristotle believed that practice is happiness, benevolence and deceitfulness, so that people who can achieve goodness mainly lie in their behavior. The German classical philosopher Kant believed that practice is the activity of human thinking rationality, and practical rationality is higher than theoretical rationality, and believed that practice is a form of epistemology. Hegel, on the other hand, believed that practice was a moral act, a realistic way to realize one's ideals.

Regarding the importance of practical teaching and theoretical elaboration, the famous

American educator John Dewey (1899) advocated the combination of moral education with life and society; Lawrence Kohlberg's "moral dilemma" analyzes the formation of morality from the psychological level as the result of individual active interaction with the environment (Allan et al., 2003) American educator Fred Newman (1972) proposed a model of social action for moral education. These educators attach importance to practical education from different aspects and put forward relevant teaching theories.

Regarding the importance and role of hands-on education, Hugo (2002) argues that providing different levels of practical education can improve civic engagement. Althof and Berkowitz (2006) argues that civic education should be implemented to actively participate in education and involve students in public affairs and government actions. Westheimer & Kahne (2004) argues that character education is appropriate for younger students to establish core values (especially honesty and credibility), while role-playing and political simulation practice education is more suitable for upperclassmen, allowing them to fully debate, think and speak, so that they can gain more skills and literacy. Brandell (1997) argues that the service-learning model is also part of learning, and that there are various forms to better serve the community and others, increase student civic engagement, and be suitable for upper school students.

It can be seen that practical education has a relatively long history in American civic education, and there are also specific practical education models and perfect theoretical guidance.

2. Literature Analysis of The Educational Model and Methods of Civic Education Practice in The United States

From the perspective of the specific methods and strategies of practical education, practical education in the United States does not start separate classes, but skillfully integrates it into the teaching process, into professional internships, campus culture, social activities and other aspects, emphasizing the cultivation of students' professional skills and comprehensive abilities. Darcia Narvaez points out that in the process of civic development, it is also necessary to build a good learning environment and carry out extensive practical exercises (H. P. Owen, 1961). Aileen Neilan (1995) believed that life adaptation education became a symbol of modern education, the embodiment of the progressive educational reforms of the previous forty years.

In terms of the way of practical education, there are two ways to do it at the community and school levels. Richard & Judy (2005) argues that community service learning for civic engagement includes various forms of social or urban service, including teaching, providing family counseling, and volunteering for social good. Daniel (2007) argues that service education significantly increases the willingness of upperclassmen to vote and also significantly increases student civic engagement at the school and community level. Henzey (2003) argues that the purpose of practical education at the school

level is to help students become active and responsible citizens, to treat schools as small societies or public places, and to increase student engagement in various ways within schools. Liu Chuansheng (2016) believes that practicing education is a scientific education concept formed on the basis of respecting the law of talent training and the law of educational development. The mechanism of practical education in colleges and universities is an organic combination of the principles, contents and methods of practical education in colleges and universities, which provides the necessary channels or tools for achieving the purpose of education. Hu Heping (2010) proposed that practical education re-creates knowledge through the process of applying knowledge to reality, and ultimately transforms it into human ability, wisdom and innovative spirit and temperament. Zhang Wenxian (2005) proposed that the content of practical education includes educational practice, service-oriented practice, professional practice, cultural practice, organizational practice and vocational preparation practice.

3. Literature Analysis of The Educational Objectives and Content of U.S. Civic Education Practices

Regarding the goals of civic education in the United States, June R. Chapin (2006) introduces the goals of civic education in five different teaching methods, discusses the development trend of civic education, and proposes the future development trend of civic education and its curriculum in the 21st century. B. Frank Brown (1974) believes that the goals of civic education in secondary schools in the United States mainly include cultivating students' sense of social identity, strengthening students' social practice ability, and improving students' reasoning and judgment ability and logical thinking ability.

Regarding the content of civic education in the United States, Zhao (2010) believes that the scope of social education in the United States involves the scope of disciplines, of which history, geography, politics and economics are the core parts of social science. In terms of the path of U.S. civic education, the earlier American educator David Snedden (1919) proposed the specific implementation of the U.S. civic education curriculum the existing problems and the corresponding teaching models and methods are proposed, including the basic methods and models of social education.

From the perspective of practical education at the school level, there are character education, role play and political simulation, among which character education generally adopts Professional Alternative Thinking Strategies (PATHS), Open Circle Program (OCP), Raising Healthy Children (RHC), and Seattle Social Development Program (SSD), child development project (CDP), model that helps students improve civic engagement at the school level (Harachi & Charles, 2003). PATHS, OCP, RHC in character education are suitable for younger students, requiring teachers to use students' participation in discussion and thinking to solve problems or complete challenges, such as how to manage emotions in complex societies, classroom discussions, speeches, group competitions, etc. (Kam & Carol, 2004). SSD is the intervention of students, or academic and social support for students, to

improve student-related behaviors, to become more civically engaged and socially appropriate (Catalano. et. al., 2009). CDP is a model of bonding that uses family and school as a link to engage in a variety of discussions, guidance, or learning for students, including school bonds and prosocial behaviors (Wasten. et. al., 1998). Role-playing and political simulations are either from local governments, some are based on the state and federal government, and some are mentored by government workers as teachers, allowing senior students to participate in government work or volunteer, complete relevant courses or gain political participation.

From the above documents, it can be seen that U.S. civic education has been in the process of continuous improvement and perfection since the founding of the People's Republic of China, and with the different times, its specific content and model have changed, but the core ideas have not changed much, especially for the basic quality, literacy and ability of students, it is strengthened in different ways.

Methodology

Literature analysis. Through the literature related to American civic education, this paper defines the relevant scope of this research from various literatures, and pays attention to and studies various strategies for analyzing various aspects of practical teaching. Carefully evaluate and judge the civic education curriculum since the founding of the United States and the implementation methods, contents and means of practical teaching in civic education, put forward the common problems in practical education, and put forward the strategies that should be adopted.

Comparative research method. Based on the premise of reference research and reflective research, this study analyzes the civic education curriculum in American schools, compares the non-listening patterns of practical education in different regions in different periods, analyzes the advantages and disadvantages of the basic strategies of practical education in American civic education, and puts forward strategies and suggestions on how to better implement practical education in civic education.

Discussions

On the whole, practical education is education aimed at civic knowledge, civic skills and civic character. Yale University Anne Colby (2008) systematically introduced the curriculum of civic education in American universities, dividing the civic education courses of American universities into civic education courses in general education and civic education courses in professional courses among them. There are three main types of general education courses, namely civic education courses in the distribution compulsory program, civic education courses in the core curriculum plan, and competency-based civic education courses. This is both a summary of practical teaching and a universal model of practical teaching.

From the perspective of practical teaching theory, there are five main types, the first is the behaviorist learning theory developed and perfected by American psychologist Skinner Burrhus Frederic Skinner, which emphasizes the influence of environmental stimuli on learning effects and emphasizes practical operation, Drills and simulations, etc. (Joo-Shin Park, 1999). The second is the theory of social interaction learning (Toyokawa. et al., 2019), with an emphasis on communication, discussion, and role-play between teachers and students, students and students, among others, to enhance learning outcomes. The third is the theory of individualized teaching (Howard J. et al.,1993), emphasizing targeted inspiration, guidance or solution of specific problems for the characteristics and individuality of each learner, in order to cultivate individual abilities and knowledge. The fourth is the cognitive learning theory of the famous psychologist J.S. Bruner, which emphasizes information processing in the teaching process, emphasizes the improvement of logical thinking and critical thinking, and emphasizes creativity to obtain more knowledge and better results. The fifth is constructivist learning theory (Akila. et al.,2009), emphasizing that under inspiration and guidance, learners themselves construct corresponding systems of understanding and knowledge, suitable for cultivating professional knowledge and research spirit.

Thanks to the profound exposition of the above theories, it can be seen that practical teaching has great practical role and theoretical significance. Practice is not only the object of the application of theoretical knowledge, but also the source of knowledge, because people are conscious and thoughtful, people get perception from practice, get rationality from perception, and slowly form theory, and people's knowledge and theory are constantly verified and empirically verified through practice, and then a higher level of rationality and knowledge is obtained. Therefore, practical education is a dynamic knowledge flow process, as shown in the following figure:

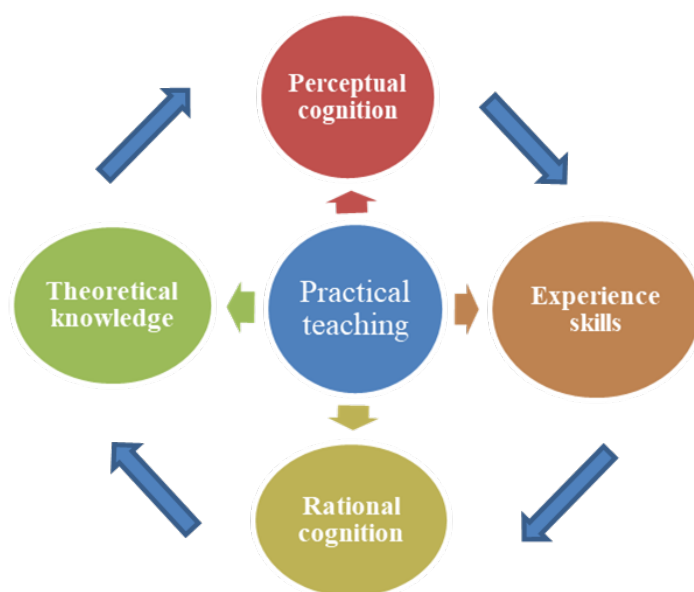


Figure 1: Logic Diagram of Practical Teaching

Under the guidance of the above teaching and learning theory, looking at the practical teaching of civic education in the United States, the specific education methods are:

1. Discussion-based teaching, that is, the use of classroom discussion to teach, generally emphasizes the expression, correction, analysis and summary of individual thoughts, and some group or collective discussions. In this process, teachers can ask questions, guide, summarize, and so on to enable theoretical knowledge to be implemented, applied, and improved (Walter C Parker & Diana Hess, 2001).
2. Role simulation teaching. The main way of teaching is that students role-play, that is, after the teacher proposes a theme, the student assigns roles, followed by performances and debriefings (K.G. Woolfrey, 2017) .
3. Government-style teaching for students. This type of activity treats students as "citizens" of the school, providing each student with first-hand experience in electing representatives and participating in decision-making activities in schools and classes. Through student government, students can not only participate in community service, but also learn about the decision-making process of leadership, government agencies, and citizens (Yoon-Jung Lee & Jacob Östberg, 2013).
4. Community service education. Community-based teaching is based on community engagement. The aim is still to bring students back into the non-school community, to experience citizenship in the real world, to lead students to relevant locations to collect data, observe and make detailed records, record, photograph, sample scientifically, collect information, etc., so that students can learn in a real environment (Norton. et al., 2018).

Practical education occupies an important position in American civic education and plays an important role. These practical educations have reaped many effects of civic education by implementing American values, morals, American political and legal principles and traditions, American technology and social conditions, etc., including making American citizens more American Increased awareness of citizenship and even globalization (Starkey Hugh, 2008). However, there are also many deficiencies and problems in the practical education of civic education in the United States, and the leadership of schools in practical education needs to be further strengthened, including the formulation of more and better policies and systems for practical teaching, the need for more material preparations, and the need for more detailed implementation plans and implementation methods , more experienced and skilled teachers are needed to better mentor students, etc. (Jacques Benninga & Brandy Quinn, 2011). Moreover, in terms of specific practical teaching content, more scientific teaching content is needed to increase the depth and breadth of the theory (Molly W Andolina, Krista Jenkins, Scott Keeter & Cliff Zukin, 2002). The comprehensive use of various methods and means of practical education allows students' knowledge to be more expanded and deepened, and these knowledge and theories further

promote students' growth and obtain better social recognition, social participation and national service capabilities in the future (Bogard Kimber L & Sherrod Lonnie R, 2008).

Conclusions

Through the above analysis, it can be seen that the practical education methods of American civic education are diversified, and the basic spirit, value concepts and practical benefits presented in its development process are worth summarizing and learning.

As a practical education of civic education, it is necessary to establish the basic strategies of practical education to make up for the shortcomings and shortcomings in practical education. From the perspective of practical education, the practical education of civic education in the United States should establish and improve the following teaching strategies:

1. Practical education in civic education in the United States requires the integration of educational resources, the enhancement of school leadership, and the improvement of students' social practice ability. We believe that the allocation of various teaching resources requires the rational allocation of the superstructure, and then the rational allocation of each university, creating a way and model suitable for itself, and combining the content and environment to configure, in order to improve the social practice ability of students
2. The practical education of civic education in the United States needs to improve the overall quality of the teaching team, and teachers need to be good at using modern technical means to improve the efficiency and effectiveness of practical education. As the leader of the entire educational activity, the level of teachers' personal comprehensive ability is directly related to the learning effect of students. In today's developed science and technology, teachers need to master more modern teaching methods, which is not only a reflection of teachers' teaching ability, but also a means to effectively build a communication platform between teachers and students.
3. Improve the curriculum content of practical education in U.S. civic education, so that students can get more theoretical knowledge from practical education, enhance students' theories and skills, and enhance students' basic abilities and qualities. For students, they will be faced with social life and work in adulthood, and how to give them more abilities and opportunities in their future life and work is the most important thing for students.

Nowadays, the network, intelligent technology and our lives are closely linked, practical education should be more with the progress of the times and progress, schools, teachers should use new technologies, through the comprehensive use of a variety of high-tech and information network means to promote the development of practical teaching, improve the efficiency and effectiveness of practical education.

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STUDIES CONDUCTED ON THE RELATIONSHIP BETWEEN PLC AND TSE FROM 2010 TO 2022

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Abstract: This paper reports on a systematic review of 33 pieces of educational literature Conducted on the Relationship Between Professional Learning Community (PLC) and Teacher self-efficacy (TSE). Purpose: The purpose of this paper is to review Studies Conducted on the Relationship Between PLC and TSE from 2010 to 2022. Design/methodology/approach: The study was conducted as a systematic literature review. Searches in WOC-SSCI online database identified 33 papers for the analysis. The papers were analyzed with respect to PLC, TSE and the relationship between PLC and TSE. Findings: The evidence from the 33 studies addressing question 1 falls into the common finding: PLC has a positive effect on TSE. Across the reviewed literature, the author of top five cited journal articles is: Tseng & Kuo (2014), Lakshmanan et al, (2011), De Neve, Devos & Tuytens (2015), Takahashi (2011), Liu & Hallinger (2018). After analyzing the findings of the published works, it is hard to say if there is a trend regarding publication year. However, it can be said that there is a trend in the studies on online learning communities and teacher collective efficacy in teachers' professional development. Research limitations/implications: The results of this review need to be perceived within its limitations. First, this literature review is limited to analyzing the journal papers from WOS-SSCI online database. Second, the results of this study could be influenced by inclusion criteria of guiding the selection of studies for this literature review. Originality/value: The review contributes a needed common basis for future research and practice on PLC, TSE, and the relationship between PLC and TSE.

Keywords: Literature Review, The Relationship between PLC And TSE, 2010 To 2022.

Introduction

TSE research has progressed significantly since the RAND Corporation added two TES-related items to their questionnaire in the 1970s (Klassen et al. 2011). At the same time, Bandura (1977, 1986,

1997) developed a social cognitive paradigm, on which most empirical TSE research is based (Zee & Koomen, 2016). Since the 1990s, PLC has been considered (Zheng, 2019). It was defined as a community of teachers who shared and evaluated their teaching practices to improve school performance and student learning (Zhang et al., 2020). An effective PLC is characterized by supportive and shared leadership, a collaborative culture, common goals and values and collective inquiry on teaching and learning, and school development. Teachers that participate in PLC can benefit one other, their students' learning, and the growth of their schools. Furthermore, Lakshmanan et al. (2011) shown that after participating in PLC, instructors have higher self-efficacy. Pella (2011) found that after participating in PLC, teachers' teaching attitudes and pedagogy altered, and their self-efficacy grew (Pella, 2011).

Since the late 1990s, a series of empirical research on PLC and TSE have been done, which can be marshaled into a helpful body of information, as this study will show. These are all significant contributions to the subject that contribute to the understanding of the link between PLC and TSE. However, given the growing interest in this topic and the vast amount of empirical data that has accumulated in the previous 12 years, a comprehensive review of empirical research on PLC in connection to TSE is required. As a result, this has been identified as an important topic that requires additional investigation. The report accomplishes this by conducting a comprehensive review of peer-reviewed research publications from journals and conferences published between 2010 and 2022 on customer journeys. The following are the differences between our literature review and those mentioned above: we used a well-established systematic methodology; we reviewed studies published since 2010 rather than replicating previous reviews; and we only included literature based on empirical research, ensuring that any policy recommendations resulting from the review are backed up not only by powerful ideas but also by evidence from practice.

The following sections make up this article: literature review, method, results, discussion, and conclusions. The methodology section explains the study's framework, including the selection of relevant literature and the criteria used to select literature, as well as the organization and analysis of the data. The review of literature, summary, and suggestions sections that follow give a description of the relationship from existing studies, as well as a synthesis of data that leads to a future research agenda. Finally, the relationship between PLC and TSE is addressed, as well as the findings.

Literature Reviews

2.1 PLC

2.1.1 Origins

In the 1980s and 1990s, the United States put forward the concept of PLC in order to solve the

poor effect of school reform policies, emphasizing that schools must attach importance to the professional learning motivation played by organizations and groups. To encourage school members to actively participate in decision-making and introspection, the purpose is to change the closed state of teachers teaching alone, strengthen the interaction and cooperation with colleagues outside the classroom, and pay attention to the role of school culture and organizational environment on their own development. There are three core concepts: community, learning community and PLC. "Community" essentially refers to a group of people with a common purpose and commitment, who cooperate with each other, share knowledge and experience, and become a life community with common experience and value to achieve the common pursuit of goals. Because there are different types of community, among them, the "learning community" based on "learning" as the core concept, with "reflection, dialogue, sharing, practice" as the process of community organizations, in accordance with the members of the common interest or goal, through the collective learning, sharing, motivating, exploration and application of Shared vision and development goal, raise the knowledge of the members and groups. "PLC" is a derivative of "Learning Community", which places more emphasis on the learning conducted by professionals in the community to promote professional development and growth. Professional learning communities focus on specific areas of expertise so that the learning of community members is more purposeful and focused. "Teachers" themselves are professionals. To engage in professional work, the establishment of professional learning communities for teachers means the establishment of interactive learning platforms among teachers' groups to promote the professional development of teachers.

Barth (1990) and Sizer (1992) hold that PLCs, in the sense of teachers getting together for professional development, have been increasingly common from 1960s to 1990s. PLCs became well-known as a solution to teacher isolation and an effective means of realizing collaborative decision-making, increasing teacher satisfaction, and promote students' performance in effective classroom technology (DuFour & Eaker, 1998, 2009; Hord & Sommers, 2008; Hord, 1997, 2004).

2.1.2 Characteristics

A PLC appears to have varied properties according to different authors. Hord (1997) and Hord and Sommers (2008) listed five distinguishing qualities of PLCs that appear to be the most prominent:

(1) Collaborative and supportive leadership. There is no superior or subordinate relationship among community members. Both school leaders and ordinary teachers are learners and leaders in the community, supporting each other and working together to achieve the common goal.

(2) A common set of values, vision, and objectives. In professional learning communities, members share common values and standards, as well as common expectations and goals for community organizations, which is an inherent power for teachers to promote their own professional development.

(3) Learning and application as a group. The purpose of the establishment of PLC is to break the isolation of the traditional way of working for teachers, promote teachers to learn in the interaction and cooperation, promote communication and dialogue among teachers, so as to achieve efficient learning and development.

(4) Individual practice that is shared. Teachers discuss and have reflective dialogues based on certain problems, speak freely with each other and share successful experiences and lessons of failure, so as to achieve common development and promotion.

(5) Conducive circumstances (both physical and human). The operation of a PLC needs support from two aspects: one is the spiritual condition and the other is the material condition. Spiritual conditions mainly include the school's recognition, concern and care for the PLC, the recognition, trust and respect among community members, the spirit of exploring and taking risks, learning and changing hard, etc. Material conditions mainly refer to the resources, equipment, communication systems and so on for the operation of professional learning communities.

In addition to these five traits, Vescio et al., (2008) and Newmann (1996) found that A persistent focus on student learning and cooperation is considered a significant PLC characteristic. Additional characteristics were also noted, including sustainability, coherence, professional learning in daily work, risk taking, and professional development program results assessment (DuFour & Eaker, 1998).

2.1.3 PLC in China

In China, PLC is not a generally used phrase, nevertheless, the concept of PLC is utilized in practice and at many levels of Chinese education system from national to school level (Qiao et al., 2018). (Qiao et al., 2018). Down to Chinese school level, a similar technique for teachers to sharing their experience is named teaching research group (TRG, jiaoyanzu) (Zheng, 2019), which is a subject-based group focus on instructional and student leaning (Wong, 2010). (Wong, 2010). However, other studies have found that Chinese traditional culture, which places a premium on respect for authority and the old, has a detrimental impact on the establishment of an effective PLC, hence weakening TSE (Zhang et al., 2020). However, this conclusion also confirmed that PLC and TSE have a positive relationship, with an effective PLC resulting in enhanced self-efficacy. According to Zheng (2018), TSE is significantly predicted by four (out of five) PLC characteristics: collaborative activity, focus on student learning, derivatized practice, and reflective discourse.

2.2 TSE

2.2.1 Definition

Self-efficacy is described as "beliefs in one's ability to plan and carry out the actions necessary to achieve specific goals" (Bandura, 1997). Self-efficacy has an impact on how we think, feel, and act because it influences our decisions about what instrumental actions to take, how much effort it takes,

and how long can persist in the face of challenges and setbacks (Bandura, 1997). One of the primary issues when analyzing the literature on teacher efficacy is the lack of a clear definition of the notion (Hipp, 1997). The majority of research on teacher efficacy is based on Albert Bandura's work on self-efficacy, which was a forerunner in psychology.

Table 1: Definitions of TSE

Researcher	Time	Definition
Coban et al.	2020	a type of self-perception in which instructors believe they can cope with the conditions they confront by using the appropriate actions and efforts
Tschannen-Moran, Woolfolk-Hoy, and Hoy	1998	the teacher's belief in his or her capacity to organize and execute courses of action required to successfully perform a specific teaching task in a specific situation
Guskey and Passaro	1994	teachers' belief or conviction that they can influence how well pupils learn, especially those who are difficult or unmotivated
Pajares and Schunk	2001	Self-efficacy is a term to characterize the actions that people engage in. A person's conviction in their competency affects their effort and resilience, as well as the level of success they achieve in the end.
Gibson and Dembo	1985	teachers' individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation.
Ashton & Webb	1986	the belief that the teachers themselves could influence and help students, and have beliefs of positive impact on students' learning.
Guskey & Passaro	1994	
Tschannen-moren et al	2001	a specific belief that a teacher's capacity of the organization and implementation of task of teaching on their specific situation.

Based on the above definition of TSE by foreign scholars, it can be seen that most scholars believe that TSE is teachers' perception, judgment and belief of their own ability, and this ability is displayed in a specific environment, that is, in the educational context in which teachers engage in teaching work.

2.2.2 Researches on the factors influencing TSE

The formation and development of TSE are influenced by various factors. Comprehensive research results at home and abroad can summarize the factors affecting TSE into three aspects.

(1) Personal factors. Gender, educational background, teaching experience, teaching ability, personality and other factors are important personal factors that affect TSE. Enochs & Riggs (1990) believed that the lack of teachers' ability was the main reason for teachers' inefficiency. Highly competent teachers demonstrate mastery and self-assurance in teaching; On the contrary, teachers with low ability are full of uncertainty, frustration and fear. The research of Brennan & Robison (1995) showed that gender influences teachers' teaching efficacy, which is reflected in men's weaker belief in their ability to self-influence students' change than women's.

(2) School factors. School atmosphere is one of the important factors affecting teachers' attitude

and behavior. Webb & Ashton (1986), Denham & Michael (1981), Gukdey & Passaro (1994), Woolfolk & Hoy (1990;1993), Dembo & Gibson (1985) research shows that: the structure and atmosphere of the school TSE belief has a significant effect of a good interpersonal relationship, strong high school management, learning expectation are three factors to distinguish the teacher's teaching self-efficacy is the most important predictor variable of the principal to the teachers' ability evaluation will influence teachers' teaching self-efficacy. Ashton (1984) believed that school atmosphere, teacher morale or principal's leadership style were sufficient to determine the level of TSE, and inadequate school teaching equipment and teachers' excessive work pressure might also affect TSE. Another study by Ashton et al. (1983) showed that the hierarchical organizational structure of schools would affect TSE. If teachers lack the opportunity to participate in administrative decision-making, their sense of self-efficacy will be reduced and they will not try their best to teach. Class is the most basic component of the school unit teachers and student's communication is the main activity of class teaching. Bandura (1997) and Hoy & Woolfolk (1993) confirmed that teacher efficacy was significantly correlated with class quality, school level variables and teacher collective efficacy. Guskey (1986) believed that students were the main factor affecting TSE, especially the ability and performance of students directly affected the level of TSE. Newmann (1989) also found that student performance was an important predictor of teachers' personal teaching efficacy. In addition, Dembo & Gibson (1985) believed that class size was a key factor affecting TSE. The smaller the class size, the higher the self-efficacy; The larger the class size, the more teachers' teaching effect and self-efficacy will be adversely affected. It should be pointed out in particular that the studies of Spector (1990) and Hoy & Woolfolk (1993) also found that the education received by teachers before and after service had a significant impact on the formation of teachers' teaching efficacy. At the same time, Shachar & Shmuelovitz (1997) found that teachers who often used cooperative learning showed a higher level of teaching efficacy than other teachers in improving the learning of poor students and developing their social relations.

(3) Social factors. Macroscopic analysis of social structure may have a profound influence on the formation of teachers' self-efficacy. The study of Franklin (1989) found that the self-efficacy of city primary school teachers was higher than that of city teachers, and the difference was more obvious in the effectiveness of overcoming the influence of students' family background on teaching. The family is the cell of society. Dembo & Gibson (1985) believed that parents' expectations for their children and the way they communicated with the school not only directly affected students' learning attitude, but also indirectly affected teachers' sense of self-efficacy.

2.3 PLC and TSE

In teacher learning community, teachers' problems of communication and learning through teaching practice, influence the teaching idea, teaching goal, teaching methods and teaching evaluation

and so on, and then to carry on the practice and reflection, is constantly in the cycle of practice, reflection, practice, to improve the teachers' teaching, enhancing the teachers' professional ability. In this process, the individual efficacy of teachers is enhanced, and the teachers show positive teaching innovation, good cooperation and professional identity in teaching practice. The collective efficacy of teachers is also enhanced, which develops a perception of teachers' collective, and further reacts on teachers' learning community to promote the mutual development of the two. Teachers' sense of self-efficacy comes from work practice and has a positive impact on students. Teachers with strong sense of self-efficacy usually have a positive view of education, and also believe that they have a strong educational ability and influence (Rimm-Kaufman & Sawyer, 2004). The concept of PLC emphasizes that teachers improve teaching practice through cooperation, sharing and reflection, and ultimately promote students' learning; From the theoretical hypothesis, PLC can play a positive role in teachers' teaching satisfaction and teaching efficiency (Vescio, Ross, & Adams, 2008).

However, there are few empirical studies on how PLC can improve teachers' self-efficacy, and only a few studies have examined the influence of PLC on teachers' self-efficacy. This study reviewed relevant empirical studies and concluded as follows:

Table 2: Previous Studies on PLC and TSE

Author	Time	Results
Pella	2011	teachers transformed their teaching perspectives and pedagogy, and increased their self-efficacy through situated learning
Lee, Zhang, & Yin	2011	three PLC components (shared and supportive leadership, collective learning and application, and supporting conditions-structures) had significant and positive effects on teachers' collective effectiveness in implementing instructional techniques, while one PLC component (collective learning and application) had a substantial and good influence on teachers' collective efficacy in enforcing student discipline
Zheng & Yin	2019	four of the five characteristics of PLCs, namely, collaborative activity, collective focus on student learning, derivatized practice and reflective dialogue, were significant predictors of teachers' self-efficacy
Qiao, Yu, & Zhang	2018	traditional Chinese culture, which stresses respect for the authority and the elderly, has a negative influence on the development of PLCs and thus weakens teacher efficacy

PLCs, on the other hand, have been shown in a number of studies to not always boost teacher efficacy. Servage (2009), for example, proposed that whether PLCs have a positive impact on teacher professionalism is open to argument, because current PLC learning prioritizes "technical and managerial dimensions" of teaching over "craft knowledge and critical perspectives", limiting the extent to which PLCs can influence teachers' professional development. Therefore, more empirical studies are needed to explore whether PLC can really promote TSE in view of the inconsistencies in current studies

on the effect of PLC.

Methodology

This research was carried out as a systematic literature review based on Kitchenham's original guidelines (Kitchenham,2004). Because the purpose of this review is to evaluate systematic literature reviews (also known as secondary studies), it is classified as a tertiary literature review. The stages involved in conducting a systematic literature review are outlined below.

3.1 Research Questions

The research questions of this study are:

- RQ1. What do the common findings say to us about the relationship between PLC and TSE according to the current research since 2010?
- RQ2. Who is leading research on the relationship between PLC and TSE?
- RQ3. What are the distributions of the publication year and the trends of current studies on the relationship between PLC and TSE from 2010 to 2022?

3.2. Search Process

Webster and Watson (2002) and Kitchenham et al. (2009) provided guidelines for the search procedure (2010). The initials "PLC" and "TSE" stood for "PLC" and "TSE," respectively. Our goal was to find journal publications that presented high-quality research. We began by scanning journal papers in the Social Science Citation Index online database, as substantial contributions are likely to be published in premier journals. In the first step, a total of 118 studies were retrieved. The search was restricted to journal articles published after 2010, with a total of 112 journal articles chosen. A search was conducted within the retrieved journal articles for research conducted on the relationship between PLC and TSE in the title, subject terms, abstract, or findings in the second step, extracting papers concentrating on teachers. There were 33 journal articles left, which are included in Appendix 1 below.

3.3. Inclusion and Exclusion Criteria

Between January 1, 2010 and February 1, 2022, we looked for peer-reviewed academic publications on PLC and TSE. Only English-language journal articles were considered. Journal articles on the following subtopics were included in our search:

- PLC
- TSE
- The relationship between PLC and TSE
- Collaborative Community (of Practice), collaborative learning, group learning, professional

school culture, collaborative inquiry, Teacher communities of practice, Teacher learning communities, communities of practice, online professional community, workshop Journal articles on the following topics were excluded:

- (teacher) collective efficacy
- purely descriptive non-research articles
- Journal articles that did not match the inclusion criteria

3.4. Data Collection

The following data was taken from the study:

- The source (journal or conference) as well as a complete reference list
- The authors, their institutions, and the countries in which they worked
- Research methods classification
- Theoretical frameworks and reference theories utilized
- Main topic area
- Research questions
- Study summary, covering the main research questions and their findings

In terms of methodology, we followed Kitchenham et al. (2009)'s advice and had one researcher extract the data while the other double-checked it. When there was a disagreement, we spoke about it until we came to an agreement.

Results

This section summarizes the results of the study.

4.1 RQ1.

What do the common findings say to us about the relationship between PLC and TSE according to the current research since 2010?

The 33 research that addressed RQ 1 all came to the common conclusion: PLC has a beneficial influence on TSE. Zheng, Shen, and Yin (2018) discovered that four of the five qualities of PLCs(collaborative activity, collective attention on student learning, derivatized practice, and reflective discourse) were significant predictors of teachers' self-efficacy. Lee, Zhang, and Yin (2011) found that three PLC components, namely shared and supportive leadership, collective learning and application, and supportive conditions-structures had significant and positive effects on teachers' collective efficacy in implementing instructional strategies, and that one PLC component, collective learning and application, had a significant and positive effect on teachers' collective efficacy in conducting student discipline in a Hong Kong study. Table 1 summarizes the findings and conclusions of the most widely

cited journal papers.

4.2 RQ2.

Who is leading research on the relationship between PLC and TSE?

In total, we found 33 studies that were relevant. Who is spearheading this field's research?

Table 3 summarizes the top five most cited journal articles. Tables 1 and 2 are proposed to make the most important aspects of the journal articles evident.

Table 3: Top Five Cited Journal Articles

Citing Results	Author & Year	Population*	Sample	Instruments*	Result
108	Tseng, F. C., & Kuo, F. Y (2014)	online community of practice	321 teachers	semi structured interviews & questionnaire	Performance expectation and self-efficacy belief play essential roles in knowledge-sharing participation
81	Lakshmanan, A., Heath, B. P., Perlmutter, A., & Elder, M (2011)	math and science teachers (5th–8th grade)	107 teachers	pre-posttests, document review, interviews	a positive correlation between the amount of growth in self-efficacy and the extent to which standards-based teaching was implemented
73	De Neve, D., Devos, G., & Tuytens, M (2015)	primary school	227 beginning teachers	questionnaire	The pathways between reflective dialogue and TSE and derivatized practice and TSE are significant.
43	Takahashi, S (2011)	junior high school	4 teachers	interview	The relevance of a communities of practice perspective in making sense of how teachers' participation in their social surroundings may shape their efficacy beliefs.
42	Liu, S., & Hallinger, P (2018)	middle school	3,414 teachers & 186 principals	survey	the importance of self-efficacy in shaping educator practice

4.3 RQ3.

What are the distributions of the publication year and the trends of current studies on the relationship between PLC and TSE from 2010 to 2022?

In total, we found 33 studies that were relevant. Who is spearheading this field's research? Table

3 summarizes the top five most cited journal articles. Tables 1 and 2 are proposed to make the most important aspects of the journal articles evident.

RQ3 asked for the distribution of the publication years of studies on the association between PLC and TSE, as shown in Figure 1. According to the findings, the number of studies on the relationship between PLC and TSE is distributed differently, and it is difficult to say whether there is a pattern in terms of publication year. After reviewing the findings of the published works, it can be concluded that there is a trend in studies on online learning communities and teacher collective efficacy in professional development for instructors. The studies' data collection methodologies reveal that data collection from in-service instructors is on the rise. There are, however, studies that collect information from both in-service and pre-service instructors.

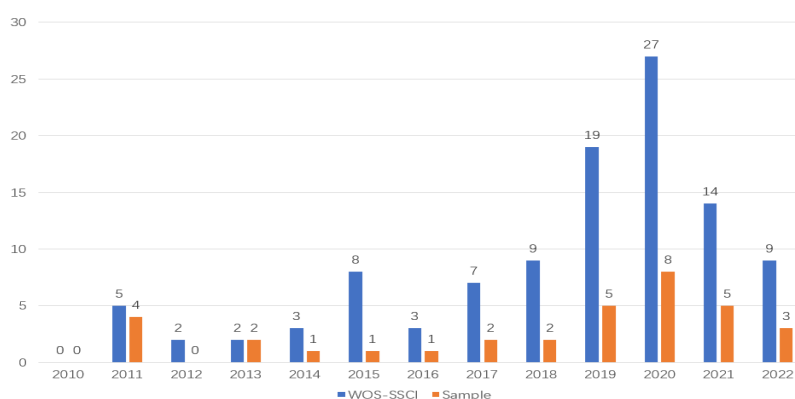


Figure 1. Distribution of publications from 2010 to 2022

Figure 1: Distribution of Publications from 2010 to 2022

Conclusions and Suggestions

We conducted a systematic review of research journal publications on the association between the PLC and TSE for this study. The contributions were assessed in light of specific research questions and aids research in a number of ways. For starters, it provides a comprehensive summary of current research in this field. There are 33 notable journal articles that we have discovered. The contributions have been organized in a systematic manner, which provides an overview of the current state of this emerging study subject and makes it easier for researchers to find relevant studies. Second, we have recommended relevant areas and methodologies for future investigations based on a detailed review.

According to the review, there is limited research on the relationship between PLC and TSE, and there is a trend in studies on online learning communities and teacher collective efficacy in teacher professional development, indicating the need for more research on these topics. Researchers are encouraged to participate in this current study area. It outlines (some of) what is known about the relationship between PLC and TSE and serves as a resource for researchers, policymakers, and practitioners.

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学生投入与学校声誉的关系研究——以湖南涉外经济学院网络与新媒体专业为例
**A STUDY ON THE RELATIONSHIP BETWEEN STUDENT ENGAGEMENT
AND SCHOOL REPUTATION——TAKING THE NETWORK AND NEW
MEDIA MAJOR OF HUNAN INTERNATIONAL ECONOMICS
UNIVERSITY AS AN EXAMPLE**

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摘要: 高等教育是人才培养的核心领域, 保障和提升高等教育质量成为高等教育发展的新方向之一。学生投入度已经逐渐成为衡量高等教育人才培养质量的新标准以及高校改革人才培养模式的重要依据。本文针对我国传统高等教育人才培养质量评价中存在的不足, 学生投入与学校成功之间的影响关系进行了实证研究, 并发展了一种全面的方法来衡量学生的投入度, 建模和衡量了投入的四个维度, 即情感、社会、认知和行为投入, 以及它们对特定的机构成功结果, 即学校声誉的相对和差异的影响。

关键词: 网络与新媒体, 学生投入, 学校声誉。

Abstract: Higher education is the core field of talent training. Ensuring and improving the quality of higher education has become one of the new directions of higher education development. Student involvement has gradually become a new standard to measure the quality of talent training in higher education and an important basis for the reform of talent training mode in Colleges and universities. In view of the shortcomings in the quality evaluation of talent training in China's traditional higher education, this paper makes an empirical study on the relationship between students' investment and school success, and develops a comprehensive method to measure students' investment. It models and measures the four dimensions of investment, namely emotional, social, cognitive and behavioral investment, as well as their impact on the success results of specific institutions, namely the relative and different reputation of schools.

Keywords: Network and New Media Major, Student Engagement, School Reputation.

引言

高等教育中“学生满意度”的概念有着悠久而丰富的历史。学生满意度是衡量高校绩效的一个关键指标，但是，由于满意度的规范性性质，满意度被发现是一种不充分的衡量绩效 (Brown and Mazzarol 2009; Giese and Cote 2000)。满意度的假设是一种“白板”白纸效应，即所有的学生都以平衡的方式进入第三阶段，有着相似的经历、背景、隐性和内隐期望、情感反应和目标。他的方法可能会导致一种空心化效应，即“教育”本身从“整体体验”中任意分离出来，只留下“学生体验”的概念，在社会、文化和政治真空中“与之前的一切不连续，与周围的一切隔绝” (Sabri 2011, 664)。这些观点再次重申，需要一种更全面的方法来概念化第三级旅程，以及它塑造学生成绩的方式，以及身份。

第三体验作为一种变革力量的复杂性可能首先是由杜威 (Dewey 1997, 35) 首次提到的，他指出第三体验“改变了行为和经历的人”，并“涵盖了情感和智力态度的形成”。高等教育文献可以说最近又回到了这个概念，考虑了高等教育经验的本体论视角及其对学生成为什么的贡献 (Barnacle and Dall'Alba 2017)。这一观点已经在“学生投入”、“学术整合”、“学生体验”、“研究主导教学”和“学生投入”的音乐学框架下进行了讨论 (Fredricks and McColskey 2012; Khademi Ashkzari, Piryaeei, and Kamelifar 2018; Trowler 2010) 和最近的“学生投入”、“学生合作”和“学生合作” (Healey, Flint, and Harrington 2014; Kahu and Nelson 2018)。

在教育方面，学生投入这个术语在近几十年里越来越受欢迎，这很可能是由于人们对某些智力、情感、行为、身体和社会因素在学习过程和社会发展中所起的作用的进一步理解。例如，各种各样的学习研究揭示了所谓的“非认知因素”或“非认知技能” (例如，动机、兴趣、好奇心、责任、决心、毅力、态度、工作习惯、自我调节、社交技能等) 之间的联系。以及“认知”的学习结果 (例如，提高了学习成绩、测试分数、信息回忆、技能习得等)。学生投入的概念通常出现在教育者讨论或优先考虑教育策略和教学技术时，这些技术涉及发展、智力、情感、行为、身体和社会因素。

在过去的几十年里，人们对学生投入研究的兴趣和关注程度越来越大。全球的教育机构都在寻求促进学生的投入，因为研究表明，除了学术成就之外，许多其他积极的结果，如心理社会的发展和其他长期的回报都与之相关。例如，研究表明，学生投入在大学中取得成功学习成果的重要性 (Astin, 1993; Chickering & Gamson, 1987; Tinto, 1994)。学生投入与一系列传统的成功因素有关，如提高保留率 (Khademi Ashkzari, Piryaeei, and Kamelifar

2018)；高影响力和终身学习 (Artess, Mellors Bourne, and Hooley 2017)；课程相关性 (Trowler 2010)；提高学校声誉 (Kuh et al. 2006)；增加公民行为 (Zepke, Leach, and Butler 2014)；学生坚持 ((Khademi Ashkzari, Piryaeei, and Kamelifar 2018)；以及工作准备 (Krause and Coates 2008)。它还与学生自身更主观和整体的结果有关，包括：社会和个人的成长和发展 (Zwart 2009)；变革性学习 (Kahu 2013)；增强自豪感、包容性和归属感 (Wentzel 2012)；学生福利 (Field 2009)。无论如何，虽然上面提到的许多研究显示了学生投入和机构成功之间的积极联系，但特定变量的结果在整个领域中显然是混合的，这使得那些想要从这些文献中学习的从业者的工作变得困难。此外，以往的研究主要集中在对其前身和影响因素的评估上。

研究目的

本研究响应了研究调查推动学生对高等教育经历进行积极评价的维度 (例如 Kuh et al. 2006)。它开发了一种修订后的方法来衡量学生的投入度。本文还探讨了投入维度和包括学校声誉在内的关键机构成功因素之间的相互关系。在这样做的同时，它确定了这些方面对关键的机构成功因素所产生的不同影响。

文献综述

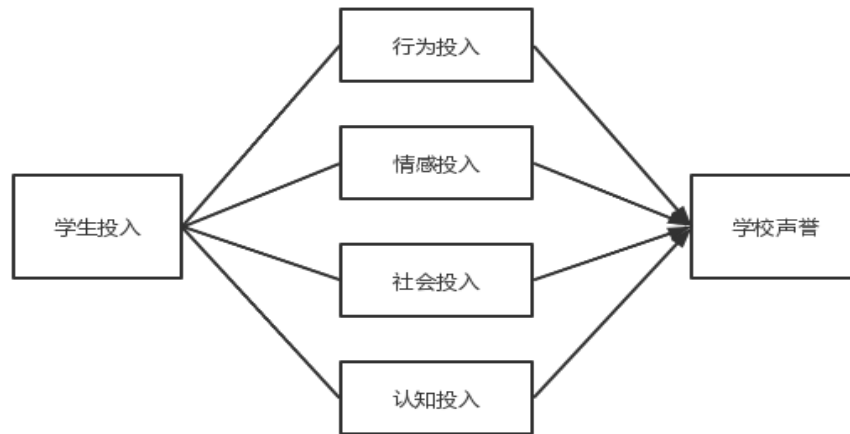
1. 定义

1.1 学生投入

在文献中，学生投入被称为：“学生投入”、“学术整合”、“学生体验”、“研究主导教学”和“学术投入” (弗雷德里克斯和麦科斯基 2012；卡德米·阿什克扎里、皮里耶伊和卡梅利法尔 2018 年；特罗勒 2010)。最近的概念已经开始更一致地采用“学生投入”、“学生伙伴关系”和“学生合作”的术语 (希利、弗林特和哈林顿 2014；Kahu 2013)。学生投入现在被认为是一个首要的“元结构”，由学生、教育工作者、服务人员和机构组成的生态系统互动，创造丰富的高等教育体验 (Junco 2012；卡胡 2013；鹤 2010；Zepke 2014)。然而，大多数关于学生投入的文献表明，SE 是一个多方面的结构 (例如，阿普尔顿等。2006；戴维斯，夏天和米勒，2012；克劳斯和科茨，2008；马丁，2001；纳列洛，1984；纽曼，1992；纽曼，韦拉奇和兰伯恩，1992；肖费利，马丁内斯，平托，萨拉诺娃和巴克，2002；肖费利和巴克，2004a, 2004b)，包括行为 (课堂投入、出席、积极行为)、情感 (学习、归属感、同伴和教师关系) 和认知 (自我调节、学习投资、自我效能) (见弗雷德里克斯、布卢门菲尔德和巴黎

2004; 卡胡, 2013; 莱斯特, 2013) 组件。它可能延伸到课堂之外, 例如, 与教师和同龄人的关系(阿普尔顿, 克里斯坦森, 金和雷斯利, 2006; 克莱姆和康奈尔, 2004; 马丁和道森, 2009; Zyngier, 2008), 甚至更广泛的社会背景(Kahu2013)。一些研究人员将学生的投入视为人际关系特征, 如学生自身的动机和期望(Kahu2013), 以及针对实现学术目标的心理投资(Newmann, 1992)。根据高等教育和心理学方面的文献, 我们将学生投入重新定位为包括四个不同但相互关联的维度, 即行为投入、情感投入、认知投入和社会投入(Bowden et al. 2017)。

下一节介绍了本研究中检查的结构, 并开发了图 1 中要检验的研究假设和结构模型。



1.2 学生投入的四大支柱

学生可以同时或者单独的表现出投入的四个维度, 即行为投入、情感投入、认知投入和社会投入。接下来, 在讨论它们与特定的学校成功因素的相互关系之前, 我们将依次讨论投入的每个维度。

行为投入: 投入的行为维度被定义为可观察的学术表现和投入行为和活动(德萨特、维鲁苏和摩根-托马斯, 2015; Schaufeli等人, 2002年)。积极的行为投入是通过可观察的学业表现来衡量的, 包括: 学生的积极行为; 出勤; 努力坚持任务; 贡献; 投入课堂讨论; 投入学术和课外活动; 工作时间; 面对挑战性任务时的毅力和韧性(Kahu et al. 2015; 克莱姆和康奈尔2004)。因此, 行为投入的学生通过投入和投入大学生活和课外公民活动, 表现出积极的投入行为(阿什克扎里、皮里亚伊和卡梅利法尔, 2018年)。行为维度是在学生经验的国家晴雨表中最常被测量的维度(Kuh2009; Zepke2014)。

情感投入: 投入的情感维度与学生所经历的总结性和持久的情感水平有关, 并捕捉到学生对高等教育体验的热情程度(Schaufeli et al. 2002; Bowden2013)。情感投入体现在校园和校园活动中高度的积极情绪上, 这可以通过快乐、骄傲、喜悦、热情、开放、喜悦、兴奋和好奇心来表现出来(Klem和康奈尔2004; Pekrun et al. 2002)。情感投入的学生能够识别他们的学术任务和社会互动背后的目的和意义(Schaufeli et al. 2002)。德里科、帕西洛和塞尔尼格利亚

(2016) 也发现, 在电子学习中, 成就情绪因学习任务的不同而不同。这些积极的情绪也被发现与行为投入相关(D'Errico et al., 2018)。尽管是投入的核心, 但学生经历中的情感成分在文献中很大程度上尚未得到充分研究(Askham 2008; Kahu 2013; Pekrun 等人, 2002年)。然而, 情绪与学生的学习、成就、生活满意度和健康密切相关(佩克伦和林南布林克-加西亚, 2012年)。乐观、骄傲、快乐和热情的感觉可以创造出在大学之外的高等教育体验中持续的心理投资(Pekrun et al. 2002)。

社会投入: 投入的社会维度考虑了学生和他们的同龄人、学术人员、行政人员和其他相关的高等教育经历之间形成的认同和归属感的纽带(佩克伦和林南布林克-加西亚 2012; Wentzel 2012)。它产生了包容性、归属感、目的、社会化和与第三级提供者的联系的感觉(埃尔德格维、埃尔沙努比和科尔塔姆, 2018年; 古德诺, 1993年; 克劳斯和科茨, 2008年; Vivek 等人, 2014年)。在课堂上, 社会投入的特点是学习环境的“不成文”规则, 如合作、倾听他人、按时上课, 并保持平衡的师生权力结构(科茨 2007; 佩克伦和林南布林克-加西亚 2012; 温策尔 2012)。在课堂外, 社会投入通过学生投入社区团体、学习团体和学生社会来展示, 在这些社会中形成了联系其他基于共同的价值、兴趣或目的(弗里曼、安德曼和詹森 2007; Wentzel 2012)。社会投入加强了学生从大学经历中获得的成就感(芬恩和Zimmer 2012)。缺乏社交投入的学生更有可能经历孤独、孤独(麦金太尔等人 2018年), 导致幸福感下降(霍夫曼等人 2002年; 麦金太尔等人 2018年)。

认知投入: 投入的认知维度反映了与投入的焦点对象相关的一组持久和活跃的心理状态(Vivek et al. 2014)。这可以包括对高等教育传播的积极关注和兴趣的水平, 以及花在计划和组织学术追求上的时间(Zepke、Leach和Butler 2010)。有认知投入的学生对学术工作的价值和重要性的理解他们在学术任务中使用的感知、信念、思维处理和使用的策略(Ashkzari et al. 2018; Kahu 2013)。因此, 具有认知能力的学生对学术任务的内容、意义和应用的认知能力, 他们更有可能表现出更高级的思维(克里斯滕森、雷斯利和怀利 2012; Kuh et al. 2006)。下一节将探讨了学生投入对特定学生成功因素的影响。

1.3 学校声誉

声誉被定义为“整体感知……它代表什么, 它与什么相关, 个人可能期待什么”(Helgesen和Nesset 2007, 42)。从战略角度来看, 积极的声誉可以: 提高盈利能力, 提高对可信度、信誉、诚实和质量的认知(Alan, Kabadayi, and Cavdar 2018; Robinson et al. 2018; Selnes 1998; Sung and Yang 2008)。

2. 理论框架

关注学生投入研究在过去的几十年里日益增长，同样日益增长的热情还出现在在全球教育机构加强学生的投入，和其成因以及结果的评估，导致各种理论模型和测量工具的出现，然而却缺乏关于学生投入框架的概念化共识。大多数关于学生投入的文献表明，SE是一个多方面的结构(e.g., Appleton et al., 2006; Davis, Summer & Miller, 2012; Krause & Coates, 2008; Martin, 2001; Natriello, 1984; Newmann, 1992; Newmann, Wehlage & Lamborn, 1992; Schaufeli, Martinez, Pinto, Salanova & Bakker, 2002; Schaufeli & Bakker, 2004a, 2004b)，包括行为（课堂参与、出席、积极行为）、情感（学习、归属感、同伴和教师关系）和认知（自我调节、学习投资、自我效能）（see Fredricks, Blumenfeld & Paris 2004; Kahu, 2013; Lester, 2013）组件。它可能延伸到课堂之外，例如，与教师和同龄人的关系（Appleton, Christenson, Kim & Reschly, 2006; Klem & Connell, 2004; Martin & Dowson, 2009; Zyngier, 2008），甚至更广泛的社会背景(Kahu2013)。一些研究人员将学生的参与视为人际关系特征，如学生自身的动机和期望(Kahu2013)，以及针对实现学术目标的心理投资(Newmann, 1992)。

高质量的学校声誉可以通过学生对学校的归属感、自豪感、信任感和兴趣来积极地构建学前教育的体验(Sung和Yang2008)。重要的是，创造一个积极的机构形象会产生一种“光环”效应，延伸到未来的学生和员工，以及未来的行业合作伙伴(Alan, Kabadayi, and Cavdar 2018)。参与的学生更愿意作为非官方的“发言人”来倡导（(Bowden 2011; Kahu 2013; Krause and Coates 2008），这反过来创造了对一个学校更可信的看法（Beerli Palacio, Díaz Meneses, and Pérez 2002; Harrison-Walker 2001）。

因此，我们假设：

H1：行为投入与学校声誉呈正相关

H1：情感投入与学校声誉呈正相关

H1：社会投入与学校声誉呈正相关

H1：认知投入与学校声誉呈正相关

研究方法

研究方法是研究的计划和策略。在社会科学中有三种研究方法：定量方法、定性方法和混合方法(Creswell & Creswell, 2017)。在本研究中，研究者采用了定量的方法。

本研究以湖南涉外经济学院网络与新媒体专业学生为基础，客观地收集数据。目标人口为693名学生。本研究选择了网络和新媒体专业的本科生。根据Krejcie和Morgan（1970），将样本量缩表(S)，选择种群大小(N)，如下表1所示。本研究抽取的样本广泛地代表了主要样

本的情况。

表1：抽样表

机构名称	网络与新媒体专业本科生人数	网络与新媒体专业本科学生样本
湖南涉外经济学院	693	248
合计	693	248

调查问卷提供了对各种主题的结构化和开放的回答的优点。一个巨大的样本或人口。它价格便宜，值得信赖，令人信服，快速，完成方便。调查问卷设计的领域是多种多样的。该问卷是收集调查信息的常用和实用工具，提供标准化的，通常是统计数据（科恩，马尼恩和莫里森，2018）。问卷包含5个结构，见表2。

表2：问卷结构

构造	比例(s)
有情感的投入	Schaufeli等人（2002）、霍勒比克、格林和布罗迪（2014）
认知投入	Vivek等人（2014）
社会投入	Vivek等人（2014）
行为投入	Schaufeli等人（2002）
制度声誉	维洛特苏和穆蒂尼奥（2009）

表3 提供了关于抽样框架的进一步细节。

表3：人口统计资料

属性	类别	频繁性
性别	男性的	40.9%
	女性的	59.1%
年龄	<24	96.2%
	24+	3.8%
本科	是	96.2%
	不	3.8%

研究结果

采用结构方程建模的方法来检验研究假设。共支持4个假设，如表4所示。情感投入被认为是学校声誉的主要决定因素，包括学生对其可信度的感知，以及他们向他人推荐它的意愿

($\beta = 0.47$, $p=000$)。情感投入与学校声誉之间的关系强于社会、认知和行为投入的影响。行为投入的研究结果表明，它对机构的成功有显著但微弱的影响($\beta = 0.14 - 0.29$, $p=000$)。认知投入被认为是制度上成功的必要条件，但不是充分条件。它对学校声誉的建立有显著但微弱的影响($\beta = 0.09$, $p=000$)。

表4: 结果

假设	结构之间的关系	路径重量
H1	情感投入>学校声誉	0.47***
H2	社会投入>学校声誉	0.32***
H3	行为投入>学校声誉	0.23***
H4	认知投入>学校声誉	0.12***

***为在 0.05 水平上的显著性

总结

我们的研究结果构成了一种修订的学生投入整体测量方法的基础，该方法解释了投入维度的复杂性；构成其过程的要素的多面性；以及投入维度对关键机构成功结果的不同影响。它首先，试图通过实证来衡量学生投入的支柱，其次，通过评估它们对关键机构成功因素的相对影响，从而提高了我们目前对学生投入的理解。

本研究通过研究学生投入的四大支柱对学生和机构成功的影响，推进了学生投入文献。我们发现，学生可以在一个或多个维度上进行不同的投入，而这些维度对机构建立积极声誉的程度有不同的影响。

讨论

通过上述分析，本研究认为，学生投入需要从个人层面关注学生投入的单一维度，检查投入维度相互依赖运作的方式，以塑造机构的成功结果 (Reschly and Christenson 2012)。这种更全面的投入概念化捕捉到了高等教育对学生的生活和他们对高等教育环境的体验所产生的更深层次和更系统的影响 (Kuh et al. 2006)。我们共同认为，本研究中确定的情感、社会、认知和行为维度构成了高等学生投入的四大支柱。它们相互密切关联，如果有效地整合，它们是寻求促进和增加投入机会的高等院校的关键成功因素。而且，本研究通过研究学生投入的四大支柱对学校声誉的不同影响，推进了学生投入文献。我们发现，学生可以在一个或多个维度上进行不同的投入，这些维度对机构建立积极声誉的程度有不同的影响。我们认为，每个维度都有助于增强投入和更深刻和变革性的第三级体验，促进积极的动态和价值创造互动

(Bensimon2007)。

在学生投入的四个维度上，情感投入是学校声誉的主要决定因素。学生与员工、同龄人、校园和机构之间的情感联系建立了一个上级目标，创造了对机构的积极感知。促进情感连接的高等院校更有可能通过学生的宣传和推荐来提高机构的声誉来获得奖励。

行为投入可以通过培养一种组织文化，鼓励学生在所有学生接触点（即课堂、在线平台、校园）上的努力、坚持、依赖和成就，来进一步加强行为投入。它还可以通过将学术任务、课程作业和投入课外活动定位为一系列积极和有价值的“挑战”，从而提供终身技能。一个注重将三级经验定位为个人成长和发展的机会，以及其他成绩和平均绩点的机构愿景，是至关重要的。

认知投入是第三级旅程的核心要求，加强这一维度的策略应该集中在通过变革性的学习经验来提高学生的抱负，并发展他们的知识、企业、协作和就业能力和技能集。各机构应注重激励所有学生，并为所有学生提供知识进步的机会。

社会投入反映了学生、工作人员和更广泛的高等教育经验之间形成的认同和归属感的纽带，被发现是机构和学生成功的一个弱决定因素。尽管如此，社会联系仍然是学生整体投入的一个必要因素。社会投入可以创造更包容的校园环境，因为它促进教师和学生之间的平等，并有助于放松学术文化的“象牙塔”效应产生的等级关系。

这项研究代表了发展一个学生投入的整体度量方法的初步尝试。当然，还需要进一步深入研究学生投入的复杂性及其影响，以更深入地探索学生投入的运作方式。教育机构不能简单地期望学生们自己投入进来。相反，学校有责任理解投入的决定因素，然后主动将这种理解转化为有效的“体验设计”，从而促进允许不同的学生群体相互互动和投入的条件。

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湖南涉外经济学院新媒体线上教学学生满意度影响因素分析**ANALYSIS OF INFLUENCING FACTORS ON STUDENT SATISFACTION
OF NEW MEDIA ONLINE TEACHING IN HUNAN INSTITUTE OF
FOREIGN ECONOMICS**柳青^{1*}, 王姿琰²Qing Liu^{1*}, Ziyan Wang²^{1,2} 湖南涉外经济学院^{1,2} Hunan Institute of Foreign Economics

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摘要: 疫情背景下, 新媒体教学由于跨越时空界限, 能消除师生之间地域的限制等特点得到了快速提升。各高校通过开发或使用相应的新媒体程序来支持在线教学, 如 MOOC、微课、微信公众号的推广, 以及腾讯课堂、钉钉直播等新媒体教学模式的应用, 给高校教学方式带来深刻影响, 也给未来高校教学提供了新的思路。

关键词: 新媒体教学, 感知质量, 学生期待, 学生满意度, 湖南涉外经济学院。

Abstract: In the context of the epidemic, new media teaching has been rapidly improved because it crosses the boundaries of time and space and can eliminate geographical restrictions between teachers and students. Colleges and universities support online teaching by developing or using corresponding new media programs, such as the promotion of MOOCs, micro-courses, and WeChat public accounts, as well as the application of new media teaching models such as Tencent Classroom and Ding Talk Live, which have brought profound insights into the teaching methods of colleges and universities. It also provides new ideas for future teaching in colleges and universities.

Keywords: New Media Teaching, Perceived Quality, Student Expectations, Student Satisfaction, Hunan University of Foreign Economics.

引言

2020 年 2 月 5 日, 中国教育部在疫情背景下发布了“停课不停学”的政策, 新媒体在线教学首次覆盖全国各学段的各个学科, 成为应对疫情期间高校教学的特殊模式, 全国有近 3

亿左右师生进行了此次教学的尝试。以湖南最大民办高校——湖南涉外经济学院为例，2020-2021 学年春季学期，学校共开设理论课程 799 门（不含尔雅网络通识课）共 3885 门次，安排授课教师 819 人。其中实施在线教学课程 679 门共 3191 门次，实施在线教学课程占比 84.98%；开展在线教学教师 807 人，占比 98.53%；教师主要依托超星泛雅（含学银在线）、中国大学慕课、智慧树等网络教新媒体台，同时结合 QQ、微信、钉钉、腾讯课堂等软件辅助开展新媒体教学。以开学第一周为例，教师在超星泛雅平台开设课程 641 门，参与在线教学教师 625 人，学生选课 148724 人次；利用中国大学 MOOC 资源建立 SPOC 课程 325 门，已开设 SPOC 课程 255 门，开设慕课堂 1422 个，参与在线教学教师 353 人，学生选课 19740 人次；利用智慧树平台 MOOC 资源建立 SPOC 课程 31 门，共 67 门次，参与在线教学教师 53 人，学生选课 13192 人次；利用学堂在线平台 MOOC 资源 8 门，参与在线教学教师 7 人，学生选课 825 人次，在这次特殊化的教学形态尝试中，新媒体技术的应用，使得教学手段加多样化，教学过程更加便利，然而，新媒体在线教学模式的发展也使师生在教学过程中遇到了新的问题。在此背景下，如何整合现代技术和课程教学方法，提高教学效率，深化教学模式改革，已成为高校教学一线教师研究新媒体教学讨论的重要问题。（杨天方，2020 年）。

研究目的

本文将研究疫情期间湖南涉外经济学院新媒体在线教学的案例，分别从课程内容、教学资源、新媒体教学呈现与传递方式以及学习者对其在线上学习过程中的感知质量等维度对学生学习满意度进行考察，研究在民办高校层次学生中新媒体教学的具体实施现状，并试图通过分析变量之间的关系，建立适合民办大学的新媒体教学学生满意度模型，以及如何建立有效的新媒体在线教学学生满意度评价机制。

文献综述

1. 新媒体教学

早在二十世纪初，世界一流大学就将借助信息技术手段，打破时空限制，为教师提供方便快捷的全方位、个性化的教学支持服务体系来提升教学质。美国哥伦比亚大学成立了新媒体学习中心(The Columbia Center for New Media Teaching and Learning 简称 CCNMTL)，通过有目的的使用新媒体来推动教学和学习质量的提升，力求作为技术应用于教育的创新发动机而存在，并成为信息时代大学教学支持服务性机构的典范和楷模。CCNMTL 在对教育中的数字技术、媒体技术全面认识的基础上，提出三角形倡议、全球化学习倡议以及数字桥梁三大倡议，

致力于探索新媒体技术用以提升研究、教育和社会服务三大功能的应用途径，寻找数字技术在教育、科研和社会服务之间的平衡点（Li, 2011）。

Yang(2020)将新媒体教学定义为利用数字技术，通过各种网络渠道，或者将手机使用、电脑、数字电视等终端为用户提供信息和服务。与传统媒体相比，新媒体具有更明显的优势和特点。新媒体传播速度快、低成本、内容丰富、个性化、交互性强的特点，这使新媒体在高校正在进行的教学方式变革发挥着非常重要的作用。将新媒体技术应用到高校教学中，使高校教学模式发生了很大的转变，教学模式从传统教学的单向传递变成了现在的双向循环（肖荆，郭晓玲 2020）。利用新媒体技术进行教学，可以促进教师更快捷地获取更多和教学相关的知识和信息，有利于结合教材内容，将最新的知识传递给学生。并且新媒体形式多样，在各种形式的表现过程中，可以将文字、画面、音频等融为一体，让所表现的内容无限扩展，使内容变得更加鲜活，易于人们理解。然而，对新媒体线学习方法的研究大多集中在学习平台上、在线课程资源和评估机制的开发（Holland, 2019; Thorsteinsson & Page, 2008; Yanson & Johnson, 2016; T. Zhang, 2014），较少关注学生作为新媒体在线学习直接参与者的看法。

2. 学生满意度

Weerasinghe 等（2017）将学生满意度定义为：通过对学生的教育经验、服务和设施进行评估所产生的短期态度。Asare-Nuamah(2017)认为，应该非常重视学生的满意度。研究还表明，依托网络学习的课程满意度与学生喜好有一定关系（Taylor 等, 1997）。2016年 Cidral 等人发现学习者的计算机焦虑、教师态度、课程灵活性、课程质量、感知有用性是影响学习者满意度的关键因素。此外，学习者感知满意度与信息质量呈正相关，系统质量、教师态度和评估的多样性（Cidral 等人，2018年）。性能预期，感觉归属感和互惠规范有显著影响关于在线参与（Diep 等人，2016年）。学习者对在线学习的满意度决定了他们是否会继续使用该系统（Sun，2008）。从不同方面必须纳入在线学习者满意度来衡量在线学习系统（Wang，2003）。因此，了解影响学习者满意度的因素是显著的鼓励学习者使用在线学习的起点系统，改善他们的教育成果，并发展在线学习系统。（Liu & Zhang, 2021）。此外，中国学者建立了一个大学生基于 ACSI 和欧洲的满意度模型客户满意度指数（ECSI）框架来研究学生活动对其满意度的影响。学生们的在线学习活动证明，它对不同学生对教育质量和感知价值的感知不同（Zhang et al., 2008）。（钱，2009）建立了一个结构模型基于 ACSI 的在线教育学生满意度研究，参加者为 3,621 名在线学习的学生。结果表明，学习过程、线上学习资源是影响学生满意度的重要因素，服务价值是影响学生满意度的中介变量。一些研究人员调查了影响因素基于 ACSI 模型的学习者满意度（Dai 等），Wu、Si 和 Han 提出了 MOOCs 持续学习基于 ACSI 和

ECM 模型的意愿模型，包括五个变量：感知质量、感知价值、学习支持服务满意度、期望确认、和持续学习的意愿，所以，研究新媒体线上学习者的学生满意度，作为鼓励学习者使用在线学习系统、提高师生的教学效率和围绕新媒体学习进行研究具有重要意义。

3. 感知质量

对于新媒体在线课程而言，感知质量主要是指学生通过新媒体在线学习实际体验到的教学服务。感知质量是将学生期待、感知价值、满意度联系起来的模型中的主要解释变量之一。在其他学者处于特定环境的研究中发现，感知质量对客户满意度具有显著的直接积极影响（Choi 等，2004；Chen，2008；Hutchinson 等，2009）。对学生满意度的研究是根据客户满意度理论发展起来的，该理论认为感知质量是学生满意度的重要预测因素（Lin 等，2020），在高等教育背景下，Alves 和 Raposo（2007）以及 Brown 和 Mazarrol（2009）指出感知质量对高校学生的满意度有直接影响；Farahmandian S（2013）认为高等教育的良好感知服务质量对学生满意度有积极影响。2016年 Cidral 等人发现学习者的计算机焦虑、教师态度、课程灵活性、课程质量、感知有用性等因素是影响学习者满意度的关键要素。此外，学习者感知满意度与信息质量呈正相关，系统质量、教师态度和评估的多样性（Cidral 等人，2018 年）。Cronin（2000）认为有必要将感知质量的概念整合到满意度的模型预测模型中，有利于全面地了解这些变量之间的相互关系。

4. 学生期待

O’Loughlin 和 Coenders（2002）认为，学生期望是指学生期望接受的教育质量，它与之前在线环境或服务的学习经验密切相关。有学者指出客户期望与客户满意度之间成正向关系，客户期望与感知质量也存在正向关系（Awwad，2012）。到目前为止，一些学者已经开发并测试了整合服务期望的客户满意度模型（Webster，1991；Parasuraman et al.，1993；Clow et al.，1998，Dionet et al.，1998；Kalamas et al.，2002；Rodriguez Del Bosquet et al.，2006）；Maringe 和 Gibbs（2009）通过相关研究，认为“学生是大学最重要的客户”，影响学生期待是影响学生满意度的一个关键主题。一些文献中有记录表明，“管理者要控制的最重要的变量是客户的期望”（Hamer 等人，19998）；Umbach 认为（2001 年）我们应将期望作为满足学生需求的关键决定因素，（Voss et al. 2007）研究了学生对有效教学质量期望的结构发现，教学技能、教学方法、沟通技巧、可接近性、热情、专业知识、幽默和友好是学生所期望的最关键的属性，这些因素将有助于提升学生在学习过程中的满意度。

研究方法

本研究通过问卷调查和样本分析，提出了一种研究疫情背景下高校学生在新媒体学习中满意度的研究模型（SSI）。SSI 模型以学生为主体对新媒体学习的满意度进行评估，以获得他们的反馈，然后针对新媒体教学提出建议并进行改进。这个模型的提出基于美国客户满意度指数(ACSI)，ACSI 是由美国国家质量研究中心建立的基于客户满意度的经济模型。密歇根大学商学院于 1994 年提出“消费它们的顾客”（Fornell, 1996）它解释了客户对产品或服务的满意度由各行各业的公司提供的解释客户的价值。进一步从宏观角度分析经济资源的利用效率（唐，2001）。在欧美国家，ACSI 已成为最流行的指数模型全球客户满意度衡量标准，它被应用于高等教育，并成为一种普遍趋势。

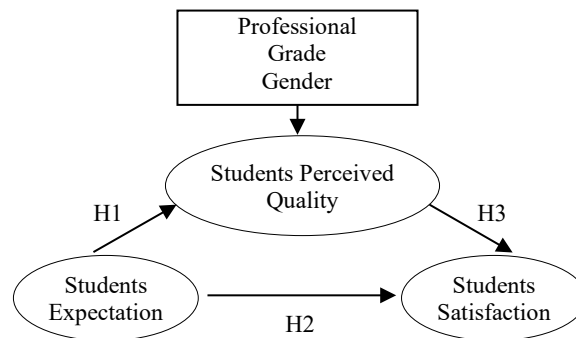


图 1：学生满意度模型（SSI）

研究假设

新媒体线上学习的背景下，学生被看成是主要的客户。在欧美最为流行的顾客满意度模型中，顾客满意度被认为是影响消费者未来购买意愿的关键因素（Taylor&Baker, 1994）。因此，我们可以得出结论，在新媒体在线学习环境中，学生满意度同样起着重要作用。根据 O’Loughlin and Coenders (2002)，学生期望是指学生期望获得的教育质量，它与之前在线环境或服务中的学习经历密切相关。顾客期望与顾客满意度之间是直接的正向关系，与感知质量之间也存在正向关系（Awwad, 2012）。此外，之前的研究从三个方面研究了感知质量对满意度的影响，分别是信息质量、系统质量和服务质量（Bailey&Pearson, 1983；DeLone&McLean, 1992；McKinney et al., 2002）。这三个因素都对满意度有显著影响（DeLone&McLean, 1992；Rai 等人, 2002；Zhu 等人, 2002）。因此，本研究假设 H1 至 H3 如下：

- H1. 新媒体线上教学中学生期待对学生感知质量有正向影响
- H2. 新媒体线上教学中学生期待对学生满意度有正向影响
- H3. 新媒体线上教学中学生感知质量对学生满意度有正向影响

除了以上三个变量，有学者通过新媒体线上学习环境中不同社会人口特征对学生学习参与度有的影响发现，这些影响因素包括学生的年龄、性别、年级、专业情况、教育水平（Diep 等人，2016；Hung，2016）。南昌大学两位教师贺晓琳、那琳娜通过新媒体线上学习中个体差异对满意度的影响调查结果得出结论：不同性别的学生在参与新媒体学习中的满意度不同，具体表现为女生满意度高于男生。不同年级学生对新媒体教学满意度的调查也存在差异，大学一、二年级学生对新媒体教学满意度较高，大学三年级的学生对新媒体教学满意程度最低。因此该项研究的 SSI 模型中增加了学生性别、年级、年龄等变量的影响调查。如图 1 所示，该研究模型是基于三个变量进行了研究假设。根据研究人员的教师的推荐，我们分发了项目分为三个变量：学生期望（三个项目：Q5-Q7），学生感知质量（六个项目：Q8-Q13），学生满意度（三项：Q14-Q16），Q1 到 Q4 收集了参与者的基本信息（补充材料）。通过表 1 列出了问卷项目的摘要。随后对可靠性和问卷的效度进行检验。结果显示问卷项目可以反映变量。参与者共有 381 名学生，他们来自湖南涉外经济学院的五个二级学院，十六个不同的专业，剔除不完整和无效问卷，共收到 338 条有效回复。

研究结果

为了验证该项研究假设，通过湖南涉外经济学院参与新媒体教学学生的问卷调查来收集有效数据。在得到学校和教师的许可后，邀请学生通过现场网上填写问卷。本着调查参与自愿的原则，只有研究人员知道受访者的身份（MacKenzie&Podsakoff，2012）。研究工具是基于 SSI 模型构建的在线学习满意度指标体系。基于该指标体系，我们设计了 23 项问卷。这些问题采用了李特式 5 分量表，将描述完整的列表中（1=“强烈不同意”，2=“不同意”，3=“既不同意也不同意”，4=“同意”，和 5=“强烈同意”）（Dawes，2008）。

Table 1: Description of The Questionnaire Items

因素	项目	描述
学生满意度 Students Satisfaction	16	总体满意
	15	比预期要高
	14	没有达到预期
学生感知 Students Perceived	8	教师新媒体教学设计能力需要提升
	9	教学资源 and 课本内容的补充
	10	在线学习的视频课程
	11	专家授课
	12	平台的交互性
	13	提升了自身的学习和专业技能
学生期待 Students expectation	5	对新媒体线上课抱有较高期待
	6	新媒体教学的效果
	7	对自身专业发展的积极影响

Table 2: Sample Information

测量特征 Measured Feature	特征值 Eigen value	学生百分比 Number of Students %	
性别	男	180	27.8
	女	156	72.2
年级	大二及以下	70	32.4
	大三	66	30.6
	大四	36	16.7
新媒体在线学习经验	初次学习	52	24
	不是初次学习	82	76

数据分析采用三步法进行：测量模型和 SEM。在第一步骤测量模型的信度和效度使用 SPSS 软件通过 Cronbach's alpha (Cronbach's α) 和确认性因子分析 (CFA) 进行检验。在第二步针对 t 检验和方差分析 (ANOVA) 进行了性别调查和学习年份是否与学生对在线的满意度有关。在第三步中使用由 AMOS23.0 支持的 SEM 分析研究模型。三个变量之间的路径被修改。结果测量模型测试计算 Cronbach's α 以验证内部一致性信度。所有项目的含义都被清楚地描述和区分从彼此。包含在三个常见项目中的所有项目因素与之前的分类一致。此外，表 2 显示了学生期望为 3.59，总体较高。学生对新媒体线上教学期望的平均值为 3.13，认为促进学生自身专业发展的平均期望值为 3.28。然而，当学生期望与传统学习进行比较，新媒体在线学习提供了更高的效率和更多的积极性，平均值对该项目的回复值为 4.35。这表明学生可能受到了他们对新媒体线上学习期待的影响。在参加该计划之前，他们已经认为在线学习没有实际意义。但是根据结果显示，更多学生期待通过新媒体在线学习对专业发展及通识领域产生积极影响。在感知质量方面，调查结果平均值为 3.89，说明学生对新媒体教学感知质量高于学生期待。

总结

本文研究了疫情期间湖南涉外经济学院新媒体教学的学生满意度，以及对新媒体教学的学生期待和学生感知质量，研究结果中图 2 表明，“学生期望”变量和“学生感知质量”变量的变化可以影响“学生满意度”值的变化。当学生感知质量提高时，学生满意度也会提高，学生期望越高，感知质量会越高。这说明通过提高学生对新媒体线上学习的期望来间接提高学生满意度。学生对新媒体线上学习期待的平均值为 3.85，这意味着学生对这种学习模式的认可度普遍较高。新媒体学习环境的推广对他们的专业发展不会产生明显的影响。然而，研究结果也体现出部分学生认为新媒体学习方式与传统学习相比，可以使学生提高自主学习的热情，达到预期效果。也有部分学生对传统学习和新媒体学习的对比都达不到满意的目标，这可以理

解为他们认为不同方式的学习差异停留在形式上。为了改变学生的期望值，新媒体学习平台应该加大宣传力度。此外，提高感知质量可以直接影响学生满意度。此前的研究曾经证明，基于网络学习系统的课程质量对学习者的满意度有积极影响（Aparicio 等人，2017 年；Cidral 等人，2018 年；Costa 等人，2016 年；McGill&Klobas，2005 年）。一般来说，学生对线上学习的感知质量具有心理影响。（罗德里格斯等人，2008）调查了学生对在线学习质量的看法；考虑到舒适度、动机、满意度和经验，结果表明，学生通过媒介在线学习的满意度与其是否具备在线学习经验，以及学生的感知质量有关。（珀尔帖等人，2007）通过建立模型来调查影响在线学习体验感知质量的因素。结果表明在这一学习过程中的课程内容、课程结构和教师的指导方式会直接影响学生学习体验的感知质量。这也提示平台设计者和教师可从几个方面提升学生对新媒体学习的感知质量，以促使学生在新媒体教学中更积极地参与进来，更加熟悉平台的各种功能。此外，教师还可以通过引导学生将新媒体在线学习中中学到的知识转化成内在需求。从表调查中还可以得出，大部分学生对疫情期间学校的新媒体课程教学质量表示满意，但对新媒体平台中师生互动的情况并不满意，提示教师应从多方面进行新媒体教学设计的改进。

讨论

通过上述分析得出的结论，我们得出一些建议包括：疫情期间的学习平台应在保持原有优势，考虑从以下方面进行改进：首先是把对学生新媒体的学习应用能力的培养作为重点，师生在学习过程中共同克服困难，总结经验，以提高学生对参与新媒体学习的期望。其次，学校应该加强对教师使用新媒体进行教学能力的培训，特别是强化教师在新媒体教学中的设计能力。感知质量很大程度上取决于教师做出正确的技术决策（Goodyear，2015），而教学设计是做出正确决策的过程。因此，新媒体教学能否成功很大程度上取决于教师的教学设计能力（Winfield et al., 1998）。此外，新媒体在线学习平台应为参加学习的学生提供更多的讨论空间，学生们能在平台上相互交流彼此的学习心得体会并进行交流讨论。随着技术改革的升级，新媒体已成为高校课堂教学的重要方式，在线讨论等有效技术已被证明是成功的（Lowney，2016 年）。与他人的互动对学习者的满意度有积极影响（Cidral 等人，2018；Sun 等人，2008）最后，教师应及时补充新媒体教学平台的内容和学科知识，提供对信息或专家知识的访问是学习成功的关键因素（Chunngam 等，2014）。综上所述，在后疫情时代的新媒体线上教学常态化形态下，高校师生可以通过积极采取完善新媒体教学的各项措施来增强学生期待和感知质量，使学生的满意度进一步得到提升，这样才能使高校新媒体教学的质量和效率达到理想效果。

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A STUDY ON THE STATUS QUO AND INFLUENCING FACTORS OF TEACHERS' PROFESSIONAL WELL-BEING IN PRIVATE MIDDLE SCHOOLS IN HENAN PROVINCE

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Abstract: This paper focused on the research on the current situation and influencing factors of the teachers' professional well-being in private middle schools in Henan Province. By consulting relevant literature and adopting the method of questionnaire survey, it conducted a survey of 386 private middle school teachers in 4 cities in Henan Province. Also, it performed quantitative research on the data and used the method of descriptive statistical analysis to analyze the questionnaire data to summarize the current situation and influencing factors of the professional well-being of private middle school teachers in Henan Province. At the same time, it put forward targeted suggestions and countermeasures on how to enhance the teachers' professional well-being in private middle schools, to promote the development of private middle schools in China and the construction of private middle school teachers. The research results show that: 1. The "Questionnaire for Primary and Secondary School Teachers' Professional Happiness" has good reliability and validity, and its indicators conform to measurement standards, and are suitable for measuring the occupational well-being of middle school teachers. 2. The professional well-being of private middle school teachers mainly consists of five sub-dimensions: emotional well-being, professional well-being, cognitive well-being, physical and mental well-being, and social support well-being. 3. The overall teachers' professional well-being in private middle schools in Henan Province is at a low-middle level. The teachers' professional well-being in private middle schools in Henan Province has significant differences in different degrees of demographic variables such as gender, age, teaching age, whether to hold an administrative position, whether to be a head teacher, title level, monthly income, and marital status.

Keywords: Private Middle Schools, Teachers' Professional Well-Being, Influencing Factors.

Introduction

Although private education occupies a highly prominent position in the national education system, private school teachers who play a crucial role in private education, especially private middle school teachers, have not received close social attention and support. Nevertheless, those who work as

teachers in private middle schools sustain significant elementary and secondary education responsibilities. Improving teachers' professional well-being is the key to the sound development of private middle schools. Therefore, exploring and studying how to improve the professional well-being of private middle school teachers is of great significance to promoting the expected progress and growth of both teachers and students and ensuring the sustainable development of private schools and private education and social stability.

Background of The Research

How to effectively improve teachers' professional well-being is a problem that needs to be solved urgently in the current society.

Problem Statements

Through reviewing and combing previous studies, the research found that most of the research related to teachers' professional well-being is still qualitative research. The research topics mainly focus on "the ways of improving teachers' professional happiness" and "the influencing factors of teachers' professional happiness." The concrete manifestation is the influence of background variables such as gender and age in demographic variables on teachers' professional well-being. Other demographic variables such as teaching age, educational background, position, monthly income, marital status have relatively little influence on teachers' professional well-being.

Research Objectives

This study drew on and adopted the predecessor research Wang (2019)'s "Professional Happiness Questionnaire for Primary and Secondary School Teachers" and Wang's (2017) "High School Teachers' Professional Happiness Questionnaire." Deeply analyzed the current situation of teachers' professional well-being in private middle schools in Henan Province and the differences in demographic variables and influencing factors. It aimed to analyze the primary and secondary influence issues in the five sub-dimensions of emotional well-being, professional well-being, cognitive well-being, physical and mental well-being, and social support well-being. The research hoped that it could provide a better basis and reference for the country to stabilize the teaching staff of private middle schools and develop national private education. At the same time, the researcher hoped to provide a relevant theoretical basis for the management of domestic private middle schools and relevant education administrative departments in formulating teacher development and management policies. At the same time, the research hoped to provide more private middle school teachers with the necessary reference to improve their professional happiness, so that teachers can get more happiness experience from their work, to promote the typical and joint development of the whole country's education.

Literature Reviews

By consulting the literature related to teachers' well-being, this study found that the number of studies on domestic private teachers' well-being is less than that of public-school teachers. The objects of social concern are mainly private teachers in remote mountainous areas and rural towns. Although the research on the happiness of private teachers in the second, third, and fourth-tier cities or first-tier cities in China has a sure foundation, there are still many issues worthy of further study. Through the combing of related research on the factors affecting the teachers' professional well-being in private schools, the content of this chapter is divided into the following five parts: First, Domestic research on the current primary situation of teachers' professional well-being. Second, Foreign research on the current primary situation of teachers' professional well-being. Third, Related research on the influencing factors of teachers' professional well-being. Fourth, the research on countermeasures to improve the teachers' professional well-being in private middle schools. Last, The evaluation of existing research.

The specific contents are as follows. Professional well-being is the achievement experience of teachers' ability fully demonstrated at all levels of work (Lei, 2019). Teachers realize their ideals and reflect their values in their work. Therefore, both teachers can benefit from it is the goal of teachers' teaching work. In addition, Yan (2019) explained that teachers devoted themselves to education, the satisfaction and security they get from it, and the happiness and joyful inner experience that comes from it is the teacher's professional happiness. At the same time, He (2011) pointed out that the teacher's professional well-being is an educator's living condition in which teachers can fully realize their educational ideals under their efforts and external perception. The teacher's professional well-being in private schools can be embodied explicitly in the dimensions of self-development, work achievement, work treatment, value realization, interpersonal relationship, professional vision, student development, working conditions, promotion and training, and school management (Wei, 2019).

Methodology

Firstly, this research obtains ideas for studying the professional well-being of private teachers by consulting the relevant literature. Then, by designing the research framework determined the research theme.

Secondly, through the distribution of paper questionnaires, we can deeply understand the basic status quo of the professional well-being of private middle school teachers and explore the main factors that affect the professional well-being of private middle school teachers. Finally, through data analysis methods such as difference analysis, correlation analysis, and regression analysis, explore the main factors that affect the professional well-being of private middle school teachers.

Finally, it puts forward effective countermeasures and suggestions on improving the professional well-being of private middle schools in Henan Province.

Results

To reflect the current situation of the teachers' professional well-being more honestly and accurately in private middle schools in Henan Province, the research was conducted from April 2021 to May 2021, based on a large amount of literature and related statistical data, and aimed at Jiaozuo, Xinzheng, and Kaifeng. Private schools in the districts, Luohe districts, and four districts issued 391 questionnaires and received 386 valid questionnaires, with an effective rate of 98.7%. To gain an in-depth understanding of the teachers' professional well-being in private middle schools in Henan Province and provide a basis for follow-up empirical research. To improve the effectiveness of the research, first, use Excel2019 to input and sort the data, and then use SPSS23.0 software to process and analyze the research data. Mainly used descriptive analysis, project analysis, reliability, and validity test, correlation analysis, regression analysis were adopted. Provide scientific understanding tools for accurately grasping the status quo and influencing factors of teachers' professional well-being in private middle schools to put forward more targeted solutions.

Table 1: Reliability Analysis Results

Variables	Number of items	Cronbach's α Coefficient
EW	5	0.782
PW	5	0.843
CW	4	0.613
PMW	4	0.810
SSW	6	0.717
TPW	24	0.913

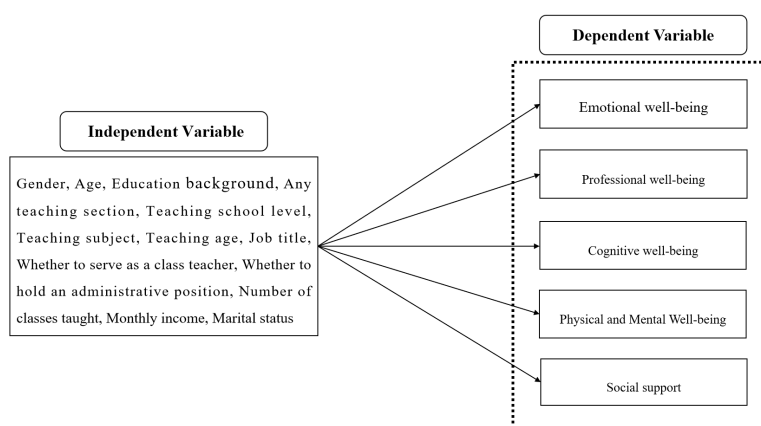


Figure 1: Research Conceptual Framework

Discussions

According to the analysis of the survey data of private middle school teachers' professional well-being in the research, teachers' professional well-being differs in demographic variables such as

age, gender, teaching age, monthly income, and marital status. From the perspective of age, the researcher found that teachers' professional well-being will increase with age. From the perspective of gender, the independent sample t-test showed that the professional happiness of female teachers is significantly higher than that of male teachers. From the perspective of teaching age, the researcher found that the higher the teaching age, the higher their professional happiness, and the lower the teaching age, the lower their professional happiness. From the perspective of monthly income, the analysis results show that the higher the monthly income, the higher the professional happiness of teachers. On the contrary, the lower the monthly income, the lower their professional happiness. From the perspective of marital status, through analysis of this research, it is found that the professional happiness of married teachers is generally higher than that of unmarried teachers.

Conclusions

From an overall point of view, the teachers' professional well-being in private middle schools in Henan Province has been at a low-middle level for a long time. The teachers' professional well-being in private middle schools in Henan Province has significant differences in different degrees of demographic variables such as gender, age, teaching age, whether to hold an administrative position, whether to be a headteacher, title level, monthly income, and marital status. Specifically, the professional happiness of teachers will increase with age. The professional happiness of female teachers is generally higher than that of male teachers. The higher the teaching age, the higher the professional happiness of teachers.

Conversely, the lower the teaching age, the lower the professional happiness. The higher the monthly income, the higher the overall professional happiness of teachers. Overall was higher the professional happiness of married teachers than unmarried teachers. In addition, teachers who hold administrative positions have higher emotional well-being and social support well-being than teachers who do not hold administrative positions. Those who serve as headteachers have higher cognitive well-being than teachers who do not serve as headteachers.

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