

## **AN EMPIRICAL STUDY ON THE SATISFACTION OF MYANMAR STUDENTS WITH ALL UNIVERSITIES IN YUNNAN**

**Xingli Yuan<sup>1</sup>, Rong Zhen<sup>2</sup>, Xibing Wang<sup>3</sup>, Bin Wang<sup>4\*</sup>, Xinghui Yuan<sup>5</sup>**

<sup>1 2</sup> Baoshan University

<sup>3</sup> Yunnan Business Information Engineering School

<sup>4</sup> Yunnan Vocational College of Culture & Art

<sup>5</sup> Luliang County No.1 Middle School

\*Corresponding author, E-mail: 354001270@qq.com

**Abstract:** Aiming at providing support and reference for the research on the satisfaction measurement of international students of Myanmar nationality in universities in Yunnan Province, this study hopes to promote the application of student satisfaction measurement in improving the higher education administration in Yunnan Province. In addition, this study provides decision-making support to Baoshan University, where the researcher works, regarding the management of international students of Myanmar nationality, so as to improve the management level in this regard.

The researcher believes that the empirical study on the satisfaction of international students of Myanmar nationality can help to understand the learning needs of the students and the strengths and weaknesses of universities themselves, so that the teaching of international students in Yunnan Province can be improved. Universities in Yunnan should take advantage of the regional environment with international student education as impetus for the internationalization of higher education to vigorously promote its internationalization process

**Keywords:** International Students of Myanmar Nationality in Yunnan Province, Satisfaction Empirical Study.

### **1. Introduction**

Myanmar and China are friendly neighbors linked by mountains and waters. The traditional friendship between the two peoples has a long history, and they share a profound "pauk-phaw friendship". The two countries jointly advocate and practice the Five Principles of Peaceful Coexistence, deepen their comprehensive strategic partnership, build a community of a shared future between China and Myanmar, and promote the tie between them into a new era. The year 2020 marked the "Year of Culture and Tourism between China and Myanmar", in which two countries jointly organized a series of activities to celebrate the 70th anniversary of the establishment of diplomatic relations. These

activities hoped to intensify exchanges and cooperation in education, culture, tourism, religion, media and other social and humanistic fields, enhance mutual understanding and friendship between the two peoples, strengthen exchanges and cooperation in higher education, and provide human resources and intellectual support for the development of the two countries. It was an important aspect of the exchange and cooperation between the two countries. Amid the context of the "Belt and Road" Initiative, the importance of Yunnan as the gateway to the southwest of China is increasingly prominent, and it shares a border with Myanmar. Therefore, Yunnan boasts a great geographical advantage for Myanmar students to study in Yunnan. Motivating Myanmar students to study in Yunnan is necessary to intensify foreign exchanges between the province and Myanmar, and also fits in with China's current policy and diplomacy with Myanmar, promoting further upgrading of relations between the two countries. As universities in Yunnan shoulder an important historical responsibility, they are obliged to make ongoing efforts to further develop the friendly exchange and cooperation between the two countries in an innovative way.

## **2. Research Objectives**

The specific research questions are as follows.

1) How satisfied are the international students of Myanmar nationality in Yunnan Province with the teaching and management work of the universities?

2) How international students of Myanmar nationality are satisfied with the study at universities in Yunnan now?

3) Background of international students of Myanmar nationality coming to Yunnan

Aiming at providing support and reference for the research on the satisfaction measurement of international students in Yunnan universities, this study hopes to promote the application of student satisfaction measurement in improving the management of higher education in the province. In addition, with the help of this study, a basis can be provided for the decision-making on the management of international students, so as to better manage them in the institution - Baoshan University the researcher works for.

## **3. Scope of Research**

The purpose of this study is to measure and analyze the satisfaction of international students of Myanmar nationality with the teaching management of universities in Yunnan Province. From April to May 2021, the survey population was international students of Myanmar nationality, including non-diploma, undergraduate and graduate students, in some universities in the capital of Yunnan (e.g., Yunnan University) and local universities in the province (e.g., Baoshan University). 200 copies of the questionnaire were distributed, and 190 of them were collected, with a

recovery rate of 95%, including 184 valid questionnaires, with an efficiency rate of 97%.

#### **4. Methodology**

##### **4.1 Research Design**

This study first uses literature review to collect, organize and organize factors of satisfaction at home and abroad. Search for related journal papers and dissertations through databases such as SCI, SSCI. The research framework, research objectives, and research conclusions are collated and summarized.

##### **4.2 Population and Sample**

Due to the COVID-19 pandemic, the vast majority of international students of Myanmar nationality did not come to China to be engaged in classroom learning, and teaching activities were conducted via the Internet. As a result, the questionnaire employed by the researcher was electronic, and translated into English and Myanmar before they are distributed via WeChat and QQ links by the teachers of the foreign exchange offices of each school, and the international students of Myanmar nationality filled it out voluntarily. 200 copies of the questionnaire were distributed, and 190 of them were collected, with a recovery rate of 95%, including 184 valid questionnaires, with an efficiency rate of 97%. The data ratio was high, and the results of the study were representative. Amid COVID-19 pandemic, the online questionnaire was more convenient, as opposed to the inconvenience of the traditional paper questionnaire distribution.

##### **4.3 Questionnaire Design**

The questionnaire of this study drew on the satisfaction index questionnaire "Survey on Satisfaction of International Students from South and Southeast Asia with Teaching and Management of Yunnan Normal University" of Luo Yuhang (2017) from Yunnan Normal University's. In view of the actual management of international students in Yunnan universities, a satisfaction measurement system was constructed for the management of international students of Myanmar nationality, with relevant information obtained by means of the questionnaire. The following principles were upheld in both the design of the questionnaire and the research process: 1. centering on the satisfaction of international students of Myanmar nationality with the teaching management in Yunnan universities; 2. the questionnaire topics should be relatively easy to understand and fully respect the privacy of all the respondents of the questionnaire; 3. adhering to the basic principles of impartiality and fairness. To effectively control the statistical error, in this thesis, 5 levels of Likert scale were integrally selected: very satisfied, generally satisfied, average, dissatisfied, and very dissatisfied. Surveys were carried out

in following aspects: first, the teaching content such as course content, curriculum, professional textbooks, difficulty level, etc.; second, the teaching process such as teaching methods, classroom atmosphere, teaching ability, teaching attitude, etc.; third, teaching resources such as libraries, classrooms, teaching facilities, network resources, etc.; fourth, the teaching effectiveness such as exam results, mastery, communication ability, vocabularies, etc.

#### **4.4 Data Collection Methods**

Due to the COVID-19 pandemic, the vast majority of international students of Myanmar nationality did not come to China to be engaged in classroom learning, and teaching activities were conducted via the Internet. As a result, the questionnaire employed by the researcher was electronic, and translated into English and Myanmar before they are distributed via WeChat and QQ links by the teachers of the foreign exchange offices of each school, and the international students of Myanmar nationality filled it out voluntarily. 200 copies of the questionnaire were distributed, and 190 of them were collected, with a recovery rate of 95%, including 184 valid questionnaires, with an efficiency rate of 97%. The data ratio was high, and the results of the study were representative. Amid COVID-19 pandemic, the online questionnaire was more convenient, as opposed to the inconvenience of the traditional paper questionnaire distribution.

#### **4.5 Data Analysis**

In this thesis, EXCEL was introduced for data entry and data organization, and then the corresponding statistical analysis was completed by SPSS 20.0 software before AMOS 25.0 was employed to construct the model. The data was first entered and sorted in Excel, and then SPSS 20.0 software was used to study the degree of satisfaction of Myanmar students with Yunnan by using descriptive statistics, t-test, and analysis of variance. The regression analysis was conducted by employing least squares method, setting overall satisfaction as the dependent variable and teaching content, teaching process, teaching resources and teaching effectiveness as independent variables for modeling.

### **5. Results**

#### **5.1 Demographic Analysis of the Respondents**

From the descriptive analysis table, it can be seen that the numbers of male and female are 78 and 106 respectively; in terms of age, 58 are 16-18 years old, 66 are 19-25 years old, and 60 are 26 years old or above; in terms of whether they are of Chinese descent, 85 choose yes and 99 choose no; in terms of student category, 46 are graduate students, 84 are undergraduate students, 39 are non-

diploma short-term students, and 15 are junior college students; in terms of student source, 82 are self-funded students and 102 are supported by scholarship; on the time of coming to China, 41 are within 3 months, 59 are 3-12 months, 43 are 1-2 years, and 41 are 3 years and above.

**Table 5.1: Descriptive Analysis**

		Frequency	Percentage	Effective Percentage	Cumulative Percentage
Gender	Male	78	42.4	42.4	42.4
	Female	106	57.6	57.6	100.0
Age	16-18 years old	58	31.5	31.5	31.5
	19-25 years old	66	35.9	35.9	67.4
	26 years old and above	60	32.6	32.6	100.0
Whether They Are of Chinese Descent	Yes	85	46.2	46.2	46.2
	No	99	53.8	53.8	100.0
Student Category	Graduate student	46	25.0	25.0	25.0
	Undergraduate student	84	45.7	45.7	70.7
	Non-diploma short-term student	39	21.2	21.2	91.8
	Junior college student	15	8.2	8.2	100.0
Student Source Type	Self-funded student	82	44.6	44.6	44.6
	Student supported by scholarship	102	55.4	55.4	100.0
Time of Coming to China	Less than 3 months	41	22.3	22.3	22.3
	3-12 months	59	32.1	32.1	54.3
	1-2 years	43	23.4	23.4	77.7
	3 years and above	41	22.3	22.3	100.0

Seen from the results of the standardized coefficients, the standardized coefficient of teaching content significantly and positively predicting overall satisfaction is 0.176,  $p=0.015$ ; the standardized

coefficient of teaching process significantly and positively predicting overall satisfaction is 0.261,  $p < 0.001$ ; the standardized coefficient of teaching resources significantly and positively predicting overall satisfaction is 0.230,  $p = 0.002$ ; the standardized coefficient of teaching effect significantly and positively predicting the overall satisfaction is 0.217,  $p = 0.002$ .

**Table 5.2: Standardized Path Coefficients**

			Estimate	S. Estimate	S.E.	C.R.	P
Overall Satisfaction	<---	Teaching Content	0.234	0.176	0.096	2.431	0.015
Overall Satisfaction	<---	Teaching Process	0.293	0.261	0.079	3.724	***
Overall Satisfaction	<---	Teaching Resources	0.304	0.23	0.097	3.136	0.002
Overall Satisfaction	<---	Teaching Effect	0.234	0.217	0.077	3.029	0.002

## 6. Discussion

By performing survey and analysis, it was found that international students of Myanmar nationality in Yunnan were highly satisfied with their respective universities, and each university paid much attention to this international student group. This was not only supported by the relevant policies of Yunnan Province, but also by a more comprehensive system developed by each university for the study and life of these students. International students were highly satisfied with the teaching, not only in that it could improve their Chinese language skills, but also help them learn relevant professional knowledge with Yunnan characteristics. For example, they could learn pottery art in Honghe University, and jade carving appraisal and processing, jewelry design and craft, clothing and costume design in Baoshan university of Yunnan Province. In contrast to pure language learning, students preferred to programs with local characteristics. For example, graduates of the jade identification and processing program taught at the China Baoshan University Jewelry Talent Training Base of the Kachin State Jewelers Association in Myitkyina, Myanmar, during their graduation internship. This could relieve the pressure of Chinese teachers' poor language proficiency in minor languages, and favorably combine Chinese jade carving techniques with Myanmar jade resources effectively. Through this survey, shining points were found, and at the same time, the following problems existed.

## 7. Conclusion

### 7.1 Summary of Conclusions

By performing survey and analysis, it was found that international students of Myanmar nationality in Yunnan were highly satisfied with their respective universities, and each university paid

much attention to this international student group. This was not only supported by the relevant policies of Yunnan Province, but also by a more comprehensive system developed by each university for the study and life of these students. International students were highly satisfied with the teaching, not only in that it could improve their Chinese language skills, but also help them learn relevant professional knowledge with Yunnan characteristics. For example, they could learn pottery art in Honghe University, and jade carving appraisal and processing, jewelry design and craft, clothing and costume design in Baoshan university of Yunnan Province. In contrast to pure language learning, students preferred to programs with local characteristics. For example, graduates of the jade identification and processing program taught at the China Baoshan University Jewelry Talent Training Base of the Kachin State Jewelers Association in Myitkyina, Myanmar, during their graduation internship. This could relieve the pressure of Chinese teachers' poor language proficiency in minor languages, and favorably combine Chinese jade carving techniques with Myanmar jade resources effectively. Through this survey, shining points were found, and at the same time, the following problems existed.

#### 7.1.1 International students were largely subject to differential treatment.

By carrying out interviews and data analysis, and investigating the researcher's working place, it was found that some universities in Yunnan Province distinguished between international students of Myanmar nationality and Chinese nationality by setting up separate classes and dormitories for international students, which is not conducive to international students' language acquisition. However, there were also universities had international students in the same class with Chinese students, and the international students thus had stronger language ability and higher HSK pass rate.

#### 7.1.2 The teaching method was too monotonous

The survey revealed that as students' Chinese language level was generally poor, teachers applied traditional cramming method of teaching in class. As students had poor understanding of Chinese culture, less knowledge was acquired by them in class, and some of them felt bored or were even weary of studying, but such cases were rare.

#### 7.1.3 International students' needs were not met.

The questionnaire survey, data analysis and the situation in the researcher's working place showed that some students' needs were not met. For example, there were few Myanmar teaching materials in China, some of textbooks were difficult to understand and students lacked motivation in the learning process because of the difficulty in acquiring them.

Moreover, in addition to coming to China to learn Chinese, some international students also chose to study arts and crafts, clothing and costume design, gemstone and jade identification and processing technology, jewelry design and technology. Such students' textbooks are currently only available in Chinese versions, and most teachers for these programs are professional teachers with poor language skills. The knowledge they are lecturing is difficult to understand by international students,

resulting in a low level of professional competence and literacy.

## **7.2 Recommendation**

### **7.2.1 To strengthen the education management of international students**

In response to the problem of differential treatment of international students, the education management department of the university should give comprehensive consideration to it. They can pair Chinese students with international students of Myanmar nationality, especially students majoring in minor languages in the university, and make arrangements to make them live and eat together. This can not only help Chinese students learn Myanmar language and understand Myanmar culture, but also help students of Myanmar nationality learn Chinese, adapt to life in China and understand Chinese culture, and more effectively improve their ability and pass rate in HSK Test.

### **7.2.2 To enhance teachers' ability**

In response to students' feedback that teachers had a monotonous teaching style, each university should improve teachers' teaching ability and teachers should learn more about international teaching methods. Many international students, influenced by Western thought, hardly accept the traditional cramming method of teaching style in China. Teachers need to do more research on student-friendly teaching styles to increase student motivation.

In addition, for non-language majors, the university should, on the one hand, strengthen language learning for new students admitted to the university so that students can improve their language skills within a short period of time after enrolling. On the other hand, it should strengthen teachers' ability and quality to combine professional knowledge with foreign languages, and it can let professional language teachers from the foreign language school pair up with non-language teachers to jointly prepare lessons collectively to improve teaching efficiency.

**7.2.3 To strengthen the comprehensive management ability of the university, combine with local characteristics and develop advantageous disciplines**

Baoshan University, where the researcher works, is located in the southwest border area of Yunnan Province, and lives next to Myanmar. Both Baoshan and Myanmar are rich in jade resources. The Jewelry Academy of Baoshan University, centering on jade culture, has also had Industrial Arts and Clothing and Costume Design been its two principal programs, and integrates and makes adjustments to programs for the development needs of the jade resource industry. For Baoshan University, non-diploma international students is one of the fast promotion ways. In 2018, Baoshan University established a joint venture with Myanmar's Kachin State Jewelers Association in Myitkyina City at the headquarters of Kachin State Merchants Association in Myitkyina City to jointly establish "China Baoshan University Jewelry Talent Training Base of the Kachin State Jewelers Association", and trained a large number of jade carving professionals for the Association. Seen from this case,



universities in Yunnan Province should also seize the characteristics of non-diploma international students and shape their own characteristic teaching style as early as possible.

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**边疆高校教师参与社会服务认知现状的调查研究-以保山学院为例****INVESTIGATION AND STUDY ON THE STATUS QUO OF FRONTIER  
COLLEGE TEACHERS' PARTICIPATION IN SOCIAL SERVICE  
COGNITION-A CASE OF BAOSHAN COLLEGE**郑蓉<sup>1</sup>, 袁星丽<sup>2</sup>, 王彬<sup>3</sup>, 王玺冰<sup>4\*</sup>Rong Zhen<sup>1</sup>, Xingli Yuan<sup>2</sup>, Bin Wang<sup>3</sup>, XiBing Wang<sup>4\*</sup><sup>1,2</sup> 保山学院, <sup>3</sup> 云南文化艺术职业学院, <sup>4</sup> 云南商务信息工程学校<sup>1,2</sup> Baoshan University<sup>3</sup> Yunnan Vocational College of Culture & Art<sup>4</sup> Yunnan Business Information Engineering School

\*Corresponding author, E-mail: 66848874@qq.com

**摘要:** 本研究立足于社会快速发展的需求,以国内外对于高校的社会服务越来越重视为研究背景。研究目的是分析不同背景变项下,教师对于社会服务必要性认知的差异以及变量之间的相互关系,探讨如何构建教师社会服务的认知。研究方法采用文献分析法、问卷调查法、访谈法,分别对保山学院的295位教师进行问卷调查、15位教师进行访谈,对数据采用SPSS分析。研究结果发现,人口统计学变量对于教师社会服务必要性认知有显著影响;不同背景变项下,教师对于社会服务必要性认知、机制建立必要性认知、专业建设必要性认知都呈现显著差异,三个变量间还呈现两两相对的正相关关系。基于调查分析得出结论,边疆地区发展落后亟需高校社会服务促进发展,但是,边疆高校教师社会服务认知水平较低,如何提升教师社会服务认知,需要探索制约教师社会服务认知的原因,以此提出构建教师社会服务认知的建议。

**关键词:** 边疆高校, 社会服务, 教师认知。

**Abstract:** This research is based on the needs of the rapid development of society, with the increasing emphasis on social services of universities at home and abroad as the research background. The purpose of the research is to analyze the differences in teachers' cognition of social services and the relationship between variables in different contexts and explore how to construct teachers' awareness of social services. The research method adopts the literature analysis method, questionnaire survey method, and interview method. Two hundred ninety-five teachers of Baoshan College were surveyed by questionnaire, and 15 teachers were interviewed, SPSS analyzed the data. The results of the study

found that demographic variables have a significant impact on teachers' perceptions of the necessity of social services; under different background variables, teachers' cognition of the condition of social service, the understanding of the necessity of mechanism establishment, and the awareness of the necessity of professional construction all show significant differences. The three variables also show a positive correlation between the two. Based on the investigation and analysis, it is concluded that the backward development of the border areas urgently needs the social services of colleges and universities to promote growth, how to improve teachers' cognition of social services requires exploring the reasons that restrict teachers' understanding of social services, to put forward suggestions for constructing teachers' awareness of social services.

**Keywords:** Frontier University, Social Service, Teachers' Cognition.

## 引言

### 1. 研究背景

随着社会的快速发展，人民对于美好生活的需要变得更加迫切，国内外对于高校的社会服务越来越重视，立足高校的职能，高校承担着人才培养、科学研究、社会服务和文化传承这四大职能，高校和社会发展有着紧密相连的关系。教师作为学校教育工作的主要实施者，有着教书育人的重要任务，教育部课题组（2019）的《深入学习习近平关于教育的重要论述》中明确提出，一定要把教育坚持放在优先发展的战略地位，把教师队伍建设作为基础工作，办教育必须要扎根中国的大地，缔造一支素质优良甘于奉献的教师队伍。在这个大背景下，高校职能的充分履行显得更加重要，如何提高社会服务中教师的认知水平，使社会服务充分发挥作用也变得尤为重要。

### 2. 问题陈述

云南省位于中国西南边境，经济发展落后，教育水平相对较差，高校社会服务和地方社会发展的合作情况也不好。中国教育信息化网（2013）发布的《云南省中长期教育改革与发展规划纲要》规定：“努力提高高等教育质量、着力提升高校科研水平和社会服务能力、不断推进高校结合自身优势进行特色办学”。进一步阐述高校发展必须结合实际情况，强调边疆高校社会服务能力的提升。保山市是云南省下辖地级市，不仅是通往多国的必经之地，还同缅甸交界，是发展落后的边疆地区，值得关注和研究。然而，虽然社会服务职能的研究较多，但是立足边疆地区的很少，针对教师社会服务认知现状的研究更少。以保山市唯一的综合性本科

院校教师为对象，研究教师社会服务认知，对边疆地区教师服务社会认知的构建具有积极意义。

## 研究目的

1. 了解边疆高校教师参与社会服务必要性认知的现状。
2. 了解不同背景变项（性别、年龄、学历、职称、岗位、所在学科、工作年限、婚姻状况）的边疆高校教师对于社会服务必要性认知得分上的差异。
3. 了解边疆高校教师对于社会服务必要性认知、机制建立必要性认知与专业建设必要性认知之间的关系。
4. 了解人口统计学变量对于教师社会服务必要性认知存在的差异。

## 文献综述

### 1. 社会服务职能的相关研究

首先，社会服务职能的定义，社会服务是高校必须履行的职能之一，与人才培养、科学研究、文化传承共同构成高校的职能，是高校发展和生存的重要途径。其次，社会服务职能的发展演变，程肇基（2015）的研究表明，从历史角度看，国内高校社会服务经历了从无到有、从单一到多种的服务格局。John（1959）的研究表明，国外高校一开始的定位是传授知识的场所。王一迪（2018）的研究表明，赠地学院创办时代出现社会服务职能，社会服务的发源地是美国。然后，社会服务职能履行的意义，周永俊（2014）的研究表明，高校社会服务职能有助于当地政府充分利用资源支持高等教育的发展，提升高校为地方经济社会发展服务的动力和质量，使高校的社会服务和社会发展的需求紧密结合，提高高校的办学质量和社会服务质量。最后，高校实施社会服务的途径，卫迎迎（2019）的研究表明，形成区域经济特色需要高等教育的服务，具体途径是提供应用型人才、应用型科研、信息决策咨询、资源共享等方式。

### 2. 边疆高校社会服务的相关研究

制度保障层面，中华人民共和国教育部（2010）颁布的《国家中长期教育改革和发展规划纲要》，对高等教育服务地方提出明确规定，强调高校和社会的发展。实施路径方面，教育部课题组（2019）《深入学习习近平关于教育的重要论述》中明确提出教育在发展中的战略地位，强调教师队伍建设工作的重要性，表明兴办教育必须扎根大地，结合当地具体情况才是最合适的。结合当前日益增长的美好生活需求和不平衡发展的社会主要矛盾，突出边疆地区发展的重要性。胡颖（2015）的研究表明，主动服务地方发展，是边疆高校的责任和使命，更是

找准自身定位和发展方向、获得持续发展动力的根本路径。

### 3. 教师认知的相关研究

首先，教育部课题组（2019）的《深入学习习近平关于教育的重要论述》中明确提出要缔造一支甘于奉献的高素质教师团队，强调教师队伍的建设不仅包含专业能力，奉献精神也很重要。其次，结合计划行为理论，个人对于某项行为的态度和个人的行为意向呈现正相关的关系，个人对于事件的态度会直接影响他的行动，态度越正向越强烈，那么行动也会随之被增强。梁红梅和高梦解（2021）的研究表明，教师职业幸福感重要维度就是认知幸福感，认知幸福感的水平高低关系着教育发展的质量。吴碧莹（2019）的研究表明，引导教师加大对教学投入的方式是调整教师行为态度、利用激励机制改善压力、增强知觉行为控制学会自我调节。

综上所述，高校职能的研究来源已久，随着社会的发展，演变为人才培养、科学研究、社会服务、文化传承四个职能，职能的含义也不断完善。在社会快速发展的背景下，国家明确了教师队伍建设的重要性，出台相应政策为社会服务提供指导和保障，高校的社会服务职能越来越重要，教师身为职能履行者，社会服务的认知直接影响着服务质量。结合不平衡发展的主要矛盾，强调缩小贫富差距的重要性，边疆地区社会发展落后，高校通过社会服务促进地方发展显得更为重要。不过，虽然对于高校职能的研究很多，但是大部分都是对于人才培养和科学研究的探讨，针对社会服务职能的研究相对较少，立足边疆高校研究的很少，针对教师的认知来做研究更少。因此，立足当前时代的发展需求，抓住研究缺口，本研究针对性的对于边疆高校教师社会服务的认知现状进行研究有其必要性和价值。

### 研究方法

本研究为实证研究，根据研究目的，查阅相关文献资料，整理清楚边疆高校、社会服务职能、认知理论的内涵与结构，为研究奠定基础。结合卫迎迎（2019）和蒋玲玲（2019）的研究成果，采用李克特五级量表编制问卷，调查教师参与社会服务的现状和教师对于社会服务必要性、机制建立必要性、专业建设必要性的认知。通过可靠性分析来检验数据的信度，其中，本研究预测样本30份，社会服务认知、机制建立认知和专业建设认知的cronbach's值均大于0.8，可以正式施测；正式样本295份，社会服务认知、机制建立认知和专业建设认知的cronbach's值均大于0.8，由此可知，研究变量的测量指标具有较高的内在一致性信度。通过对调查问卷进行效度检验，预测样本30份，由效度分析可知KMO值为0.756，显著性为0.000小于0.01，达到显著水平，可以正式施测；正式样本295份，由效度分析可知KMO值为0.898大于0.8；显著性为0.000小于0.01，达到显著性水平，说明使用数据的效度较好，可以做因子分析。

本次正式发放问卷共计300份，回收297份问卷，问卷回收率99%，经筛选，获得有效问卷295份，问卷有效率99.3%。收集数据后，采用SPSS软件进行数据分析，再辅以访谈了解具体情况，最终形成研究结论。本研究以保山学院教师为研究对象，边疆地区经济发展落后，更加需要将高校职能优势转化为推动当地发展的资源，保山是中国西南边境云南省的下辖地级市，在边疆地区有着独特的区位优势，保山学院是当地唯一的综合性本科院校，以学校一线教师为研究对象，具有个案研究的代表性，符合研究要求。

## 研究结果

本研究的调查对象是边疆高校保山学院的教师，共有295份样本，调查只针对一线教师，不包含领导，样本的具体情况是：男性样本120人，女性样本175人，和男女教师实际占比相符；年龄区间主要集中在31-35岁和36-40岁两个区间，分别有103人和106人，与教师年龄结构情况相符；学历硕士有165人，本科及以下有102人，博士有28人，和教师学历结构基本相符；职称讲师有168人，助教有81人，副高及以上有46人，和学校职称结构相符；专任教师岗有192人，行政管理岗有103人，和学校教师所处岗位占比基本相符；学科分布自然科学有153人，人文社会科学有142人，与教师学科分布相符；已婚有193人，未婚有102人，和教师婚姻状况比例基本相符。

### 1. 边疆高校教师参与社会服务现状分析

本研究从参与社会服务频率、参与社会服务的意愿、参与社会服务影响程度、教师工作角色倾向、期望从社会服务活动中获得哪些、学校目前对教师参与社会服务有哪些激励、在社会服务时获得了哪些奖励这七个方面对教师参与社会服务现状进行分析。分析发现，单选题部分，参与社会服务1-2次的最多，占比36.6%，说明教师参与的频率较少；教师参与社会服务意愿，比较愿意和非常愿意两个选项合计只有20.4%，教师参与社会服务主动性较差；在参与社会服务的影响方面，24.4%的教师认为影响一般，14.6%的教师认为有影响，8.8%的教师认为非常有影响，说明参与社会服务和完成其它工作以及个人生活之间的矛盾依然存在；教师角色倾向中最高的是人才培养角色，最低的是社会服务角色。多选题部分，教师社会服务期望值占比最高的选项是对于自身发展有直接帮助的实质性事物，例如管理权力、学术荣誉、薪酬奖金；学校对教师参与社会服务现有激励的数据比较分散，最高的都不超过20%，这说明，学校在社会服务激励机制的制度建设方面可能有缺失，没有统一设置，或是不被大家熟知，教师只能根据自己已知情况选择，才会出现这样一组数据；在社会服务时已获得的激励，占比最高的是社会荣誉、工作量认定、聘书工作证明，和自身期待的激励有差距。

**表 1: 参与社会服务的现状分析**

题项	选项	频率	百分比
参与社会服务频率	1-2 次	108	36.6
	3-4 次	65	22.0
	5-6 次	64	21.7
	7 次及以上	58	19.7
参与社会服务的意愿	非常不愿意	86	29.2
	比较不愿意	83	28.1
	一般	66	22.4
	比较愿意	33	11.2
	非常愿意	27	9.2
参与社会服务的影响	非常没有影响	72	24.4
	没有影响	82	27.8
	一般	72	24.4
	有影响	43	14.6
	非常有影响	26	8.8
教师工作角色倾向	人才培养	83	28.1
	科学研究	81	27.5
	社会服务	60	20.3
	文化传承	71	24.1
期望从社会服务活动中获得哪些	薪酬奖金	194	15.50
	管理权力	242	19.30
	学术荣誉	247	19.70
	职称晋升	95	7.60
	工作量认定	107	8.60
	公开表彰	14	1.10
	社会荣誉	59	4.70
	个人成就感	145	11.60
	项目申报	133	10.60
其它	15	1.20	
学校目前对教师参与社会服务有哪些激励	薪酬奖金	227	15.50
	管理权力	98	6.70
	学术荣誉	140	9.60
	职称晋升	204	13.90
	工作量认定	92	6.30
	公开表彰	134	9.20
	社会荣誉	175	12.00
	个人成就感	106	7.20
	项目申报	160	10.90
其它	128	8.70	
在社会服务时获得了哪些奖励	薪酬奖金	117	8.40
	管理权力	96	6.90
	学术荣誉	144	10.40
	聘书工作证明	160	11.50
	工作量认定	162	11.70
	公开表彰	139	10.00
	社会荣誉	181	13.00
	学生培养	100	7.20
	项目申报	137	9.90
其它	151	10.90	

## 2. 边疆高校教师参与社会服务必要性认知分析

由教师参与社会服务必要性认知分析表可知，教师对于社会服务必要性认知均值为3.06，处于中等水平，说明教师对参与社会服务必要性认知不高，可能存在参与意愿不强、了解程度不够等原因；教师对于机制建立必要性认知均值为2.86，处于中等偏下的水平，说明教师对于社会服务中机制建立必要性认知较差，可能是对社会服务中机制建立内容不了解的原因。均值最小的是对专业建设必要性认知，均值为2.78，可能是教师受固有观念影响，认为专业建设只涉及人才培养职能，不清楚社会服务职能与专业建设之间的联系。综合以上分析得出，边疆高校教师对于社会服务必要性认知水平一般，为提高教师社会服务认知，需要调查分析问题原因，针对性的提高教师的社会服务认知。

**表 2：教师参与社会服务必要性认知分析表**

	N	极小值	极大值	均值	标准差
社会服务必要性认知	295	1.00	5.00	3.0644	1.13122
机制建立必要性认知	295	1.00	5.00	2.8617	1.02771
专业建设必要性认知	295	1.00	5.00	2.7776	.94641
有效的 N（列表状态）	295				

## 3. 研究变量的教师人口统计学差异分析

### 3.1 年龄、学历、职称、工作年限对影响因素的单因素方差分析

单因素方差分析用于研究不同年龄、学历、职称、工作年限的边疆高校教师，在社会服务必要性认知、机制建立必要性认知、专业建设必要性认知各维度是否有显著差异。研究发现，年龄在社会服务必要性认知、机制建立必要性认知和专业建设必要性认知的显著性P值达到显著性水平，有显著差异，由均值可知以40岁为分界点，年龄影响的均值呈现先增长再下降的趋势。学历在社会服务必要性认知上的显著性P值没有达到显著性水平无显著差异；学历在机制建立必要性认知和专业建设必要性认知上的显著性P值达到显著性水平，有显著差异，由均值可知学历越高，机制建立必要性认知和专业建设必要性认知越强。职称在社会服务必要性认知、机制建立必要性认知和专业建设必要性认知上的显著性P值达到显著性水平，有显著差异，由均值可知社会服务必要性认知中讲师的均值最高，在机制建立必要性认知和专业建设必要性认知中，职称越高均值越大。工作年限在社会服务必要性认知、机制建立必要性认知和专业建设必要性认知上的显著性P值达到显著性水平，有显著差异，由均值可知以17年为分界点，工作年限对于社会服务必要性认知、机制建立必要性认知和专业建设必要性认知的均值呈现先增长再下降的趋势。



表3：年龄、学历、职称、工作年限对影响因素的单因素方差分析

人口统计变量	选项	社会服务必要性认知				机制建立必要性认知				专业建设必要性认知						
		N	均值	标准差	F	P	N	均值	标准差	F	P	N	均值	标准差	F	P
年龄	<30岁	47	2.578	0.98285			47	2.5574	0.96001			47	2.417	0.83492		
	31-35岁	103	3.2104	1.17735			103	2.965	1.03334			103	2.8563	0.98276		
	36-40岁	106	3.4025	1.07296	13.362***	0.000	106	3.1019	1.06984	8.037***	0.000	106	3.0717	0.93246	11.864***	0.000
	>40岁	39	2.3462	0.79415			39	2.3026	0.6339			39	2.2051	0.57945		
	总数	295	3.0644	1.13122			295	2.8617	1.02771			295	2.7776	0.94641		
学历	本科及以下	102	2.9101	1.11635			102	2.6137	0.87756			102	2.5686	0.90005		
	硕士	165	3.1525	1.12263	1.474	0.231	165	2.9418	1.09523	6.142**	0.002	165	2.8642	0.99044	4.255*	0.015
	博士	28	3.1071	1.21565			28	3.2929	0.93251			28	3.0286	0.6986		
	总数	295	3.0644	1.13122			295	2.8617	1.02771			295	2.7776	0.94641		
职称	助教	81	2.7881	1.08366			81	2.5309	1.07804			81	2.521	0.87274		
	讲师	168	3.2391	1.14655	4.962**	0.008	168	2.925	0.93031	7.524**	0.001	168	2.831	0.9093	5.08**	0.007
	副高及以上	46	2.913	1.05803			46	3.213	1.13326			46	3.0348	1.1102		
	总数	295	3.0644	1.13122			295	2.8617	1.02771			295	2.7776	0.94641		
工作年限	<5年	65	2.8077	1.30012			65	2.6708	0.90307			65	2.5662	1.02991		
	6-10年	94	3.0904	1.01796			94	2.7383	0.98811			94	2.8574	0.93745		
	11-16年	110	3.3485	1.02232	6.713***	0.000	110	3.1436	1.11508	4.728**	0.003	110	3.0036	0.85283	9.043***	0.000
	>16年	26	2.4103	1.15588			26	2.5923	0.83806			26	2.0615	0.69229		
	总数	295	3.0644	1.13122			295	2.8617	1.02771			295	2.7776	0.94641		

### 3.2 性别、岗位、学科、婚姻状况对影响因素的独立样本T检验

独立样本T检验用于研究性别、岗位、学科、婚姻状况，在社会服务必要性认知、机制建立必要性认知、专业建设必要性认知各方面是否有显著差异。研究发现，性别在社会服务必要性认知上的显著性P值达到显著性水平，有显著差异，由均值可知男性社会服务必要性认知的均值明显高于女性；性别在机制建立必要性认知和专业建设必要性认知上的显著性P值没有达到显著性水平，无显著差异。岗位在社会服务现状、社会服务必要性认知、机制建立必要性

认知和专业建设必要性认知上的显著性P值达到显著性水平，有显著差异，由均值可知在社会服务必要性认知、机制建立必要性认知和专业建设必要性认知中，行政管理岗位比专任教师岗位的均值大。学科在社会服务必要性认知、机制建立必要性认知和专业建设必要性认知上的显著性P值达到显著性水平，有显著差异，由均值可知人文社会科学相较于自然科学的均值均较大。婚姻状况在社会服务必要性认知上的显著性P值达到显著性水平，有显著差异，由均值可知未婚在社会服务必要性认知上的均值明显高于已婚；婚姻状况在机制建立必要性认知和专业建设必要性认知上的显著性P值没有达到显著性水平，无显著差异。

表4：性别、岗位、学科、婚姻状况对影响因素的独立样本T检验

人口统计变量	选项	社会服务必要性认知					机制建立必要性认知					专业建设必要性认知				
		N	均值	标准差	t	P	N	均值	标准差	t	P	N	均值	标准差	t	P
性别	男	120	3.4125	1.04116	4.519	0.000	120	2.8833	1.0947	0.299	0.765	120	2.87	0.95183	1.39	0.165
	女	175	2.8257	1.13135	***		175	2.8469	0.98207			175	2.7143	0.94015		
岗位	专任教师	192	2.9358	1.09825	-	2.695	192	2.7229	1.01584	-	3.217	0.001	192	2.6542	0.89746	-
	行政管理	103	3.3042	1.15786	**		103	3.1204	1.00405	**			103	3.0078	0.99565	**
	管理岗位															
学科	自然科学	153	2.8965	1.17712	-	2.674	153	2.6706	1.03198	-	3.373	0.001	153	2.6065	1.00876	-
	人文社会科学	142	3.2453	1.05404	**		142	3.0676	0.98583	**			142	2.962	0.83943	**
婚姻状况	已婚	193	2.8325	1.01799	-	5.041	193	2.857	1.02787	-	0.108	0.914	193	2.7306	0.94381	-
	未婚	102	3.5033	1.20733	***		102	2.8706	1.0324				102	2.8667	0.94955	1.175

### 3.3 必要性认知的相关性分析

相关性分析用于研究教师对于社会服务必要性认知、机制建立必要性认知、专业建设必要性认知彼此之间的相关性。由表可知社会服务必要性认知和机制建立必要性认知、专业建设必要性认知的显著性小于0.05，且相关系数为正，说明社会服务必要性认知和机制建立必要性认知、专业建设必要性认知呈显著正相关。

**表 5：必要性认知的相关性分析**

		社会服务必要性认知	机制建立必要性认知	专业建设必要性认知
社会服务必要性认知	Pearson 相关性	1	.309**	.543**
	显著性（双侧）		.000	.000
	N	295	295	295
机制建立必要性认知	Pearson 相关性	.309**	1	.371**
	显著性（双侧）	.000		.000
	N	295	295	295
专业建设必要性认知	Pearson 相关性	.543**	.371**	1
	显著性（双侧）	.000	.000	
	N	295	295	295

### 3.4 社会服务必要性认知回归分析

以人口统计变量为自变量，教师对于社会服务必要性认知为因变量做回归分析，分析在不同背景变项下对于教师社会服务认知的影响。由下表可知性别的显著性P值小于0.05，达到显著性水平，回归系数为-0.277，说明性别对社会服务必要性认知有显著影响，男性的社会服务必要性认知相对女性更高；岗位的显著性P值小于0.05，达到显著性水平，回归系数为0.157，说明岗位对社会服务必要性认知有显著影响，行政管理岗位的社会服务必要性认知相对专任教师岗位更高；婚姻状况的显著性P值小于0.05，达到显著性水平，回归系数为0.228，说明婚姻状况对社会服务必要性认知有显著影响，未婚的社会服务必要性认知相对已婚更高。

**表 6：社会服务必要性认知的回归分析**

	非标准化系数	标准误差	标准系数	t	P
(常量)	1.584	.534		2.963	.003**
性别	-.522	.127	-.227	-4.126	.000***
年龄	.059	.070	.047	.837	.403
学历	.174	.102	.095	1.707	.089
职称	.129	.098	.074	1.320	.188
岗位	.372	.129	.157	2.884	.004**
学科	.211	.126	.093	1.679	.094
工作年限	.032	.067	.026	.480	.631
婚姻状况	.543	.132	.228	4.096	.000***
R <sup>2</sup>	0.176				
调整 R <sup>2</sup>	0.153				
F	7.641***				

## 总结

结合以上分析结果，对照研究目的进行总结。总体上，边疆高校教师目前对于社会服务的必要性认知处于一般水平。差异性分析的结果表明，不同背景变项的边疆高校教师在对于

社会服务必要性认知、机制建立的必要性认知、专业建设的必要性认知方面总体上均达到统计学上的显著差异，但学历背景变项对社会服务必要性认知未表现显著性差异，性别、婚姻状况两个背景变项在教师对于机制建立必要性认知、专业建设必要性认知方面也未表现显著性差异。教师对于社会服务必要性认知、机制建立必要性认知和专业建设必要性认知之间存在两两之间的正相关关系，人口统计学变量对教师社会服务必要性认知有显著影响。

## 讨论

根据调查分析的结果，辅以访谈作为补充，本研究针对边疆高校教师的社会服务认知存在不足的情况进行讨论并提出建议。

### 1. 完善制度保障，解决内部矛盾

攘外必先安内，完善日常管理机制，提供经费和制度保障；完善并落实社会服务激励机制，提高教师参与的积极性；完善社会服务审核制度，保障质量才能稳步发展；充分利用社会服务制度导向作用，将教师个人发展的目标和学校发展目标以及地方发展目标相结合，变成彼此进步的动力。

### 2. 转变思想观念，强化服务意识

调查发现，部分教师并未认识到高校和当地社会发展的正相关关系，意识的偏差在边疆高校中比较明显，可以通过开展宣传和组织实践活动，将社会服务深化在教学实践环节中，增强教师对社会服务必要性的认知。

### 3. 完善机制建立，改进社会服务

搭建决策咨询平台，为企业和政府部门的决策提供建议，为当地群众提供服务，还为学校增加话语权；本研究的案例学校，其它高校职能都有相应的部门，唯独社会服务职能没有，成立专门的部门，进行专业的管控与引导。

### 4. 结合边疆实际，实现特色服务

高校社会服务必须和边疆独特的区位优势相结合，在专业建设方面也要突出边疆特点，重视特色教师队伍的建设。

### 5. 加强互动，促进服务认知

社会服务是动态发展的，积极鼓励教师“走出去”交流学习，再把积累的经验“带回来”，制定适合自身发展的计划。高校与政府单位及企业的合作也要形成良性互动。

### 6. 职能互补，助力社会服务

周永俊（2014）的研究表明，有了人才培养职能和科学研究职能的支持，在此基础上延伸与丰富才衍生的社会服务的职能，社会服务的职能又积极地反作用于人才培养职能和科学

研究职能，将高校中人才培养职能和时代的需求相结合，将科学研究职能的社会实用性增强。立足高校职能，社会服务职能的发展是离不开人才培养、科学研究和文化遗产的，四个职能虽然是并列关系，但是，它们同时作用于高校的发展，共同发挥着促进作用。

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**任务驱动教学法对高中历史教学效果的影响研究****A STUDY ON THE INFLUENCE OF TASK-DRIVEN TEACHING METHOD  
ON THE EFFECT OF HIGH SCHOOL HISTORY TEACHING**李齐<sup>1\*</sup>, 霍永康<sup>2</sup>Qi Li<sup>1</sup>, Yongkang Huo<sup>2</sup><sup>1</sup>漯河市宇华实验学校, <sup>2</sup>山东艺术学院<sup>1</sup>LuoHe Yu Hua Experimental School<sup>2</sup>Shandong College of Art

\*Corresponding author: Qi Li, E-mail: 326512605@qq.com

**摘要:** 本研究旨在探讨任务驱动教学法对高中历史教学效果的影响。这是一项定量研究, 通过对河南省内6所高中600名学生和120名老师调查问卷收集数据, 采用描述性统计、Person相关分析、回归分析, 再运用SPSS23.0构建模型。

根据已有研究, 在以往开展高中历史教学时, 教师所采取的方法众多, 但其中任务驱动教学法无疑是应用范围最广的。它不仅能够充分激发学生的兴趣, 促进其自主性、积极性的双重提高, 同时还能在一定程度上帮助他们建立学习信心, 从而更加主动地参与学习, 实现全面发展。最后, 研究结果显示任务驱动法对高中历史教学效果产生正向影响。

**关键词:** 任务驱动, 高中历史, 教学效果。

**Abstract:** The purpose of this study is to explore the effect of task-driven teaching method on the teaching effect of history in senior high school. This is a quantitative study, which collects data through questionnaires on 600 students and 120 teachers from 6 high schools in Henan province, adopts descriptive statistics, Person correlation analysis, regression analysis, and uses SPSS23.0 to build a model.

The results showed that in the high school history classroom teaching activities, the task driven teaching method should be widely applied to it, thus, to stimulate students desire to study history, fully mobilize students' learning initiative, so that the students can actively participate in classroom teaching, strengthen their confidence of study, history promote students' comprehensive development and progress, intelligence and physique beauty. Finally, the results show that task-driven approach has a positive impact on the teaching effect of history in high school.

**Keywords:** Task Driven, High School History, The Teaching Effect.

## 引言

众所周知，被教师们所广泛认可的任务驱动教学法，其是将建构主义学习理论作为基石。该方法鼓励学生在完成相关探索任务时，要确保自身所处情境始终是真实的。在此基础上，将某些任务作为自己的驱动力，以便帮助任务更好地完成。除此之外，开展学习活动除了进行资助探索，也可以通过讨论等方式予以解决。与此同时，通过实际的学习过程，不仅能够增加学生的知识储备，同时还可以促进自身动手能力不断提高，从而有益于培养创新思想。当然，该教学方法之所以能够被广泛实施，与学生自身密切相关。通过这种方式，学生不仅仅能够改变自身对包括历史在内的各学科的认知，还可以使自身的知识面得到进一步扩展。我国对任务驱动教学模式的研究开始于20世纪90年代，研究的领域主要是外语和信息技术教学，在历史教学领域，应用这种教学方式进行历史教学和研究的学者还不多。一个民族的历史是该民族发展的灵魂所在，而对学生进行历史教学的过程中，要想真正地提升历史教学的效果，转变教学方式、实施有效的教学策略就显得尤为重要。

## 研究目的

本文对高中历史教学进行了分析，结合了高中阶段历史课程的实际要求以及任务驱动法的优点、特征等情况，针对教学中的相关理论，特别是认知主义、建构主义以及多元智能理论等，开展教学调研活动，对任务驱动法在高中历史课程中的应用情况、实际效果以及相应的保障措施等进行分析，对教学实践活动的结果进行分析、统计并汇总评价。在高中阶段使用任务驱动法，可以增强学生的学习体验，提高学生积极获取历史知识和解决实际问题的能力，它能激发学生的学习兴趣。学生能够在任务驱动教学中深入观察和思考与历史有关的各类社会课题，养成良好的思考习惯。结合上述分析可以看出，进行本研究的主要目的是分析高中历史教学现状，发现教学中的问题，探索符合历史课堂的教学模式和方案，通过将教学模式应用于高中历史的教学中，明确任务驱动法对于教学效果的实际作用，在教学实践活动中加深对教学内容的思考，为提升教学效率、建立高效课堂尽一些绵薄之力。

## 文献综述

### 1. 任务驱动教学法溯源

“任务驱动”教学法已有数十年的运用历史。这种起源于20世纪50年代，以“做中

学”为主要的教学方法，在 20 世纪 80 年代首次用于教学实践。在国外，Jane Willis 运用教学三阶段理论，运用于英语教学实践中，并取得了一定的成就。而在美国的高校中“任务驱动”教学法也得到了广泛的运用。例如在美国的橘郡社区大学园艺学院，这一课例被用于专科教育的花卉种植当中。吕梅，曹留金（2015）指出，该方法曾在美国大学的本科教育中予以实践。而这无疑也为中国未来的教育谋划提供了经验。在我国国内，鉴于该方法具有极强的可操作性，因而更多的是在以操作为主的领域中予以应用，譬如计算机领域。与此同时，王永军的《浅谈任务驱动教学法在会计电算化中的应用》即为典型案例。

## 2. 任务驱动教学法的价值

任务驱动教学法与以往教学模式不同，传统的教学模式中学生往往处于被动地位，而该方法更侧重于让学生自主参与到学习过程中去，自主探索，完成学习目标。袁晚女（2020）年在研究任务驱动法在英语学科课堂教学中的应用和实践中发现，任务驱动法有利于激发学生的英语学习动力，培养并提高学生的创新意识及综合能力，凸显学生主体，提高其交际能力。刘富金（2018）也证实了更多元化的驱动方式可以更好得提升教学效率和课堂效率。冯毅（2003）通过相应实践指出，该方法不仅仅能够提高学生的学习兴趣，同时还能促进学生在遇到问题时分析和解决思考能力的提高，在一定程度上还能使得与他人协作的能力提升。因此，那么就可以具有针对性的提出解决方案，使得该研究具有很强的现实意义。

## 3. 任务驱动教学法的理论依据

### 3.1 认知主义学习理论

该理论无疑为任务驱动法的形成提供了极强的理论基础。该理论与其他理论不同，更加凸显人自身的主体价值，对学生学习的主动性予以充分肯定，同时认为创造性及个人的独立思考是整个过程中极为重要的方面，学生往往都是通过自主探索与感悟，不断地发现世间万物发展的客观规律。其中以皮亚杰、布鲁纳等为主要代表人物。皮亚杰指出，通过学习过程，使得原本的旧材料能够不断的与新材料融合，逐渐形成一种认知结构；布鲁纳则以前者为基础，认为学生作为知识的探究者，其应当是积极主动探索的，并且学习过程实质上就是其不断形成自身认知结构的过程；奥苏伯尔则更加注重学习的意义所在，也就是说，要注意在获取的新知识与已有的旧知识之间充分建立联系，根据自身的认知结构，使得知识在学习过程中的过渡与衔接更为顺利，进而保证学习是有意义的。该理论对于充分激发学生学习的自主性与积极性，不断加强学生的认知具有十分重要的作用，也为后来任务驱动法的具体实施工作的开展打下基础。（谢婧 2006）



### 3.2 建构主义学习理论

事实上，建构主义学习理论是以皮亚杰的认知理论为自身基础的。该理论始终强调学生在学习中的重要性，通过其本身对所学知识的分析，使得对事物拥有更为深刻的理解，从而能够在一定程度上反映出学生的认知规律；而教师在其中发挥的作用更多的是侧重于引导方面，通常情况下是对各种要素加以利用，以便能够充分发挥主观能动性，从而促进知识体系的构建。这以皮亚杰、维果斯基等为主要代表人物。皮亚杰在认知发展方面做出了较大贡献，他指出学生往往是在与其自身所处环境的相互作用中不断完成相关知识的构建，从而带来认知结构的不断发展。但在维果斯基的观点当中，综观整个教学过程，要对于两种发展水平予以充分关注：一是意识目前儿童的发展水平高低；二是其未来可能达到的发展水平。在这两种水平之间的区域，通常情况下被称为“最近发展区”。并以此为基础，形成了一种支架式的教学方法，其主要作用在于促进学生对于知识掌握程度不断由低到高。高文，徐斌艳，吴刚（2008）指出，建构主义学习理论主要包括四种要素，即情景、协作、会话以及意义建构。首先，情景对于学生对其所学习的内容有良好认知具有积极作用，通过创设相匹配的情景，不仅能够使学生更好地理解所学知识的意义所在，同时还能充分激发其学习的自主性，主动参与到学习过程中，进而对知识的掌握程度更高。在这种情况下，创设一定的教学情境至关重要。而协作在此过程中的地位也不可忽视，其主要在以下几个方面予以体现：教师与学生或者是学生之间通过具体协作，不断完成对所需材料的搜集、论证以及对最后学习成果的评价等。冀彩云（2014）认为，纵观整个学习过程，会话也是其中一个重要环节。通过彼此之间交流，将会更有助于推动学生学习，从而实现知识共享；最后，鉴于教学过程的最终目标是意义构建，即在教师的帮助下，学生对于所学知识的性质及规律要有更加充分的理解。这无疑与任务驱动法的目的完全一致，因而为后续任务驱动法在具体实施应用方面有一定的借鉴意义。

### 3.3 多元智能理论

该理论以霍尔德·加德纳为主要代表人物，其指出，人的智能所包含的范畴众多，例如逻辑、运动、人际、自然探索等。因此在整个学习的过程当中，学生的具体行为就是不同智能组合的表现。在这种情况下，在具体的教学实施过程中，教师能够将不同学生的优势作为基础，对学生有更加充分的了解，同时具有针对性的选择教学内容，更好地实现因材施教。除此之外，在对学生进行评价时，要充分考虑到学生的多元化情况，从而根据情况的不同选择更加合适的方式，而该理论无疑为此提供强有力的支撑，更是为日后任务驱动法的具体实施提供重要依据。（霍力岩 2000）

## 研究方法

### 1. 文献研究法

本研究通过互联网及书籍查找相关文献，查阅与任务驱动教学法相关的文献资源，整理任务驱动在教学效果中应用的资料，分析任务驱动教学法融入历史学科的理论，确定了本文的研究思路和研究方法，为本研究提供理论支持。

### 2. 问卷研究法

调查问卷分为学生卷与教师卷，其中学生卷借鉴陆静平(2020)编制的《任务驱动法在高中美术“设计”模块教学中运用的实践研究》，主要用来调查学生角度对于任务驱动法的教学效果评价，探究任务驱动对教学效果的影响；教师卷采用自制的《教师任务驱动教学实施知行调查问卷》，探究影响任务驱动教学实施的关键因素。

## 研究结果

1. 任务驱动法是基于建构主义理论发展起来的,其核心教育理念是让学生积极地解决问题,并建构自己的知识框架。在实际教学过程中它对学生学习历史知识的能力是有影响的,在繁琐的学习科目中任务明确更能让学生得心应手。2. 如果能够确保任务驱动法能够被完整实施,那么无疑能够充分激发起学生的积极性,主动参与到学习当中去。同时,鉴于任务在最初一段时间内会给学生带来新奇的体验,因而能够保证他们在好奇心的驱使下积极完成任务,从而更有利于自身学习热情的唤醒,帮助他们克服在学习上的惰性。除此之外,经过同学之间、师生之间的交流,可能碰撞出思想的火花,促使他们能够更加全面地认识事物,进一步提高学习效果。

将知识、信念、性别、年龄、工作年限以及文化程度作为自变量,而将“行为”作为因变量进行逐步回归分析,经过模型自动识别,最终余下知识、信念一共2项在模型中,模型公式为:行为=1.203+0.368×知识+0.262×信念,且模型通过F检验( $F=24.900$ ,  $p=0.000<0.05$ ),说明模型有效。除此之外,由于该模型的VIF值均小于5,因而可以判断其不存在多重共线性;并且D-W值在数字2附近,因而说明模型不存在自相关性,样本数据之间并没有关联关系,模型较好。最终具体分析可知:

知识的回归系数值为0.368( $t=4.770$ ,  $p=0.000<0.01$ ),意味着知识会对行为产生显著的正向影响关系。信念的回归系数值为0.262( $t=3.167$ ,  $p=0.002<0.01$ ),意味着信念会对行为产生显著的正向影响关系。总结分析可知:知识,信念会对行为产生显著的正向影响关系。

表 1: 调查对象的基本情况

类别	项目	选项	频数	百分比(%)
学生	性别	男	345	57.50
		女	255	42.50
	年级	高一	236	39.33
		高二	252	42.00
		高三	112	18.67
	成绩排名	年级前 10%	143	23.83
		年级 10~30%	159	26.50
		年级 30~60%	204	34.00
年级 60%以后		94	15.67	
教师	性别	男	57	47.50
		女	63	52.50
	年龄	20~30 岁	43	35.83
		30~40 岁	42	35.00
		40~50 岁	30	25.00
		50 岁以上	5	4.17
	工作年限	0~5 年	26	21.67
		6~10 年	40	33.33
		10 年以上	54	45.00
		文化程度	大专	1
	本科	96	80.00	
	硕士及以上	23	19.17	

表 2: 不同性别学生任务驱动法教学效果评价对比

维度	男( <i>n</i> =345)	女( <i>n</i> =255)	<i>t</i>	<i>p</i>
评价与结果	3.70±0.96	3.72±0.77	-0.229	0.819
内容与方法	3.68±0.92	3.61±0.75	1.023	0.307
目的与态度	3.58±1.05	3.46±0.86	1.528	0.127

表 3: 不同年级学生任务驱动法教学效果评价对比

维度	高一 ( <i>n</i> =236)	高二 ( <i>n</i> =252)	高三 ( <i>n</i> =112)	<i>F</i>	<i>p</i>
评价与结果	3.73±0.99	3.87±0.73	3.31±0.84	16.640	0.000**
内容与方法	3.63±0.97	3.81±0.71	3.33±0.79	12.655	0.000**
目的与态度	3.58±1.04	3.67±0.87	3.13±0.97	12.939	0.000**

注: \*\*  $p < 0.01$

表 4：任务驱动法教学效果评价与学生成绩相关性分析

	统计类别	评价与结果	内容与方法	目的与态度	成绩排名
评价与结果	相关系数	1			
	<i>p</i> 值	—			
内容与方法	相关系数	0.789**	1		
	<i>p</i> 值	0.000	—		
目的与态度	相关系数	0.666**	0.677**	1	
	<i>p</i> 值	0.000	0.000	—	
成绩排名	相关系数	0.154**	0.114**	0.146**	1
	<i>p</i> 值	0.000	0.005	0.000	—

注：\*\*  $p < 0.01$

表 5：多元线性回归分析结果

变量	非标准化系数		标准化系数	<i>t</i>	<i>p</i>	VIF
	<i>B</i>	标准误	<i>Beta</i>			
常数	1.929	0.177	-	10.914	0.000**	-
评价与结果	0.177	0.046	0.154	3.815	0.000**	1.000

表 6：模型回归系数汇总

X	→ Y	非标准化 路径系数	SE	<i>z</i> 值	<i>p</i>	标准化 路径系数
评价与结果	→ 成绩排名	0.177	0.046	3.821	0.000	0.154
内容与方法	→ 目的与态度	0.813	0.033	24.407	0.000	0.706
目的与态度	→ 评价与结果	0.192	0.030	6.467	0.000	0.212
内容与方法	→ 评价与结果	0.687	0.034	20.088	0.000	0.659

表 7：不同性别教师任务驱动实施知信行得分比较

项目	男 ( <i>n</i> =57)	女 ( <i>n</i> =63)	<i>t</i>	<i>p</i>
知识	3.22±0.42	3.39±0.43	-2.135	0.035*
信念	2.91±0.46	3.04±0.33	-1.789	0.077
行为	3.14±0.41	3.25±0.39	-1.509	0.134

注：\*  $p < 0.05$

表 8：不同工作年限教师任务驱动实施知信行得分比较

项目	0~5 年 ( <i>n</i> =26)	6~10 年 ( <i>n</i> =40)	10 年以上 ( <i>n</i> =54)	<i>F</i>	<i>p</i>
知识	3.02±0.33	3.35±0.44	3.42±0.42	8.761	0.000**
信念	2.80±0.34	3.06±0.43	3.01±0.39	3.728	0.027*
行为	3.12±0.46	3.21±0.39	3.23±0.38	0.672	0.513

注：\*  $p < 0.05$  \*\*  $p < 0.01$

表 9：多元线性回归分析结果

	非标准化系数		标准化系数	<i>t</i>	<i>p</i>	VIF
	<i>B</i>	标准误	<i>Beta</i>			
常数	1.203	0.287	-	4.197	0.000**	-
知识	0.368	0.077	0.395	4.770	0.000**	1.144
信念	0.262	0.083	0.262	3.167	0.002**	1.144

注：\*\*  $p < 0.01$

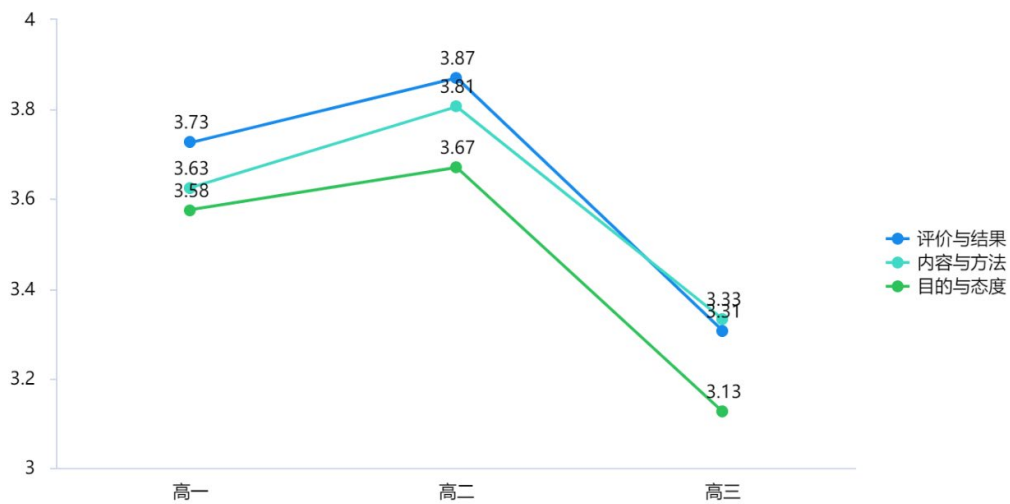


图 1：不同年级学生学生任务驱动法教学效果评价情况

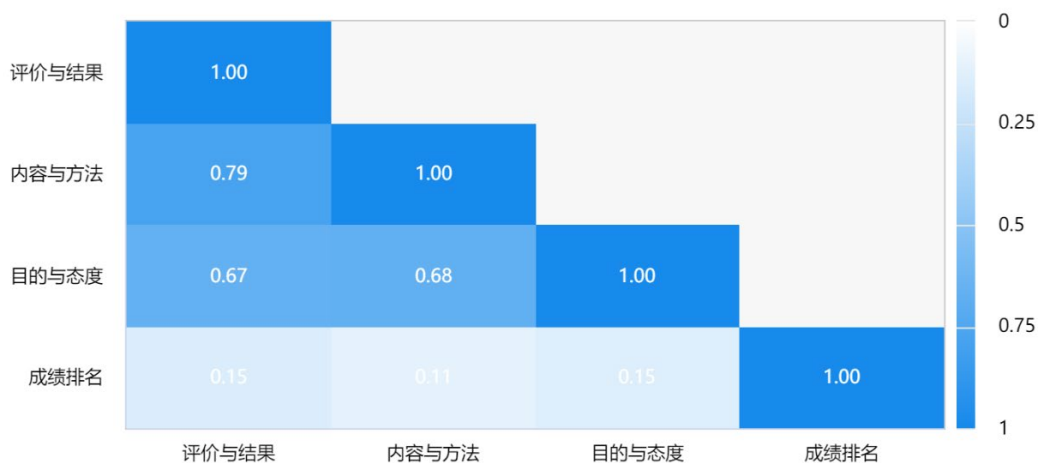


图 2：任务驱动法教学效果评价与学生成绩相关性分析图

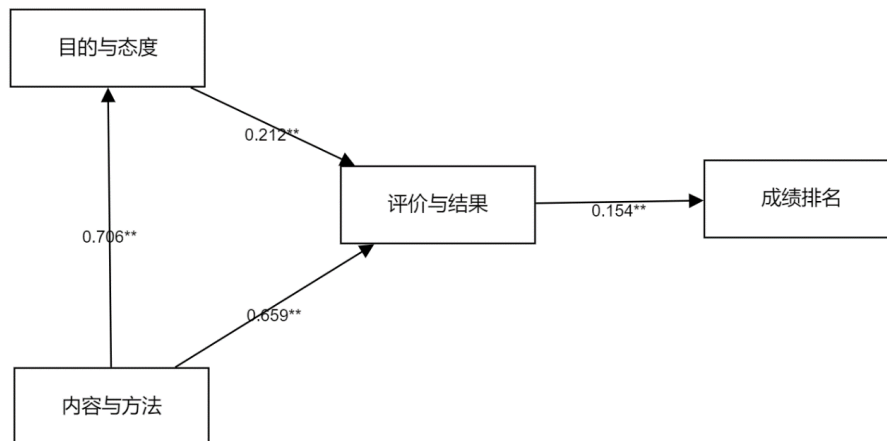


图 3：路径分析模型图

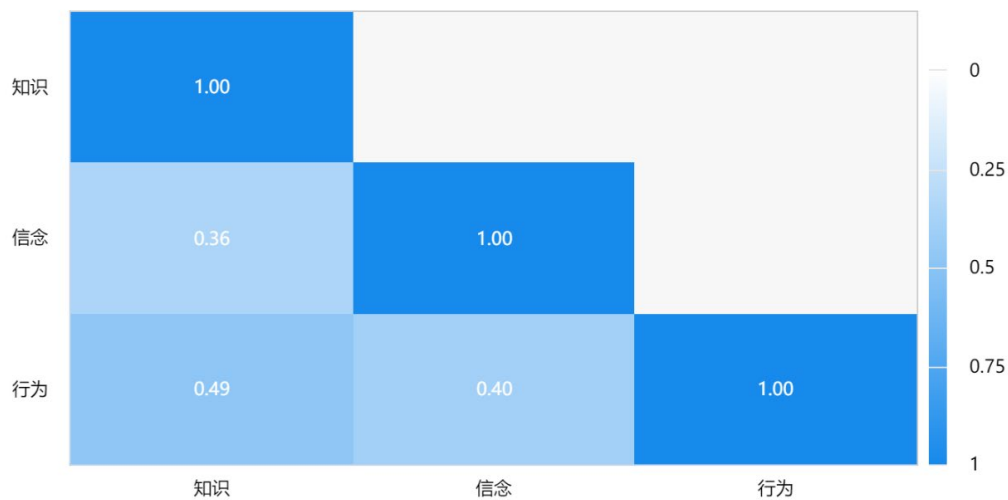


图4：教师任务驱动教学实施的知信行相关性分析

### 总结

通过对任务驱动的研究，使我们自身对其有了更清晰的认知与理解，相关知识也更加完备。综上所述，可以得到的结论如下：

任务驱动法如果能够被合理地利用，那么对于培养学生对历史的敬畏感有积极作用。原因在于，在完成任务时，往往会需要一个与实际更为贴合的情景，因而学生更有可能站在历史的角度思考问题，从而对历史有更加清晰的认知。因此，在他们进行大量资料收集工作的过程中，能够促使他们更精准的把握历史。并且，当他们完成任务了，从既定的情境中跳脱出来之后，通常情况下可以用发展的眼光看待事物，身体力行“以史为鉴”。

任务驱动法对于帮助学生逐渐养成协作意识大有裨益。纵观整个学习过程，如果学生仅仅停留在书本层面，很难真正理解所学习的内容。除此之外，鉴于一个人的精力有限，因而

与他们的交流无疑会减少自身工作量，并且带来知识储备的增量，更加的“事半功倍”。

任务驱动法在高中阶段历史课堂中的应用仍然较少，尽管由于课堂的需要，使得该方法被普遍应用，但其实在运用时仍相对死板，不会变通。同时，鉴于历史学科有着自己本身的特殊性，使得某些问题难以实现创新，因而应用的范围及其首先。但是，如果仅仅追求创新而忽略了历史学科本身，将会对其教学产生不利影响。

总而言之，任务驱动法之所以会被用于高中的历史课课堂，主要原因在于其能够充分激发其学生的积极性，使其学习兴趣高涨，因而会更加自主地参与到教学中去，促进自身的全面发展，提高对历史学科的认知水平，在增强信心的同时促进实现课堂教学目标。

## 讨论

在学生中，不同性别的学生在任务驱动法教学下对教学效果评价并无较大差异，但对于不同年级的学生来说，可以明确高二学生在任务驱动法教学下学习效果最好，另外，在任务驱动教学法下无论是内容与方法的改善还是评价与结果的改善，均对学生的成绩排名具有重要促进作用。

在教师中，不同性别的教师在知识方面，往往是女性教师优于男性教师，但在信念和行为方面，男教师和女教师并无较大差别。而不同年纪的老师往往在知识、信念和行为三个维度上均有较大差异，年纪越大，其在这三个维度上的表现越好。不同工作年限的教师往往在知信行三个维度上表现的差异明显，工作年限越长，其在三个维度的表现越好。同时了解到，文化程度并不作为三个维度间存在差异的依据。

教师的教学方法是多种多样的，但每种方法均有其自身的优劣势，而学生在整个教学过程当中的参与度也并不能完全反映出教学方法的好坏。究其原因，主要是因为所选取的教学方法，不仅会影响教师制定计划，同时也会对学生在学习策略的选择方面产生影响。事实表明任务驱动法在对高中历史的教学有着明显的影响，教师的知识，信念会对行为产生显著的正向影响关系。针对目前，与传统高中阶段“填鸭式学习”不同，该方法应用于高中课堂中会使得学生在具体且典型的任务中获得动力，进而开展学习活动。而对于整个任务的完成过来说，不仅仅能够促进学生在面对问题时分析和解决问题的能力，还能够充分调动学生的积极性，使其主动参与到学习当中。在历史教学中，教学方式的不同，学生的学习效果也存在一定的差异。

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**河南省高中生家庭教养方式与其学业发展的现状以及相关性研究****MASTER OF EDUCATIONAL ADMINISTRATION FACULTY OF PUBLIC  
ADMINISTRATION AND SOCIAL STUDIES STAMFORD  
INTERNATIONAL UNIVERSITY**王兵<sup>1\*</sup>, 张美丽<sup>2</sup>**Bing Wang<sup>1</sup>, Meili Zhang<sup>2</sup>**<sup>1</sup>宇华实验学校, <sup>2</sup>山东英才学院<sup>1</sup>Yuhua Elite School, <sup>2</sup>Shandong Yingcai University

\*Corresponding author, E-mail: 154458040@qq.com

**摘要:** 本课题研究旨在了解河南省高中生父母亲家庭教养方式与学生学业发展的现状与相关性, 主要是采用文献分析法和问卷调查法, 采用家长和孩子养育的方式评估量表、学业成长发展水平量表作为测评工具, 探讨了中学生家长培养方式和子女学业发展之间的密切相关性。希望通过本研究使广大家长认识到父母教养方式对中学生成长的重要性, 并为提高家庭教养水平和中学生水平提供一定的理论支持与教育指导。

**关键词:** 家庭教养方式, 学业发展, 河南高中生。

**Abstract:** The study aimed to investigate the current situation and relevance of the parental family education of senior high school students in Henan Province and the student's academic development. A quantitative survey was used to explore the close correlation between the parents of middle school students cultivate methods and their children's academic development. It was hoped that through this research, parents would realize the importance of parental rearing methods to the growth of middle school students, and provided certainly theoretical support and educational guidance for improving the level of family rearing and middle school students.

**Keywords:** Family Parenting Style, Academic Development, Henan High School Students.

## 引言

### 1.1 研究背景

美国社会学家拉鲁，在其著作《不平等的童年》中提出，所谓家庭教养指的是，在孩子成长的过程中，家长为了帮助孩子更容易与他人沟通交流，能够适应社会环境，向孩子传递一系列相关的知识、行为习惯和方式风格等，是文化资本身体化的一种途径。国内经济体制改革和深化开放以来，随着我国市场经济的进步，出现越来越多的不完整家庭，父亲或母亲一方长期缺位，导致孩子在成长的过程中，长期得不到完整的家庭教育，孩子的心理和认知就会受到影响。中学阶段是孩子人生观价值观形成的关键阶段，在此阶段，家庭教育对孩子心理的影响甚至远大于学校教育，而许多家庭往往把教育孩子完全推给了学校，才导致了孩子心理扭曲或是心理不健康，产生严重叛逆行为，进而影响学业发展。

### 1.2 问题陈述

众所周知，家庭教养方式对子女人格的形成与发展具有重要作用，孩子的很多行为表现都能从其生长的家庭环境和家庭教育中找到根源。因此，科学而合理的家庭教育对于孩子的成长至关重要。中学时期是青少年独立人格形成的重要阶段，是其人生观、价值观、世界观成型的关键时期，也是面临学业发展的重要时期。基于家庭教育方式会对孩子产生的重要影响，家庭教育对中学生学业发展的影响值得我们探讨和研究。

家庭因素中对中学生的学业和成长有重要影响的因素有很多，比如如家庭的社会经济地位、文化氛围、以及家庭的社会资源等，包括我们家庭的结构、家庭环境、父母接受教养的方式、家庭文化和经济水平、家庭的社会和经济地位等。其中家庭的文化和氛围都起到了重要的促进作用。对于一般的家庭来说，教养孩子的方式是一个非常具有决定性和可塑力的因素，分析一个家庭的孩子教养方式，找出自己的孩子学业发展水平偏低的根源，给予孩子正确教养方式的引导，对于孩子们的学业水平发展将具有积极的作用。

### 1.3 研究问题

本文为考察河南高中生家庭教养方式中学生学业发展现状和相关性为主要目的，主要关注以下三个研究问题：

1. 河南省高中生父母亲家庭教养的现状如何？
2. 河南省高中生学业发展的现状如何？
3. 河南省高中生性别，年级不同，他们的学业发展是否有显著差异性？

#### 4. 河南省高中生家庭教养方式与学生学业发展之间的关系如何？

### 1.4 研究范围

本课题研究是针对不同的家庭环境，对河南省高中学生的父母亲教养方式和学业发展进行的现状和相关性研究。

在研究问卷中,采用一定的背景变量,包括性别,年级等。

在抽样问卷分析方面,问卷第一部分采用了父母教养方式的变量表,其维度包括了:情感温暖和与理解、拒绝与否认、偏爱被试、过分保护和过度干涉。研究问卷的第二部分量表选取学业发展研究的量表,包括“学业主观发展”和“学业客观发展”两个主要维度。

### 研究目的

本文为考察河南高中生家庭教养方式中学生学业发展现状和相关性为主要目的,根据以上研究问题,本文会有以下的几个研究目标:

- 2.1 研究分析河南省高中生父母亲家庭教养的现状。
- 2.2 研究确定河南省高中生学业发展的现状。
- 2.3 确定性别,年级不同高中生,他们的学业发展是否有显著差异性。
- 2.4 确定河南省高中生家庭教养方式与学生学业发展之间的关系。

### 文献综述

#### 3.1 家庭教养方式

家庭是每个孩子出生后的第一个落脚点,是每个孩子步入人生旅途的首发站。家庭教养不仅要“养”更要“教”,而家庭教养方式的实施者正是父母。父母作为家庭的主要成员,不仅仅是孩子健康和安全的守护者,更是孩子成长和发展的引路人。Baumrind(1966)对父母和孩子进行了一系列访谈,探讨了基于不同要求和反馈水平的家庭教养方式(1966, 1971, 1978),一方面父母要通过监管、纪律、惩罚等要求让孩子融入整个家庭,另一方面,父母还要针对孩子的特殊需求及时进行协调和支持,培养孩子的个性以及独立自主的能力。而后Darling和Steinberg(1993)、Lovejoy、Verda等人(1997)将教养方式与养育实践区分开来,认为家庭教养方式是指孩子所感知到的父母对待自己的情感、态度与行为倾向,强调父母与孩子之间的情感联系,指出教养方式应该在影响不同父母教养方式意义的具体情境中进行判断。

国内众多学者沿用 Steinberg 对教养方式的定义，如林磊（1995）提出家庭教养方式是指父母在教养、抚育子女的日常活动中，表现出的一种较为稳定的行为风格和行为习惯；李彦章、许东民（2001）认为家庭教养方式指的是家长基于一定的教育目的，在某种特定的家庭教养氛围下，表现出来的养育子女的行为倾向；左占伟（2003）指出家庭教养方式是父母的教养观念、对孩子的情感表现及其日常教养行为的一种组合方式；龚艺华（2005）指出家庭教养方式是指在以亲子关系为核心的家庭生活中，父母在抚育孩子的过程中所显现出来的一种特定的行为模式与习惯。基于此，本研究认为家庭教养方式就是指父母在与孩子交往互动过程中所表现出的教养观念、情感态度、行为倾向与行为风格的综合体。

20 世纪 70 年代，在深入广泛地研究中国亲子关系互动观的基础同时，也开始涌现了一些关于家庭生态化、家园管理体制等的创新理论，其中，美国家庭心理学家布朗芬·布伦纳 (Bronfenbrenner) 首先提出，关于促进人类家庭社会关系发展的亲子生态学理论模型，具有很大的影响力。这使得家庭教养研究领域出现了双向互动观，他们开始重视对儿童性格特点和受到父母的影响进行双向探讨。这些理论推动着家庭教育和学习方式的科学研究人员，跳出了原有的一种微观性研究体系，将对儿童的教育和学习方式进行研究放在了一个更广泛、宏观的背景中，不但需要充分地关注儿童本身的生活特点，更需要充分地关注其家庭的背景乃至是社会条件和环境。

在进行了类型化的研究之后，对于现代家庭教育与生活方式的研究并不仅仅停留在一个固有或者简单的概括，而是把它们放入更宽泛的背景下去进行研究，扩大了对家庭教育与生活方式的研究领域，全面以家庭教育与生活方式的关联性、双向交流、生态化理论、家庭体制与系统理论，以及现代人类社会发展与生活方式理论等作为研究的依据。

经过数据库检索分析发现，近三年来，我国研究人员应用最多的父母教养方式问卷为岳冬梅等人修订的 EMBU 中文版，以及蒋奖等人修订的父母教养方式问卷 S-EMBU-C，因此本研究在岳冬梅修改的 EMBU 的基础上，融入学生的个人情况和学业发展情况，教育方式包含有关父母的 4 个因子，情感温暖、理解, 过分干涉和过度保护，拒绝、否认，偏爱被试，共 24 个条目。

### 3.2 学业发展

我国研究者目前对于学业发展的定义不尽相同，众多研究者将学业发展等同于学业成绩，如王文和盖笑松（2018）等人；也有将学业发展分维度检测与论述的，如陈坤华、谭千保（2009）等人。在对大学生学业发展及其影响因素的实证研究中，从学习积极性、学业成绩满意度和自学能力三个方面对大学生学业发展进行研究：1. 王达品（2014）在对大学生学业发展

状况进行调查与分析的研究中，将大学生学业发展分为学习积极性与课业成绩。2. 杨钊（2009）在其研究中从学业成绩、课外学习时间、学校满意度三个方面来考察贫困资助对大学生学业发展的影响。3. 黄樊（2013）的研究中从学习成绩满意度、学习态度、学习能力三个方面考察中学生学业发展情况。4. 沈卓卿（2014）在讨论社会经济地位与儿童学业发展的关系研究中，将儿童学业发展分为语言发展、阅读能力、学业行为、学习困难、学业成就几个维度。

本研究在对中学生实际学习生态初步调研的基础上，采用：1. 你喜欢学习吗？2. 你学习努力吗？3. 你目前的考试分数大致范围（满分按 750 分）？同时将学生在项目“喜欢学习态度”及“学习努力程度”作为因子 1，命名为“学业主观发展”；将“考试成绩”作为为因子 2，命名为“学业客观发展”，进一步探索父母教养方式与中学生学业发展之间的深层关系。

### 3.3 家庭教养方式与学业发展相关研究

国内的学者们在国外专家学者探讨研究的基础上，结合当时我国的国情，更多地把传统的家庭抚育方式置于中国当代现实社会框架中去进行研究。虽然目前我国对于这些技术方面的研究远远迟于国外，但是随着国际之间交流的进一步加深，我国的科学家在充分汲取国外科研成果的基础和前提下，也呈现了其本土化。就比如曾经有一位学者对于城乡之间的两种文化背景下孩子对于父母的教养模式产生了影响。学者骆风(2020)通过对沿海、东部开放地区的中学生品德与性别之间存在差异进行的调查分析研究，得出了不同年龄段的中学生由于受到其父母不同的教养模式影响，从而形成不同的品德和行为，进而影响到学业成绩。另外，随着其研究的进一步深入以及其研究范围的拓宽，学者们更加关心和注重对特殊人物群体的研究，这一主要研究的取向是在其研究个人共性的基础上寻找出其个性，有利于发现和解决特殊人物群体存在的问题，更加具有其实际效应。

## 研究方法

### 4.1 研究设计

本文主要致力于研究河南高中生父母家庭教养方式的与学业发展的现状，分析了家庭方式中父母亲教养方式的各维度与其子女学业发展的相关性。

研究以定量分析为主要手段，通过问卷调查，归纳当前部分中学生家庭教养方式及学业发展的现状；了解河南高中家庭教养方式对学生学业发展的相关性，探讨如何帮助家长建立更好的家庭教养方式，帮助孩子在学业上更好的成长。

## 4.2 研究对象总体与样本

本研究的主要对象是河南省的高中生。以漯河市与平顶山市两个城市的 4 所学校为样本学校，研究主要包括 2 所民办和 2 所公办学校，由于着几所高中，无论在建校时间和规模上都非常接近，使用便于取样的原则，每所学校随机抽取 120 名学生，一共抽取了 480 名学生进行问卷调查。

## 4.3 问卷设计

本文的研究问卷的第一部分选取岳冬梅(2013)《关于父母教养模式评估的影响因素》的量表进行问卷调查的。父母如何对待和接受养育教养孩子生活方式的一种评估体系量度列表(岳冬梅简体中文重新修订版)，该书的评估制度量表最早出版是 1980 年，由来自瑞典的 Eumea(于默奥)国立大学医院精神心理医科医学专业心理系学生 Cperris 等十余人，共同参与撰写并自主编制的一份专门用以研究衡量父母如何对待和接受养育教养孩子生活的一种态度与心理行为的问卷调查专题问卷。由当时我国著名心理学者岳冬梅等在 80 年代末率先全国引进并重新进行修订。该量表其中包含 4 个主要因子依次为：1. 情感温暖和理解，2. 过度保护和过分干涉，3. 拒绝与认，4. 偏爱被试。研究问卷的第二部分量表选取了刘汇泽(2011)中学生学业发展中家庭影响因素的研究的量表，包括“学业主观发展”和“学业客观发展”两个主要因子。其中，“学业主观发展”主要有学生喜欢学习态度、学习努力程度来衡量；而“学业客观发展”主要衡量的是学生的考试成绩。

## 4.4 数据收集方法

本文的调查直接使用纸质版的问卷，在得到相关学校的准许之后，采取到学校进班现场发放填写，现场收取的方式，由研究者收取之后汇总，再对数据进行录入和整理。首先对漯河市宇华实验学校高中部学生进行调研，发放问卷 120 份。由于工作关系，调查时由本人直接将问卷发放各年级，每年级 40 份，男女填写比例 1:1，填写完毕后以年级为单位收回，最后由本人统一汇总整理。第二步，漯河市第五高级中学进行调研，将 120 份问卷发放各年级，每年级 40 份男女比例 1:1，填写完毕后由老师以年级为单位组织收回，最后由本人统一汇总整理带回。第三步。对平顶山市宝丰县第一高级中学进行调研，由于本人有在该校工作经历，师生环境比较熟悉，将 120 份问卷发放各年级，每年级 40 份男女比例 1:1，填写完毕后以年级为单位组织收回，最后由本人统一汇总整理。第四步，平顶山市一中展开问卷调查，将 120 份问卷发放各年级，每年级 40 份男女比例 1:1，学生填写完毕后，老师直接收回，最后由本人统一汇总整理。



#### 4.5 信效度检验

本文研究工具选取岳冬梅(2013)《关于父母教养模式评估的影响因素》的表进行问卷调查的。由于该量表已经证明其IOC的值为0.77,而Cronbach  $\alpha$  值介于0.7~0.8之间,由此可见,该量表具有良好的信效度;因此本文直接采用了该量表进行了问卷发放。本文回收了有效样本400,对比岳冬梅(2013)的研究,本文也进行了效度值的测试。父母亲测试量表分析结果显示:各个主要因子的Cronbach  $\alpha$  值系数皆超过或大于0.7,由此可见,本研究所有研究数据都是完全可以被接受。

研究问卷的第二部分量表选取了刘汇泽(2011)中学生学业发展中家庭影响因素的研究的量表,包括“学业主观发展”和“学业客观发展”两个主要因子。其中“学业主观发展”主要有学生喜欢学习态度、学习努力程度来衡量;而“学业客观发展”主要衡量的是学生的考试成绩。由于该量表已经证明其IOC的值为0.71,而Cronbach  $\alpha$  值介于0.73以上,因此该量表也被证实了具有良好的信效度;因此本文直接采用了该量表进行了问卷发放。本文基于回收的有效样本,对比liu(2011)的研究,本文也进行了效度值的测试。

#### 4.6 数据分析方法

数据收集首先采用Excel对问卷统计结果数据进行录入和整理,运用SPSS20.0软件,根据研究目的,对数据进行描述性统计,t-test,Person相关分析等进行。

### 研究结果

#### 5.1 父母教养方式现状调查

对比了父母对待孩子教养模式的各个维度得分,具体的研究结果如以下二表显示。结果表明,父亲的教养方式分析中,“情感温暖及理解”这一维度的得分最低,证明河南省高中家庭中父亲对孩子的情感温暖及理解相对做的最为不够,有待提高。同时也表明在家庭教养中,母亲对孩子的情感温暖及理解是比较多的。

表 1: 父亲教养方式差异比较 (n=400)

维度	mean	SD	分析
情感温暖及理解	2.93	0.61	低
过分干涉及过度保护	2.04	0.67	低
拒绝及否认	2.07	0.83	低
偏爱被试	3.42	0.56	比较高

表 2：母亲教养方式差异比较（n=400）

维度	mean	SD	分析
情感温暖及理解	3.02	0.60	比较高
过分干涉及过度保护	2.14	0.60	低
拒绝及否认	2.10	0.82	低
偏爱被试	3.41	0.53	比较高

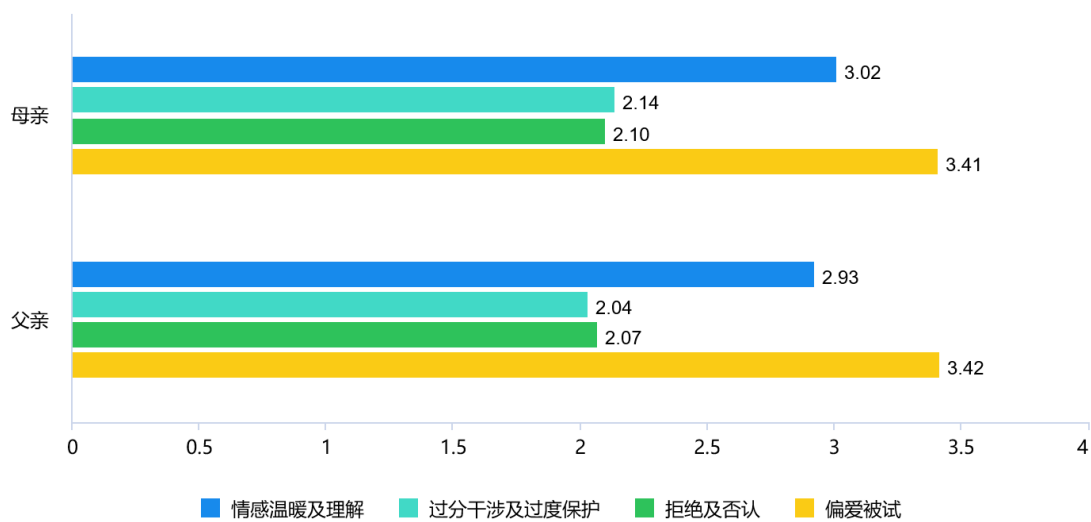


图 1：父母教养方式的现状分析

## 5.2 父母教养方式差异比较

对比父母教养方式的几个维度，本文发现父母教养方式在第一和第二个维度上是存在显著差异的；主要体现在父亲对孩子的情感温暖及理解要低于母亲，而母亲在过分干涉和过度保护上要高于父亲，这个也可能是中国很多家庭的现状之一。下表主要反映了以上的差异性。

表 3：父母教养方式差异比较（n=400）

维度	父亲 mean	母亲 mean	t	p
情感温暖及理解	2.93	3.02	2.121	0.034*
过分干涉及过度保护	2.04	2.14	2.388	0.017*
拒绝及否认	2.07	2.10	0.486	0.627
偏爱被试	3.42	3.41	-0.155	0.877

注：\*  $p < 0.05$

### 5.3 学生学业发展现状调查

通过对河南高中生学生学业发展现状的平均值的分析，1-4 分为分数间区，平均值显示高中生的学业客观发展分数比主观发展高，学生的整体的实际学习分数还是比较好的。

表 4：河南高中生学生学业发展现状分析 (n=400)

维度	Mean	SD
学业主观发展	1.56	0.55
学业客观发展	2.57	0.54

### 5.4 不同年级中学生学业发展分析

对比不同性别和年级的中学生学业发展的差异，共 462 名学生完成了量表，差异比较结果表明各个维度的得分在学生各年级的分布上差异不显著 ( $p > 0.05$ )。

表 5：不同性别中学生学业发展差异 (n=400)

维度	男 mean	女 mean	<i>t</i>	<i>p</i>
学业主观发展	1.54	1.58	-0.367	0.381
学业客观发展	2.52	2.62	-3.915	0.342

表 6：不同年级中学生学业发展差异 (n=400)

维度	高一 (n=174) mean	高二 (n=135) mean	高三 (n=153) mean	<i>F</i>	<i>p</i>
学业主观发展	2.57	2.59	3.12	3.557	0.182
学业客观发展	3.49	3.45	3.43	3.354	0.103

### 5.5 父母教养方式与学生学业发展相关性分析

利用 Pearson 相关性数据分析方法，本文探究了父母教养模式与学业发展之间的一种相关性，总的来说，其结果如表 4-7 所示：“学业主观发展”与其父母“情感温暖及理解”皆呈现显著的正相关。

表 7：父母教养方式与学业发展相关性分析

变量	父母教养方式	分析
学业发展	Sig.	.011*
	Pearson R	.432

\*  $p < 0.05$

此外，本文研究各个维度之间的相关性再次发现，而“学业客观发展”仅与其母亲“情感温暖及理解”之间呈现出正向关，与父亲的“偏爱被试”呈负相关。

表 8：父母教养方式与学业发展各维度之间的相关性分析

	母亲				父亲			
	情感温暖及理解	过分干涉及过度保护	拒绝及否认	偏爱被试	情感温暖及理解	过分干涉及过度保护	拒绝及否认	偏爱被试
学业主观发展	0.193*	-0.053	0.084	0.031	0.193	-0.022	0.053	0.084
学业客观发展	0.003	-0.038	-0.030	0.146	0.006	0.036	-0.066	-0.033*

注：\*  $p < 0.05$

## 总结

### 6.1 父母教养方式现状调查

对比了父母对待孩子教养模式的各个维度得分,结果表明，父亲的教养方式分析中，“情感温暖及理解”这一维度的得分最低，证明河南省高中家庭中父亲对孩子的情感温暖及理解相对做的最为不够，有待提高。同时也表明在家庭教养中，母亲对孩子的情感温暖及理解是比较多的。

### 6.2 父母教养方式差异比较

对比父母教养方式的几个维度，本文发现父母教养方式在第一和第二个维度上是存在显著差异的；主要体现在父亲对孩子的情感温暖及理解要低于母亲，而母亲在过分干涉和过度保护上要高于父亲，这个也可能是中国很多家庭的现状之一。下表主要反映了以上的差异性。

### 6.3 中学生学业发展现状调查

高中生的学业客观发展分数比主观发展高，学生的整体的实际学习分数还是比较好的；比较结果表明各个维度的得分，发现性别和年级，在学生学业发展的分布上无显著差异。

### 6.4 父母教养方式与学生学业发展相关性分析

Pearson 相关性数据分析方法，发现“学业主观发展”与其父母“情感温暖及理解”皆呈现显著的正相关。此外，本文研究各个维度之间的相关性再次发现，而“学业客观发展”仅与其

母亲“情感温暖及理解”之间呈现出正向关，与父亲的“偏爱被试”呈负相关。

## 6.5 研究局限性

本课题研究取样时主要是针对河南省 4 所中小城市的普通中学学校进行了个案性研究，样本数据总量相对较少，对于我省其他同类学校的学生来说虽然具有一定的参考和借鉴作用，但不能够达到普遍性。此外，在样本中，部分年级的部分学生自身存在态度问题，在对这份问卷的认识和理解方面也存在着一些偏差，尽管施测过程中工作人员给予了一定的指导，但仍然无法避免存在有一定的真实性问题，这是我们在进行分析时值得注意的一点地方。

## 讨论

### 7.1 父母教养方式差异

本研究家庭教养方式共分为四个维度，分别为“情感温暖及理解”、“过分干涉及过度保护”“拒绝及否认”和“偏爱被试”四个维度。其中，“情感温暖及理解”“偏爱被试”两个维度属于积极型教养方式，“过分干涉及过度保护”“拒绝及否认”两个维度属于消极型教养方式。从总体上来看，高中生在情感温暖型教养方式上得分最高，可能的原因是因为现代父母注重家庭教育，身体力行地为孩子创造良好的家庭成长环境，所以能够较多感受到父母的情感温暖。

高中生家庭教养方式的维度在年级存在差异，具体表现为，父亲与母亲在“情感温暖及理解”“过度干涉及过度保护”“偏爱被试”维度在不同年级上差异显著。在“情感温暖及理解”“偏爱被试”两种维度的教养方式上，高三年级得分高于其他两个年级。高三的情感温暖型教育得分高于其他年级。但“过度干涉及过度保护”维度，高三的得分明显低于其他年级。高一、高二学生相对高三学生来说，在学习上缺乏自觉性，所以家长更倾向于采取强制的方式帮助学生建立学习、生活上的新习惯，导致教养方式的“过度干涉及过度保护”维度得分较高。而高三学生，面对高考，自身心理压力较大，所以大多数家长选择鼓励、开导而不是批评指责，这就使高三学生的教养方式在“情感温暖及理解”“偏爱被试”维度上得分较高。

高中生的教养方式的“情感温暖及理解”“偏爱被试”维度在单亲家庭的得分低于非单亲家庭，多由父母中的一人承担主要的抚养责任和情感陪伴责任，缺失另一位父母的关爱与支持。同时，单亲家庭家长多数生活压力较大，很少有时间与孩子进行沟通，或由于家庭关系不和谐，较少进行沟通交流。在缺乏沟通了解彼此心里情况的前提下，亲子间的信任较差，故亲子间的“拒绝及否认”维度得分较低。

## 7.2 中学生学业发展情况

从学生学业发展水平开看。男生在学业主观发展方面与学业客观发展方面得分均低于女生。这一研究符合我国文化和教育实际的。从中国文化与教育实际来看，一方面与中国传统文化中重男轻女的背景有关，重男轻女的思想在现实社会生活中，它对青少年个体社会化必然形成影响。男性在被看重、被肯定和鼓励的更多成功的环境中其自信得到不断强化，而女性则正好相反，从而导致其两性差异。故在自我意识觉醒后，女生会努力在学习上奉献更多，以期获得家长等的认可，正是这种氛围使得女生在学业成就（学习成绩和学习态度）维度上要优于男生。

## 7.3 父母教养方式与学业发展关系的相关分析

本研究通过对父母教养方式与学生主观学业发展做相关分析，结果表明，“学业主观发展”与母亲“情感温暖及理解”皆呈现显著正相关。高中生处于青春期晚期，相较于儿童时期身心得到了很大的发展，他们有自己的个性，有独立的思考能力与行为模式，母亲的情感关注与理解能帮助学生更好地表达自己学习习惯与方式的问题。信任鼓励型、情感温暖型教养方式的孩子能够在日常生活中满足与父母的沟通交流，同时，彼此之间真诚、直接的互动，能够促进和深化父母与孩子之间的理解，这恰恰是促成积极家庭教养方式与孩子健康良性心理互动的保证，同时能显著带动学生学业主观发展。

同样地，母亲“偏爱被试”与“学业客观发展”呈正向关，有学者认为，“父母关爱”可能是教养方式中真正产生影响的维度，而“控制”维度很可能是不重要或者多余的（Kim & Rohner, 2002），无论采取何种教养方式，父母要给予孩子足够的爱。爱是亲子关系的基础，孩子对父母最原始的依赖感和信任感就是来源于父母的爱。虽然我国已经全面实施素质教育，但是追求学生的学业客观发展仍是教育的主要目标之一。但是，要辩证看待孩子的考试成绩，影响孩子考试成绩的因素不唯一，其中重要的一点是，随着年级的增长，考试难度增加，在不适应的情况下，孩子的成绩会呈现下降的趋势。高中生学业任务重，在校时间长，再加上自我意识的觉醒，很容易与父母产生疏离感，此时家长要更注重自身教养方式，主动亲近孩子，以积极教育为主。更加了解孩子的心理发展和现实需求，同时在帮助孩子树立正确学习观的基础上，帮助孩子正视学习上的困难，鼓励孩子勇敢面对并努力解决学习的困难。

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## 山东地区成人继续教育学生参与动机及影响因素研究

**A STUDY ON PARTICIPATION MOTIVATION AND INFLUENCING  
FACTORS OF ADULT CONTINUING EDUCATION STUDENTS IN  
SHANDONG PROVINCE**张美丽<sup>1\*</sup>Meili Zhang<sup>1</sup><sup>1</sup> 山东英才学院<sup>1</sup>Shandong Yingcai University

\*Corresponding author, E-mail: jaqwan@163.com

**摘要:** 本研究主要探讨的是山东地区成人继续教育学生参与动机以及影响因素。本研究主要采用了抽样调查的方式,对山东省地区的个别民办院校的共 335 名教师作为研究对象,运用 SPSS19.0 来处理与分析调查问卷所收集的数据,进行成人继续教育学习动机的描述性统计分析及其在人口统计学变量上的差异分析,对数据变量进行检验,并对研究假设进行检验。

根据研究结果显示,在性别、年龄、学历、收入、岗位以及家庭同意状况六项影响因素的假设中,只有家庭同意状况的学习动机分数表现出显著差异性,具体表现为家庭完全同意学习动机分数最高,基本同意次之,不完全同意学习动机分数最低。继续教育者学习动机总分的家庭同意状况存在显著性差异 ( $p < 0.01$ ),外部动机的家庭同意状况存在显著性差异 ( $p < 0.01$ ),内部动机的家庭同意状况存在显著性差异 ( $p < 0.01$ )。

**关键词:** 成人继续教育,参与动机,影响因素,山东地区。

**Abstract:** This study mainly discusses the participation motivation and influencing factors of adult continuing education students in Shandong Province. This study mainly adopts the method of sampling survey, taking 335 teachers from individual private colleges in Shandong Province as the research object, using spss19 0 to process and analyze the data collected by the questionnaire, carry out descriptive statistical analysis of adult continuing education learning motivation and its difference analysis in demographic variables, test the data variables, and test the research hypotheses.

According to the research results, among the six influencing factors of gender, age, education, income, position and family consent, only the learning motivation score of family consent shows significant difference. Specifically, the learning motivation score of family full consent is the highest,



followed by basic consent, and the learning motivation score of incomplete consent is the lowest. There were significant differences in the family consent status of the total score of learning motivation of continuing educators ( $P < 0.01$ ), the family consent status of external motivation ( $P < 0.01$ ), and the family consent status of internal motivation ( $P < 0.01$ ).

**Keywords:** Adult Continuing Education, Participation Motivation, Influencing Factors, Shandong Region.

## 引言

继续教育是我国教育体系的重要组成部分，对提高我国的国民素质有着重要的作用，能够帮助社会上更多的成人学习者学习新的知识，满足社会发展的需求，同时也能够促进自身的全面发展，成为对国家和社会有用的人才。成人继续教育也应该顺应时代的发展需求，重视成人学习者的学习需求，只有更加了解成人学习者的学习动机以及继续教育的现状，才能够针对影响成人学习者学习动机的因素进行相应的教育改革，帮助成人学习者有效地改善学情，取得更好的学习效果。在新时期，我国成人继续教育的发展也面临着新的挑战，主要表现为参加成人继续教育的学员越来越少以及参与成人继续教育的学习者学习动机不足，这都在一定程度上影响了我国成人继续教育的发展。因此，要促进我国成人继续教育的发展，关键就在于激发成人的学习动机，才能够进一步扩大成人继续教育的学习规模。

## 研究目的

本研究主要将山东地区成人继续教育学生的参与动机及影响因素纳入研究内容，进一步探索山东地区成人继续教育学生的参与动机现状以及参与动机和影响因素两者间的内在联系和作用机制。旨在探索提高山东地区成人继续教育学生的参与动机水平，促进我国成人继续教育的建设与发展。

## 研究假设

本次研究提出研究假设如下：

H1：成人继续教育学生的学习动机在性别上存在显著差异。

H2：成人继续教育学生的学习动机在年龄上存在显著差异。

H3：成人继续教育学生的学习动机在收入上存在显著差异。

H4：成人继续教育学生的学习动机在学历上存在显著差异。

H5：成人继续教育学生的学习动机在岗位状况上存在显著差异。

H6: 成人继续教育学生的学习动机在家庭支持状况上存在显著差异。

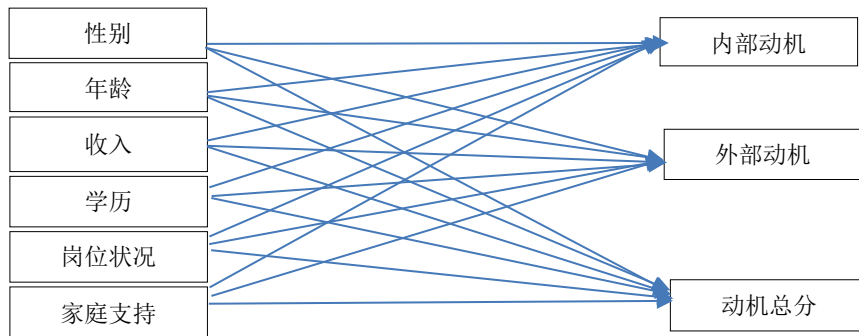


图 1: 研究假设

## 研究方法

### 1. 研究设计

本研究属于定量研究。首先确定主题，山东地区成人继续教育学生参与动机及影响因素研究，然后拟定研究计划，通过回顾以往研究文献，梳理继续教育参与动机的可能影响因素，提出本次研究的假设，选择合理的研究工具，进行预试分析，对问卷信效度检验后确定正式问卷，进行正式测量，正式问卷回收后剔除无效问卷，进行正式分析，验证本研究所提出假设。

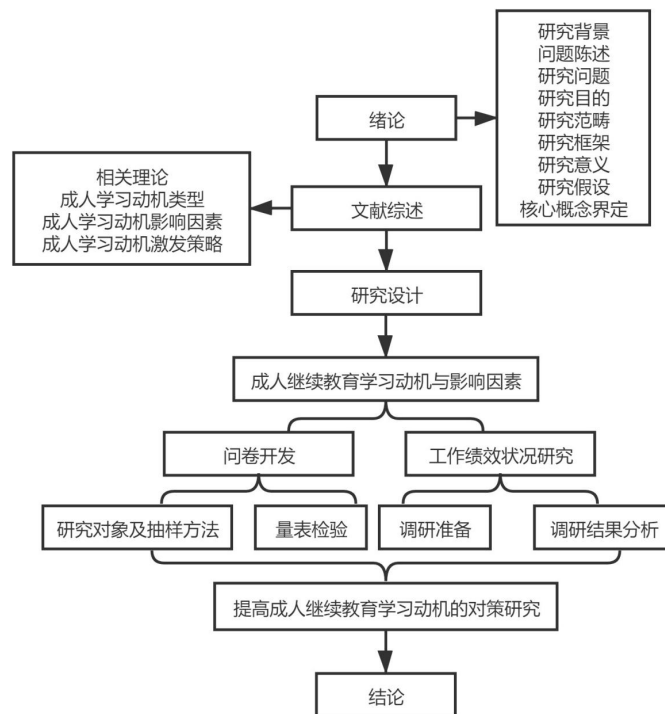


图 2: 研究框架图

## 2. 问卷设计

本研究使用自编学习动机量表对学习动机变量进行测量，共计19题，采用李克利特5级计分，1. 完全同意2. 基本同意3. 不知道4. 基本不同意5. 完全不同意，全量表可分为外部动机和内部动机两个维度，分数越高代表相应动机强度越高，此外问卷中加入性别、年龄、收入、学历、岗位状况、婚姻状况和家庭支持状况等人口变量。

## 3. 数据收集方法

以中国大陆山东省某民办院校教师为研究对象，预试阶段采用方便取样方法，通过问卷星共计发放预试问卷61份，回收有效问卷50份，回收有效问卷率82%。正式施测阶段，采用方便取样法，以中国大陆山东省个别民办院校教师为研究对象。正式研究共选取5所民办高，均来自山东省不同地市。通过问卷星共计发放正式问卷370份，回收有效问卷336份，回收有效问卷率91%。

## 4. 信度效度

### 4.1 信度分析

根据DeVellis(1991)的观点，信度大于0.8表示良好，问卷整理体及分维度均具有良好信度。

**表 1: 学习动机量表信度检测摘要表**

	题项数量	各维度 $\alpha$ 系数	量表 $\alpha$ 系数
外部动机	6	0.911	0.948
内部动机	5	0.903	

### 4.2 内容效度

经过专家检验评定后，根据专家学者的意见进行修改，专家认为该问卷具有较高的效度。

**表 2: 调查问卷内容效度专家统计表**

学校	专业	专家
山东英才学院	教育学	张教授
山东英才学院	教育学	李教授
山东英才学院	教育学	王教授

表 3: 各维度与总问卷之间的相关系数矩阵

	内部动机	外部动机	总体
内部动机	1.000	.739	.839
外部动机	.745	1.000	.824
总体	.688	.819	1.000

## 5. 数据分析

运用SPSS19.0和AMOS21.0来处理与分析所收集的数据。首先进行成人继续教育学习动机的描述性统计分析及其在人口统计学变量上的差异分析，再进行两者之间关系的分析。

## 研究结果

通过潜在剖面分析，了解继续教育者学习动机之现状；通过t检验考察学习动机的性别差异；通过方差分析考察学习动机在不同人口统计学变量上的差异。

### 1. 问卷对象的人口因素分析

表 4: 正式问卷基本人口统计信息

背景变项	项目	人数	百分比 (%)
性别	男	199	59.2
	女	137	40.8
年龄	19-25 岁	286	85.1
	26 岁及以上	50	14.9
最高学历	专科及以下	135	40.2
	本科及以上	201	59.8
月收入	2500 元以下	172	51.2
	2500-3500 元	39	11.6
	3500-4500 元	62	18.5
	4500 元以上	63	18.8
岗位	技术类	90	26.8
	管理类	89	26.5
	普通职员	157	46.7
家庭成员是否同意你学习	完全同意	206	61.3
	基本同意	98	29.2
	不完全同意	32	9.5

## 2. 统计学分析结果

### 2.1 项目分析

按照吴明隆（2009）观点，项目分析主要由六部分组成：1. 决断值—临界比，按照高

低 27%标准进行分组，进行独立样本 T 检验，检验所得差异值即为决断值；2. 量表题项与总分相关，计算每题项与量表总分 Pearson 相关系数；3. 校正题项与总分相关，该题项与该题项删除后其余项目总分相关情况；4. 题项删除后  $\alpha$  值，该题项删除后，整个量表的  $\alpha$  系数改变情况；5. 共同性，表示题项能解释共同特质或属性的变异量；6. 因素负荷量，表示与共同因素间的关系密切程度。

从结果来看，第 1、7 题删除后信度系数略高，但并非高出很多，暂时保留；采用主成分分析抽取共同因素，设置因子个数为 1，共同性检验表明各题共同性均达到标准；各题项因素负荷量达到标准，表明题项与共同因素（学习动机）关系密切。综合分析，所有题项均选择保留。

表 5：项目分析摘要表

题号	题目内容	描述性结果					极端组比较	题项与总分相关		同质性检验			备注
		遗漏值	平均数	标准偏差	偏度	峰度	决断值	题项与总分相关	校正题项与总分相关	题项删除后 $\alpha$ 值	共同性	因素负荷量	
1	为提高学历文凭	无	1.760	0.981	1.727	3.370	4.117***	0.595***	0.551	#0.973	0.340	0.583	保留
2	为取得工作晋升	无	1.600	0.670	1.102	1.906	6.121***	0.727***	0.705	0.972	0.541	0.736	保留
3	为增加竞争能力	无	1.840	1.017	1.545	2.430	5.878***	0.846***	0.825	0.970	0.720	0.849	保留
4	为长期职业发展	无	1.600	0.904	1.937	4.140	4.629***	0.863***	0.846	0.970	0.763	0.874	保留
5	拓展社交范围	无	1.780	1.036	1.840	3.625	5.888***	0.888***	0.872	0.969	0.792	0.890	保留
6	基于个人认知兴趣	无	1.880	1.003	1.514	2.468	6.318***	0.861***	0.842	0.970	0.743	0.862	保留
7	满足家人期望	无	2.100	0.995	1.218	1.599	5.504***	0.618***	0.574	#0.973	0.359	0.599	保留
8	为晋级加薪	无	1.640	0.776	1.828	5.840	5.196***	0.813***	0.794	0.971	0.684	0.827	保留
9	为更换更好的工作	无	1.840	0.889	1.416	2.717	5.858***	0.885***	0.871	0.970	0.791	0.889	保留
10	提高自身素质	无	1.820	1.101	1.424	1.421	6.396***	0.876***	0.857	0.970	0.765	0.875	保留
11	换个社会环境	无	1.920	1.007	1.415	2.144	7.270***	0.896***	0.881	0.969	0.808	0.899	保留
12	为社会、社区服务	无	2.000	1.088	1.486	1.911	6.010***	0.833***	0.808	0.970	0.689	0.830	保留
13	享受学习过程	无	2.100	1.129	1.213	0.924	6.049***	0.757***	0.722	0.971	0.544	0.738	保留
14	增长知识	无	1.820	1.063	1.543	2.026	5.641***	0.890***	0.874	0.969	0.787	0.887	保留
15	提高社会地位	无	1.780	0.996	1.628	2.892	6.218***	0.899***	0.885	0.969	0.810	0.900	保留
16	丰富个人生活	无	1.700	0.909	1.663	3.199	5.500***	0.867***	0.850	0.970	0.765	0.875	保留
17	作为子女或家人的榜样	无	1.900	0.995	1.503	2.504	5.842***	0.811***	0.786	0.970	0.653	0.808	保留
18	受周围人参加学习的影响	无	2.000	0.904	1.211	1.930	5.473***	0.752***	0.724	0.971	0.556	0.745	保留
19	实际使用需求	无	1.660	0.848	1.775	4.358	4.677***	0.890***	0.878	0.970	0.808	0.899	保留
判定准则							$\geq 3.000$	$\geq 0.400$	$\geq 0.400$	$\leq 0.972$	$\geq 0.200$	$\geq 0.450$	

注：\* $P < 0.05$ ，\*\* $P < 0.01$ ，\*\*\* $P < 0.001$  (N=50)

## 2.2 探索性因子分析

KMO 为 0.956，依据 Kaiser (1974) 的判定标准，该结果非常适合进行因子分析，Bartlett 球形检定结果表明变项间彼此关联 ( $\chi^2 = 6696.971$ ,  $df = 171$ ,  $p < 0.001$ )，因此适合

进行因素分析。

**表 6: 学习动机量表的 KMO 和 Bartlett 检验**

KMO 与 Bartlett 检定		
Kaiser-Meyer-Olkin		0.956
Bartlett 的球形度检	近似卡方	6696.971
	df	171
	显著性	0.00

根据Tabachnica与Fidell(2006)当因素负荷量在.45时,可以解释的变异量为20%,是普通状态,本次探索性因子分析将因素负荷量设置为0.45。第一次探索性因子分析后,量表可以划分为2个维度。旋转后特征值为7.318和6.537,分别解释38%和34%的变异,但是个别题项有在两个因子上均有较高负荷量,即该题在两个因子上均有解释力。因此,尝试依次删除具有跨因子载荷量的题项,最后累计解释变异量应达60%以上。

**表 7: 学习动机量表探索性因素分析摘要表(剔除前)**

	因素 1	因素 2
VAR2	.824	
VAR8	.812	
VAR3	.804	
VAR4	.803	
VAR9	.761	
VAR1	.758	
VAR19	.696	.488
VAR10	.674	.529
VAR5	.650	.527
VAR11	.591	.568
VAR13		.855
VAR12		.756
VAR18		.756
VAR17		.727
VAR7		.693
VAR16	.531	.679
VAR14	.509	.669
VAR15	.568	.656
VAR6	.561	.592
特征值	7.318	6.537
解释变异量 (%)	38.514	34.404
累积解释变异量	72.918	

表 8：学习动机量表探索性因素分析摘要表（剔除后）

	因素 1	因素 2
VAR2	.848	
VAR8	.821	
VAR3	.813	
VAR4	.785	
VAR1	.777	
VAR9	.772	
VAR13		.854
VAR18		.776
VAR12		.764
VAR17		.733
VAR7		.720
特征值	4.817	4.284
解释变异量 (%)	40.139	35.701
累积解释变异量	75.840	

### 2.3 不同性别学习动机强度差异

采用独立样本 T 检验和单因素方差分析对变量的学习动机强弱进行差异检验。单因素方差分析结果达到显著后，采用 LSD 法进行事后检验 (Post hoc) (张厚粲, 2005)。以独立样本 t 检定分析结果，男性继续教育者的学习动机强度与女性继续教育者的学习动机强度一致。

表 9：学习动机在性别上之 t 检定摘要表 (M±SD)

	男	性 女性 (N=137)	自由度 (df)	t	p
动机总分	45.97±9.12	46.88±7.78	334	-1.13	0.26
外部动机	25.74±4.98	26.53±4.21	334	-1.52	0.13
内部动机	20.05±4.63	20.34±4.23	334	-0.59	0.56

### 2.4 不同年龄学习动机强度差异

以独立样本 t 检定分析学习动机的年龄差异，不同年龄继续教育者的学习动机总分、外部动机和内部动机无显著性差异。

表 10：学习动机在年龄上之 t 检定摘要表 (M±SD)

	19-25 岁	26 岁 以 上	自由度 (df)	t	p
动机总分	46.49±8.58	44.80±8.65	334	1.28	0.20
外部动机	26.21±4.66	25.26±4.84	334	1.32	0.20
内部动机	20.28±4.50	19.54±4.28	334	1.08	0.27

### 2.5 不同学历学习动机强度差异

以独立样本 t 检定分析学习动机的学历差异，学习动机总分、外部动机和内部动机在学历上无显著性差异。

表 11: 学习动机在学历上之 t 检定摘要表 (M±SD)

	专 科 及 以 下	本 科 及 以 上	自 由 度 (df)	t	p
动机总分	46.99±7.95	45.73±9.00	334	1.32	0.19
外部动机	26.56±4.33	25.73±4.90	334	1.60	0.11
内部动机	20.43±4.26	20.00±4.61	334	0.87	0.38

## 2.6 不同收入学习动机强度差异

以单因子独立样本 ANOVA 分析继续教育者学习动机的收入差异，方差分析未发现收入在学习动机总分的显著性差异  $F(3, 332)=1.482, p=0.219$ ；未发现收入在外部动机的显著性差异  $F(3, 332)=1.807, p=0.146$ ；未发现收入在内部动机的显著性差异  $F(3, 332)=0.926, p=0.428$ 。

表 12: 学习动机总分、外部动机和内部动机在收入之 ANOVA 检定摘要表

	变异来源	SS	df	MS	F	p
学习动机总分	组间	327.568	3	109.189	1.482	.219
	组内	24454.858	332	73.659		
	总数	24782.426	335			
外部动机	组间	118.555	3	39.518	1.807	.146
	组内	7260.005	332	21.867		
	总数	7378.560	335			
内部动机	组间	55.517	3	18.506	.926	.428
	组内	6635.813	332	19.987		
	总数	6691.330	335			

## 2.7 不同岗位学习动机强度差异

以单因子独立样本 ANOVA 分析继续教育者学习动机的岗位差异，方差分析未发现学习动机的岗位差异  $F(2, 333)=0.400, p=0.671$ ；未发现外部动机的岗位差异  $F(2, 333)=1.009, p=0.366$ ；未发现内部动机的岗位差异  $F(2, 333)=0.297, p=0.743$ 。

表 13: 学习动机总分、外部动机和内部动机在岗位之 ANOVA 检定摘要表

	变异来源	SS	df	MS	F	p
学习动机总分	组间	59.226	2	29.613	.399	.671
	组内	24723.199	333	74.244		
	总数	24782.426	335			
外部动机	组间	44.453	2	22.226	1.009	.366
	组内	7334.107	333	22.024		
	总数	7378.560	335			
内部动机	组间	11.910	2	5.955	.297	.743
	组内	6679.420	333	20.058		
	总数	6691.330	335			



### 2.8 家庭同意状况学习动机强度差异

以单因子独立样本 ANOVA 分析继续教育者学习动机的家庭同意状况差异，方差分析发现继续教育者学习动机总分、外部动机和内部动机的家庭同意状况存在显著性差异  $F(2, 333)=60.135, p<0.01$ ，外部动机家庭同意状况存在显著性差异  $F(2, 333)=73.234, p<0.01$ ，内部动机的家庭同意状况存在显著性差异  $F(2, 333)=33.830, p<0.01$ 。采用 LSD 法进行事后检验，发现家庭完全同意情况下继续教育者学习动机总分、外部动机和内部动机均最高，其次为家庭基本同意，家庭不完全同意情况下继续教育者学习动机总分、外部动机和内部动机分数最低。

**表 14: 学习动机总分在家庭同意状况之 ANOVA 检定摘要表**

	变异来源	SS	df	MS	F	p	事后检验
学习动机总分	组间	6575.717	2	3287.859	60.135	.000	1>2>3
	组内	18206.708	333	54.675			
	总数	24782.426	335				
外部动机	组间	2254.010	2	1127.005	73.234	.000	1>2>3
	组内	5124.550	333	15.389			
	总数	7378.560	335				
内部动机	组间	1129.986	2	564.993	33.830	.000	1>2>3
	组内	5561.344	333	16.701			
	总数	6691.330	335				

注：1完全同意、2基本同意、3不完全同意

### 3. 假设测试结果

H1: 成人继续教育学生的学习动机在性别上存在显著差异。根据研究结果显示，不同性别的继续教育者学习动机强度总分无显著性差异，外部动机无显著性差异，内部动机无显著性差异 ( $p>0.01$ )，因此H1不成立。

H2: 成人继续教育学生的学习动机在年龄上存在显著差异。根据研究结果显示，不同年龄的继续教育者学习动机强度总分无显著性差异，外部动机无显著性差异，内部动机无显著性差异 ( $p>0.01$ )，因此H2不成立。

H3: 成人继续教育学生的学习动机在收入上存在显著差异。根据研究结果显示，不同收入的继续教育者学习动机强度总分无显著性差异，外部动机无显著性差异，内部动机无显著性差异 ( $p>0.01$ )，因此H3不成立。

H4: 成人继续教育学生的学习动机在学历上存在显著差异。根据研究结果显示，不同学历的继续教育者学习动机强度总分无显著性差异，外部动机无显著性差异，内部动机无显著性差异 ( $p>0.01$ )，因此H4不成立。

H5: 成人继续教育学生的学习动机在岗位状况上存在显著差异。根据研究结果显示，

不同岗位的继续教育者学习动机强度总分无显著性差异，外部动机无显著性差异，内部动机无显著性差异（ $p > 0.01$ ），因此H5不成立。

H6：成人继续教育学生的学习动机在家庭支持状况上存在显著差异。根据研究结果显示，不同家庭支持状况的继续教育者学习动机强度总分存在显著性差异，外部动机存在显著性差异，内部动机存在显著性差异（ $p < 0.01$ ），因此H6成立。

## 总结

对六项研究假设进行检验后发现，只有家庭同意状况的学习动机分数表现出显著差异性，具体表现为家庭完全同意学习动机分数最高，基本同意次之，不完全同意学习动机分数最低。根据本文的研究，山东地区成人参与继续教育动机存在问题的原因主要包括：一是社会因素的影响。部分人对成人继续教育在观念上存在一定的偏差。参加成人继续教育的人员一般来说本身的学历水平不高，同时部分成人继续教育本身的教学质量堪忧，很多用人单位在招聘的过程中并不认同成人继续教育学历。社会上也存在一些不正确的人才观，在用人单位进行招聘的过程中往往将学历作为评判人才的主要标准，这就导致了很多人学习者只是为了提高自己的学历，对于学习内容并没有兴趣。二是学校因素的影响。首先，从教师层面来说，大部分的优秀教师都集中于高校，成人继续教育学校的教师队伍良莠不齐，还有一些兼职老师，无法正确的引导学生，导致学习积极性不足。同时，还有部分成人继续教育的教育方式落后，师生之间缺乏良好的沟通，导致课堂氛围比较沉重。在现代教育中，更加强调学习者的主导性，团队合作以及互动交流，要进一步提高成人学习者的积极性，老师也应该更加关注教学方式方法，重视学生的主体地位。其次，课程因素对成人学习者的学习动机产生一定的影响，目前在成人继续教育的大部分的课程内容以及整体的课程体系都是直接照搬普通高等教育，整体的教学过程中更加偏向于理论知识的学习，这与成人学习者本身的学习需求以及学习兴趣也存在较大的差异。课程内容的的设计方面更应该与时俱进，更加重视课程的实践性。三是受到自身因素的影响。一方面，成人学习者自身对于学习的期望较低，对学习本身的内容并不感兴趣，只是想提高自身的学历水平，因此在学习的过程中也会缺乏内在驱动力。另外一方面，成人学习者缺乏学习兴趣，很难从学习过程中获得成就感，也会影响成人学习者的学习动机。

## 建议

### 1. 政府政策引导，拉动学习需求

一是政府要从政策层面加大对于成人继续教育的关注程度和宣传力度。成人继续教育

是我国教育体系的重要组成部分，对于整个社会的发展和进步来说也具有重要的意义。政府可以积极利用官方媒体传达终身教育的重要性，改变人们传统的教育观念，让成人继续教育受到更多的关注与认可，少一些偏见。二是政府要从财政层面支持成人继续教育的发展。教育的发展离不开资金支持，政府部门也应该充分保障教育教学资源，做好教育计划，建立稳定的教育经费来源，促进成人继续教育的发展。

## **2. 强化社区教育，吸引参与学习**

通过充分发挥社区的力量，协调各种内部资源，能够凝聚教育力量，充分发挥社区在成人继续教育的作用。一是加强对于居民社区意识的培养以及加大社区教育资金投入。积极引导居民参与社区活动，多渠道进行教育资金的筹集，才能够更好地凝聚社区资源。二是社区应该制定更加科学合理的规章制度，帮助更多的社区居民认识到在本社区能够享受的教育资源以及自身应该承担的责任与义务，鼓励更多的社区居民参与到社区教育中，提高对于学习的兴趣。

## **3. 整合社会力量**

对于成人学习者来说，需要扮演多元化的社会角色，需要处理生活和工作中的各种事情。家庭和工作单位也应该为成人学习者营造更加良好的学习氛围。一是组织层面，任何组织在发展的过程中都需要学习型人才，组织应该给予员工更多表现自我以及发表个人意见的机会，让员工之间积极交流与互动，不断提高自身的能力。二是家庭层面，家人也要给予成人学习者更多的支持，帮助成人学习者拥有更加积极的学习心理，能够拥有更多的时间和精力。

## **4. 学校层面激发策略**

一是学校要从规章制度层面支持成人继续教育的发展，合理地进行教育资源的分配，保证教师队伍的质量，正确地引导成人学习者。二是学校在课程内容的设计方面也要注意多元化以及实践性。成人学习者在学习的过程中更加注重将知识应用到实际工作与生活的能力，侧重于实践知识的学习。因此学校在成人继续教育的课程内容设计方面必须也要重视成人学习者本身的需求，不能直接照搬本科教育的教学内容，而是要更加注重课程内容的实用性。

## **5. 教师层面激发策略**

一是建立成人的归属感。成人学习者在刚开始接触老师的时候就会对双方的师生关系存在一定的认知，如果双方是生疏甚至排斥的，成人学习者很有可能丧失学习兴趣，因此教师必须要重视成人归属感的建立，营造更加积极的课堂氛围，尊重学生，才能够进一步提高成人

学习者的学习动机。二是激发成人之间的联系感。教师在教学的过程中应该积极运用团队合作的方式，让成人学习者在合作中解决问题，通过共同努力达到目标，才这种合作互动的氛围中，能够帮助成人学习者更好地融入集体，消除恐慌感，也能达到更好的学习效果。

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## **EVALUATION OF THE QUALITY OF PRIVATE PRIMARY SCHOOL-BASED CURRICULUM IN HENAN PROVINCE, CHINA**

**Rui Wang<sup>1\*</sup>, Lina Zheng<sup>2</sup>**

<sup>1 2</sup> Stamford International University

\*Corresponding author: Rui Wang, E-mail: wangrui@yuhuachina.com

**Abstract:** This research through the questionnaire survey method, 405 teachers in 6 private elementary schools in Henan Province that offer school-based courses evaluated the quality of the courses. Through data analysis and quantitative research, the current situation of the quality of the courses in Henan private elementary schools was presented, and the differences were compared. The private elementary school teachers under the background information evaluate the difference between the four dimensions of the quality of the school-based curriculum in Henan. The study found that the overall evaluation of the quality of school-based courses by the teachers of private elementary schools in Henan Province is better. Among them, the organization implementation dimension is the highest, the effect dimension is the second, the project establishment context is not good, and the configuration development dimension is the lowest. Teacher background information variables have certain differences in the evaluation of school-based curriculum quality, and the four dimensions show different degrees of significant positive correlation. To improve the quality of the school-based curriculum, it is necessary to build a school-based curriculum management team, focus on the principal's curriculum leadership, and strive for support from local governments; clarify the curriculum outline, strengthen subject integration, and conduct periodic evaluation; strengthen teacher curriculum research and practice to promote professional development.

**Keywords:** Private Elementary School, School-Based Curriculum (SBC), Quality Assessment.

### **Introduction**

In 2001, the Ministry of Education of China implemented a three-level curriculum management system for national and local schools. To change the over-concentration of traditional curriculum resource management methods, implement a national, local, and school three-level curriculum management system, appropriately lower the proportion of traditional dominant subjects, and allocate 10%-12% of local and school-based curriculum hours. More than 85% of schools across the country have school-based courses (Cui, 2016). Schools have the autonomy to develop school-based courses, and 85% of schools offer school-based courses. Private elementary schools are highly competitive in enrollment, and actively offer school-based courses as a school-running feature. The quality of school-

based courses is uneven, and it is necessary to make recommendations for the curriculum through evaluation. In the development of school-based curriculum in various countries, school-based curriculum evaluation and construction have gradually received widespread attention. From the 1960s to the 1970s, Western countries launched school-based curriculum evaluation activities, focusing on process and result evaluation, and constructing multiple evaluation methods, not only to evaluate learning achievement, but also to evaluate the course context and learning process (Kellaghan & Stufflebeam, 2003). At present, the undergraduate teaching evaluation plan issued by the Ministry of Education of China adopts the CIPP model proposed by the United States Staffelbeam in 1967, and consists of four evaluations: Context, Input, Process, and Product, which can provide a theoretical basis for curriculum decision-makers to improve curriculum development.

### **Research Objectives**

The research takes the specific participants of the private elementary school-based curriculum as the main body of evaluation, and the quality of the various school-based curriculum currently carried out by the private elementary school as the evaluation object. Based on the CIPP evaluation model, the project context, configuration and development, organization and implementation, and impact 4 dimensions, through survey data to evaluate and analyze the quality of this curriculum in Henan private primary schools. Based on the results of literature and questionnaire surveys, appropriate recommendations are made for follow-up research. The objectives of this study are as follows: (1). Understand the current quality of this curriculum in private primary schools in Henan Province. (2). Understand the differences in the evaluation of school-based curriculum quality by different background variables. (3). Understand the relationship between the project establishment context dimension, configuration development dimension, organization implementation dimension, and effectiveness influence dimension of school-based curriculum quality. (4). Understand the impact of different background variables on the quality evaluation of this curriculum in private primary schools.

### **Literature Review**

#### **1. Related Research on Private Primary Schools**

The development of private schools in the United Kingdom, the United States and other European and American countries has entered a mature stage and is in balance with public schools (Hong, 1998). Private primary schools in China have moved from an expansion of scale to a stage of slowing growth, structural adjustments, and high-quality development (Liu et al., 2021). Self-financing, independent operation, and management are the characteristics of private schools. Implement the principal responsibility system under the board of directors, and have the right to hire teachers (Shao, 2003).



American schools have a donation culture (Meng, 2004) and China has a single financing channel (Wang, 2020). Improve the quality of running a school to win students (Yang, 2020), and ensure school operations.

## **2. Related Research on SBC**

Curriculum, as the main method and main way for schoolteachers to teach, provides a carrier for students to transform indirect experience into direct experience (Peng, 2011). In the 1960s, the new curriculum development mechanism in the United States is insufficient, with schools and teachers as the main body of development (Huang & Shao, 2014). In 1973, the concept of School-Based Curriculum Development was first proposed at the Irish International School-Based Curriculum Development Symposium. At the end of the 20th century, based on existing international research, the concept of school-based curriculum in China gradually became clear. After a few pilot schools, the school-based curriculum was formally established in 2001 as an important part of the basic education curriculum in the form of documents. Research on the theoretical development of school-based courses: Keiny & Weiss (1986) pointed out that the school is the main place where principals, teachers, students, and parents cooperate in decision-making. Stenhouse actively advocates that teacher play a central role in school-based curriculum and believes that curriculum research and development belong to teachers (Marsh, 1992). Singapore attaches importance to stakeholder cooperation (wang et al., 2019), the United Kingdom builds support groups for interdisciplinary courses (Jiang, 2011). China is uneven in quality and quantity (Shi, 2018), and development in economically developed areas is better (Huang & Yang, 2011), 83.45% of the schools in Nanjing offer school-based courses (Li, 2015). School-based curriculum development is based on the school as the main body, principals, teachers, students, parents, and the community participate in the development and implementation of a form of curriculum. Jin (2011) pointed out that the principal is the navigator of school development, and the development of school-based curriculum is directly related to the principal's educational philosophy and leadership ability. The principal plays a key leadership role in promoting cooperation (Glatthorn, 2000). American and Finnish students believe that the teaching goals of subject teachers are very important in student learning (Tirri & Kuusisto, 2016), and the goals of school-based courses should be formulated by teachers. The new era requires that teachers, as the main body of implementing school-based courses, must transform from the faithful executors of the original courses to the decision-makers, organizers, and implementers of course development (Luo, 2006). Taking students and parents as the research objects, Zhao (2008) pointed out that the main body of school-based curriculum development should adhere to multiple orientations and proposed that the curriculum should be returned to students and students can participate in school-based curriculum development. Marsh (1992) believes that the development of school-based curriculum focuses on the participation of parents and students. Du et al. (2017) believe that as an important part of curriculum resources, parents should make effective changes

in concepts, abilities, and evaluation mechanisms to give full play to the advantages of parent resources.

### **3. Related Research on SBC Guarantee Factor**

Many factors affect the quality of school-based courses, include national policies, local resources, communities, and parents. The curricula of various countries are delegated to schools, and school-based curricula have received policy support. Li et al. (2015) believed that the setting of SBC should make full use of regional culture to make SBC a local area. Cultural propaganda business card. The local education authorities should construction of teachers and school supervision was strengthened, and scientific research projects were carried out to increase the investment in SBC. Parents of students and community-related personnel can provide guidance and assistance for the implementation of SBC, also one of the necessary factors for SBC protection (Zhou, 2007). SBC management organization, concept value, teacher development and based on students also important factors affect the quality of SBC. 88% of Canadian schools have school-based curriculum management teams (Moore & Earl, 1992). The principal should have the correct curriculum concept and develop the school practice towards the goal of construction (Postholm, 2019). Rish teachers integrate school-based curriculum resources and develop new teaching methods through one year of study (Ni & Seery, 2018). Highlight the status of students as the quality of school-based courses and pay attention to the actual development of students (Zhang & Qian, 2017).

### **4. Related Research on SBC Quality Assessment**

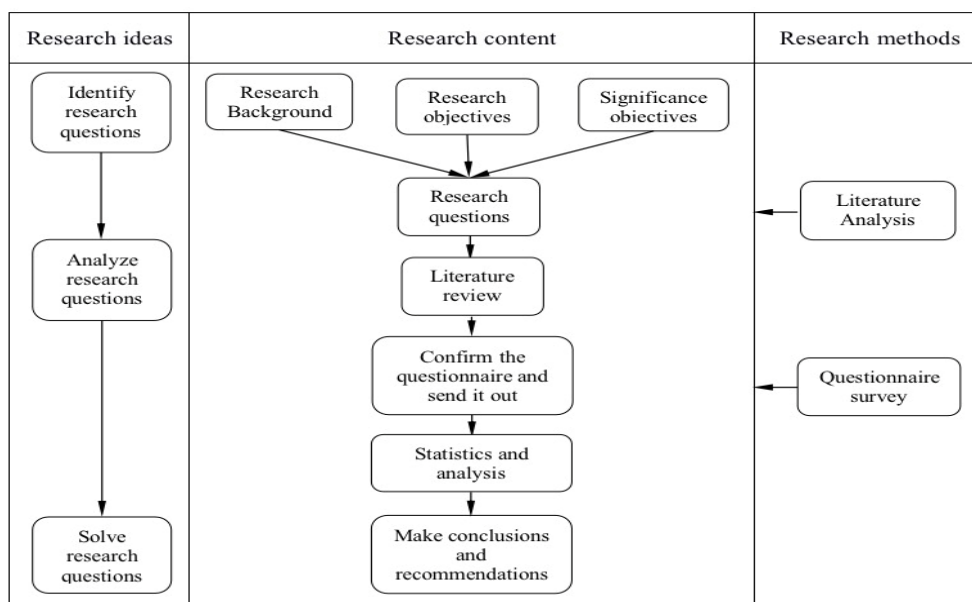
Due to the diversity of curriculum development, it is not easy to recommend a single quality assessment model (Akpur et al., 2016). DarAssalam (2010) pointed out that the Taylor goal-centered model, the goalless evaluation model, the Hammond model, the management-oriented evaluation model, and the CIPP evaluation model. Evaluation models have different purposes according to different evaluators. SBC quality assessment has emerged in the United Kingdom, the United States, Norway, and Israel (Xue & Hu, 2008). American evaluation research shows that middle school students who accept school-based courses have high leadership skills (Conville, 1997). The assessment link focuses on the whole process (Yang, 2009): preparation before development, curriculum preparation, organization of lectures, and result evaluation. The CIPP model was first applied to education evaluation in 1960, covering the four dimensions of Context, Input, Process, and Product. The ultimate goal is not to prove, but to improve (Stufflebeam, 2003).

## **Methodology**

### **1. Research Design**

Sort out ideas. Consult the relevant literature on the quality evaluation of this curriculum in private primary schools, determine the research questions, and select the evaluation mode and

dimensions. Determine the questionnaire and administer it. Adjust the background information to make predictions, and then formally implement the test. data analysis. Descriptive statistics, difference analysis, correlation analysis, regression analysis. Form conclusions and make recommendations. Find weak links and put forward suggestions for improvement.



**Figure 1: Idea Map of This Research**

## 2. Population and Sample

Henan Province, as the province with the largest education population in China, has a certain degree of representativeness, 6 cities with balanced economic and cultural balance in the provincial capital and the surrounding east, west, south and north. 6 representative cities of Zhengzhou, Kaifeng, Jiyuan, Jiaozuo, Luohe and Xuchang. Choose one school each school-run for more than ten years, offering school-based courses. Select 420 primary school teachers of various subjects; low, middle, high, 1:1:1.

## 3. Questionnaire Design

The study selected the "Preliminary Application Questionnaire for the Construction of Elementary School-based Curriculum Quality Evaluation Index System" (Pan, 2019) based on the CIPP model, and adjusted the background information and named it "Primary School-based Curriculum Quality Assessment Questionnaire". The questionnaire is divided into two parts, namely background information and the evaluation of the title of the school-based curriculum quality. Background information 7 questions, including gender, teaching age, education, professional title, class period, SBC role development, number of cooperatively developed SBC subjects. The questionnaire has 4 first-level

indicators, 13 second-level indicators, and 51 third-level indicators. Use Likert's 5-point scoring. The questionnaire is distributed to teachers of private elementary schools. A total of 70 predictive questionnaires were issued and 62 valid questionnaires were returned. The sample recovery rate was 88.6%. The reliability and validity of the predictive questionnaire data were analyzed. Cronbach's  $\alpha$  was 0.989, KMO value was 0.792, and the reliability and validity were good. The name of the formal questionnaire was determined to be the "Quality Evaluation Questionnaire for Private Elementary Schools". The official survey questionnaire is distributed to 6 private primary schools in Zhengzhou, Kaifeng, Jiyan, Jiaozuo, Luohe, and Xuchang, which have been running for more than ten years. With the approval of the school, the ratio is 1:1:1. Proportion To 420 primary school teachers in the lower, middle, and upper sections of each subject, a link was sent to the electronic questionnaire, which teachers freely chose to fill out. After data collection within 48 hours, a total of 405 valid questionnaires were collected, and the questionnaire efficiency was 96.42%, Cronbach's  $\alpha$  was 0.981, KMO value was 0.967.

**Table 1: SBC Quality Evaluation Questionnaire Dimension Index Name Table of Private Primary Schools**

Coding	Dimension	Coding	Indicators	Item	Questions amount
A	Project Context	Aa	National policy guidance	Aa1 (in line with national policies), Aa2 (in line with educational policies), Aa3 (in line with core literacy), Aa4 (highlighting the characteristics of the Times)	4
		Ab	Local resource culture	Ab1 (considering local Humanities), Ab2 (considering local economy), Ab3 (striving for government support)	3
		Ac	Sound safeguard mechanism	Ac1 (considering community resources), Ac2 (considering celebrities and alumni), Ac3 (considering educational philosophy), Ac4 (considering parents' support)	4
		Ad	Student needs considerations	Ad1 (considering students' interests), Ad2 (meeting individual growth))	2
B	Configuration development	Ba	National policy guidance	Ba1 (the principal is a group member), Ba2 (the principal plays a leading role in the course)	2
		Bb	Local resource culture	Bb1 (assessment of existing courses), Bb2 (advantages and disadvantages analysis will set up courses)	2
		Bc	Sound safeguard mechanism	Bc1 (the outline is true and clear), Bc2 (paying attention to the development of students), Bc3 (reflecting the target requirements), Bc4 (cultivating students' literacy), Bc5 (conforming to students' body and mind), bc6 (reasonable class schedule), Bc7 (clear evaluation method)	7
		Bd	Student needs considerations	Bd1 (should be equipped with standard teaching materials), Bd2 (teaching materials reflect characteristics)	2
C	Organization and implementation	Ca	SBC resource assessment	Ca1 (facilities provided by schools), Ca2 (utilization of curriculum resources), Ca3 (implementation of the outline content), Ca4 (implementation of the target)	4
		Cb	Principal course leader	Cb1 (teachers' classroom strain), Cb2 (smooth organizational teaching), Cb3 (cultivating students' innovation)	3
		Cc	SBC outline	Cc1 (reflecting teacher-student interaction), Cc2 (providing students' practical operations), Cc3 (students' field experience), Cc4 (active learning)	4
D	Effectiveness impact	Da	SBC textbook development	Da1 (successfully completing the goal), Da2 (promoting students' literacy), Da3 (meeting students' interests), Da4 (effective implementation of evaluation), Da5 (diversified evaluation subjects), da6 (realize real evaluation), Da7 (individual process evaluation), Da8 (become a school business card), Da9 (feature performance of each session), Da10 (basic process specification)	10
		Db	SBC implementation	Db1 (promoting development capabilities), Db2 (enhancing research capabilities), Db3 (achieving two-way development), Db4 (promoting curriculum leadership)	4
		4	13		51

**Table 2: Reliability and Validity**

• Reliability						(N=405)
Questionnaire	Cronbach's $\alpha$	Dimension			Cronbach's $\alpha$	
SBC quality	.981	Project context			.926	
		Configuration development			.929	
		Organization and implementation			.944	
		Effectiveness impact			.957	
• Validity						(N=405)
		Project context	Configuration development	Organization and implementation	Effectiveness impact	SBC quality
<b>KMO sampling suitability quantity</b>		.921	.923	.930	.944	.967
<b>Bartlett sphericity test</b>	Approximate chi-square	3585.351	3700.279	3809.724	5103.932	20036.370
	DF	78	78	55	91	1275
	Sig.	.000	.000	.000	.000	.000

#### 4. Data Analysis

Use Excel software to check and filter the data, eliminate invalid samples, filter out valid sample data and import them into SPSS23.0 (Chinese version) software for data analysis. Finally, SPSS23.0 is used to analyze the collected data, and the processing methods mainly include: (1) Descriptive statistics. Make statistics on the background information, the overall level of SBC quality, and the scores of each dimension, and analyze the SBC quality and the scores of each dimension in the questionnaire. (2) Analysis of differences. Using independent sample t-test and one-way variance to analyze the difference, to explore the difference of teachers' evaluation of SBC quality under different background information. (3) Correlation analysis. Pearson's product difference correlation analysis is used to detect the SBC quality and Project context, Configuration development, Organization and implementation, Effectiveness impact, and the correlation between the various dimensions of the variable private elementary school. (4) Regression analysis. Regression analysis is used to explore the specific forms of the correlation between the background variables and the SBC quality assessment and various dimensions of private primary schools.

## Results

### 1. Demographic Analysis of the Respondents

It can be seen from Table 1 that most of the teachers in this course in private primary schools are women, and the teaching time is relatively short. The education level is mainly undergraduate, and most of them have obtained the teacher title, and the teaching period is evenly distributed. More than half of teachers play an important role in school-based development, and most teachers actively participate in the practice of multidisciplinary integrated teaching. The number of school-based courses offered by the school is relatively abundant, and the type of structure is relatively single.

**Table 3: Descriptive Statistics Table of Background Information (N=405)**

Project	Class	Number of samples	Percentage
Gender	Men's	78	19.26%
	Women's	327	80.74%
Teaching experience	5 years and below	144	35.56%
	6-10 years	133	32.84%
	11-15 years	67	16.54%
	16 years and above	61	15.06%
	Specialty	98	24.20%
Education	Undergraduate	284	70.12%
	Master's degree or above	23	5.68%
	No	74	18.27%
Professional title	Primary education level 2	181	44.69%
	Elementary Education Level 1	121	29.88%
	Small Medium high	29	7.16%
	Low blow	130	32.10%
Class section	Middle part	143	35.31%
	Grand-Master	132	32.59%
	Dominant	71	17.53%
Develop roles	Participant	175	43.21%
	Cooperator	159	39.26%
	0 section	89	21.98%
Number of subject cooperation	1 Section	128	31.60%
	2-section	114	28.15%

## 2. The Basic Status of SBC Quality in Henan Private Primary Schools

It can be seen from Table 2 that the overall status of the SBC quality of private primary schools in Henan Province is relatively good, which is above the middle level. In general, the quality of SBC is generally good ( $M=4.280$ ,  $SD=0.422$ ). Among the dimensions, the organization implementation score is the highest ( $M=4.320$ ,  $SD=0.454$ ). The second is the effectiveness and impact ( $M=4.309$ ,  $SD=0.485$ ) and the project context ( $M=4.307$ ,  $SD=0.413$ ). The lowest score is configuration development ( $M=4.181$ ,  $SD=0.477$ ). The quality of the organization and implementation is the highest. Among the comprehensive indicators, student needs consideration, national policy guidance, and teacher teaching strategies rank among the top three, with high quality. The low quality of local resource culture, principal's curriculum leadership, and school-based textbook development should arouse the attention of the school and the region to the quality of SBC.

**Table 4: Summary Table of Current Situation Analysis of SBC Quality Assessment in Private Primary Schools (N=405)**

Coding	Project	Questions amount	Average value (M)	Standard deviation (SD)	Median	Overall sorting
A	Project context	13	4.307	0.413	4.190	3
B	Configuration development	13	4.181	0.477	4.000	4
C	Organization and implementation	11	4.320	0.454	4.080	1
D	Effectiveness impact	14	4.309	0.485	4.050	2
Aa	National policy guidance	4	4.399	0.463	4.25	2
Ab	Local resource culture	3	4.120	0.481	4.00	11
Ac	Sound safeguard mechanism	4	4.258	0.512	4.00	8
Ad	Student needs considerations	2	4.449	0.503	4.50	1
Ba	SBC resource assessment	2	4.232	0.647	4.00	9
Bb	Principal course leader	2	4.100	0.552	4.00	12
Bc	SBC outline	7	4.292	0.499	4.00	6
Bd	SBC textbook development	2	4.100	0.552	4.00	13
Ca	SBC implementation	4	4.222	0.472	4.00	10
Cb	Teachers' teaching strategies	3	4.370	0.498	4.00	3
Cc	SBC atmosphere	4	4.366	0.506	4.00	4
Da	SBC curriculum effectiveness	10	4.277	0.489	4.10	7
Db	Professional development of teachers	4	4.339	0.521	4.00	5
51	SBC quality assessment	51	4.280	0.422	4.12	-

### 3. The Quality of SBC Under Different Backgrounds and The Differences in Evaluation of Each Dimension

Studies have shown that there are certain differences in the overall quality of SBC and the evaluation of various dimensions under different backgrounds. Table 3 can see, in terms of gender, there is no significant difference between male and female teachers in the evaluation of school-based curriculum quality. In terms of teaching age, teachers of different teaching ages have no significant differences in SBC quality assessment. And in terms of professional titles, in terms of the teacher's class period, also have no significant differences in SBC quality assessment.

The development role of school-based curriculum teachers, the number of subject cooperation, the number of school-based courses, and the number of types have significant differences in the evaluation.

**Table 5: Summary Table of Differences in SBC Quality Evaluation Scores of Private Primary Schools by Various Background Information Items**

Project	Class	Project context	Configuration development	Organization and implementation	Effect	School-based curriculum quality
Gender	Men's	F	F	F	F	F
	Women's					
Teaching experience	5 years and below	F	F	F	F	F
	6-10 years					
	11-15 years					
	16 years and above					
Education	Specialty	F	F	F	F	F
	Undergraduate					
Professional title	Master's degree or above	F	F	F	F	F
	No					
	Primary education level 2					
	Elementary Education Level 1					
Class section	Small Senior	F	F	F	F	F
	Low blow					
	Middle part					
Develop roles	Grand-Master	T	T	T	T	T
	Dominant					
	Participant					
Number of subject cooperation	Cooperator	T	T	T	T	T
	0 section					
	1 Section					
	2-section					

T: Significant difference, F: No significant difference

#### 4. The relationship between SBC quality and various dimensions

According to the four levels of CIPP evaluation model: Context, input, process, and Context, Input, Process, Product evaluation, the relevant data analysis of the SBC of private primary schools in the four dimensions of project establishment context, configuration and development, organization and implementation, and effectiveness There is a significant positive correlation between the dimensions,



and there are also significant positive correlations of varying degrees between the dimensions.

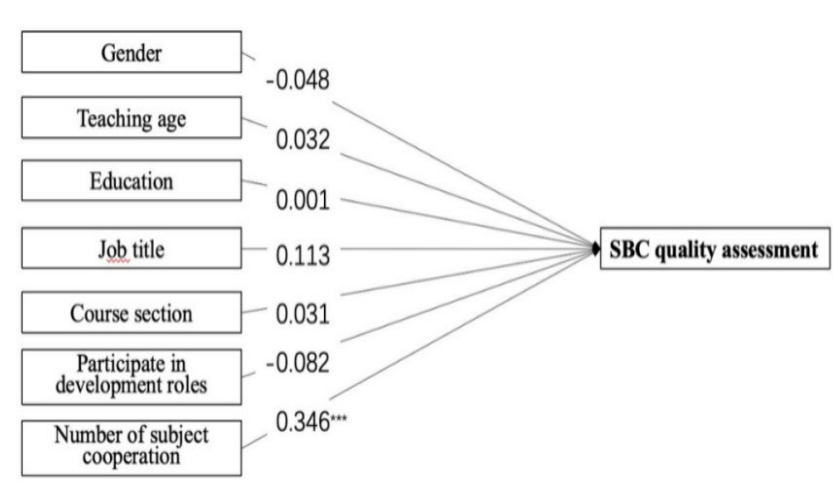


**Figure 2: Schematic Diagram of Correlation Analysis Results**

At the context evaluation level, the correlation between the project establishment dimension and the input level configuration development dimension ( $R=0.792$ ) is higher than that of the process evaluation and result evaluation; the input level configuration development dimension is more correlated with the process evaluation level organization implementation dimension ( $R=0.898$ ) than the context Evaluation and result evaluation are highly relevant; the organizational implementation dimension at the process evaluation level has a higher correlation with the configuration development dimension at the input level ( $R=0.898$ ) than the context Evaluation and result evaluation; the effectiveness impact dimension at the result evaluation level and the organizational implementation dimension at the process evaluation level The correlation ( $R=0.888$ ) is higher than context Evaluation and input evaluation. It can be seen that the quality of SBC topic selection is conducive to the development of SBC, high-quality development can promote the organization and implementation of SBC, and good organization and implementation is the guarantee of the results of SBC. The strength of the correlation relationship is progressive, which is consistent with the SBC project establishment, development, implementation, and results in promotion process. Therefore, in the case of a highly positive correlation between organizational implementation dimensions, configuration development, and results, it can be considered that organizational implementation is the core link of SBC, and a high-quality SBC implementation process is an important guarantee for the overall quality of SBC. Therefore, based on optimizing teaching by teachers and active learning by students, schools should

ensure the provision of software and hardware facilities required by SBC, make full use of corresponding curriculum resources, ensure the implementation of SBC outline content and objectives, and promote the overall quality of SBC promotion.

Through Figure 3, regression analysis of the relationship between background items and project context dimensions, configuration development dimensions, organization implementation dimensions, effectiveness impact dimensions, and overall SBC quality evaluation, the number of discipline cooperation has a significant positive effect on the overall quality evaluation of SBC evaluation and all dimensions. Influence the relationship. From course establishment to course presentation, the greater the number of discipline collaborations, the higher the quality of the course items presented. Perhaps because the multi-disciplinary integration SBC combines the opinions of multiple teachers, the curriculum is relatively balanced, and the multi-disciplinary focus on curriculum development monitors the quality process. For students, multi-disciplinary integration is easier to trigger points of interest, and teaching results are easier to diversify. For teachers, it can be considered that interdisciplinary cooperation has promoted the ability of teachers in comprehensive teaching research and development, and the integration of disciplines is conducive to expanding teachers' academic horizons and improving their professional standards.



**Figure 3: Schematic Diagram of Regression Analysis Results**

### Discussions

Among the four dimensions, the quality of implementation links is the best; among the 13 indicators, student needs, national policies, and teaching strategies rank in the top three, and the quality of local resource culture, principal curriculum leadership, and school-based textbook development is low. After evaluation, the quality of this curriculum in Henan private elementary schools is at a relatively high level, and there are significant differences in the evaluation of different teachers. All dimensions are positively correlated. The number of discipline cooperation has a positive impact on

quality assessment.

Limitations of this research, Only 420 teachers from 6 schools were selected for the test, and only 405 valid questionnaires, The representativeness of the sample is not the best; it fails to extend the test subjects to most schools, nor does it consider the educational differences between urban and rural areas, which may cause differences and errors in sampling. The formal questionnaire in this study has a total of 51 questions. More questions may limit the respondent's answer, and the respondent may have reservations about answering questions due to emotions, personal perceptions, and attitudes when completing the questionnaire, which may lead to inferences different from the actual situation. The use of research results has limitations. The subject of the evaluation of this study is the SBC teacher. The evaluation subject does not cover the students and related parents who participate in the SBC. The quality of the SBC is only evaluated from the perspective of the teacher. The evaluation subject is not diversified and may study the quality of SBC in various dimensions. The result is biased. The questionnaire used in this study was compiled by domestic scholars. It is not widely used and mature and may deviate from the actual situation.

## **Conclusions**

According to the questions raised in this study, after conducting a questionnaire survey and analysis of the results with 6 private elementary school teachers in Henan Province as a sample, the following conclusions are drawn:

(1) Henan private primary schools scored higher in SBC quality evaluation, with the highest score in the organizational implementation dimension, the second in the effectiveness impact dimension, the second in the project background dimension, and the lowest in the configuration and development dimension. In general, the current SBC quality evaluation and evaluation of the quality of each dimension link are at a relatively high level.

(2) There are significant differences in the SBC quality assessment of Henan private primary schools in terms of background information, teacher development role, subject cooperative development. Except for the background dimension of the project, the differences in the background information of the other three dimensions are the same as the differences in the background information of the SBC total quality assessment.

(3) There is a significant positive correlation between the SBC quality assessment and various dimensions of Henan private primary schools. The project context and configuration development are significantly positively correlated, configuration development and organizational implementation are significantly positively correlated, and the impact of effectiveness is significantly positively correlated with organizational implementation. That is to say, the better the SBC project context, configuration development, and organization implementation quality of private primary schools, the higher the effect

and impact, the higher the quality of the SBC.

(4) The number of SBC subject cooperation in Henan private primary schools has a significant positive effect on the quality of SBC. The more disciplines that develop SBC cooperation, the higher the quality of SBC.

Through research, this study found that the overall quality of SBC in Henan private primary schools is above average. Organization and implementation is an important part of SBC quality. Interdisciplinary cooperation and development are conducive to the improvement of SBC quality. There are weak links and deficiencies in the process of SBC development. Based on the above research found, this research provides reference suggestions for the leaders of private primary schools, SBC project leaders and teachers in Henan Province. Recommendation: Enlist local support and attach importance to the leadership of the principal. Build a management team to promote interdisciplinary cooperation and teacher professional development, promote private primary schools to improve the quality of SBC.

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## **A STUDY ON TEACHING QUALITY EVALUATION OF ADULT EDUCATION IN GENERAL UNDERGRADUATE COLLEGES**

**Dan Wu<sup>1\*</sup>, Rui Wang<sup>2</sup>**

<sup>1 2</sup> Stamford International University

\*Corresponding author: Dan Wu, E-mail: 574156161@qq.com

**Abstract:** This article takes the adult education teaching quality evaluation research of ordinary undergraduate colleges as the core, and by consulting related literature, adopting the method of questionnaire survey, surveying and researching 400 students of a Z college in Henan Province, and conducting quantitative research on the data. And using descriptive statistical analysis, difference analysis and other methods to analyze the questionnaire data, summarize the current status of adult education teaching quality of ordinary undergraduate colleges, the influencing factors of education and teaching quality evaluation, and the problems of education and teaching quality. Strategies for the status quo of adult education and teaching quality in undergraduate colleges and universities to further improve the status quo of adult education and teaching quality in ordinary undergraduate colleges and universities. The results of the research show: 1. The Questionnaire on the Status Quo of Adult Education Teaching Quality Evaluation in General Undergraduate Colleges has good reliability and validity, and all indicators meet the measurement standards, which are suitable for the measurement of adult education teaching quality evaluation research in general undergraduate colleges. 2. Adult education teaching quality evaluation consists of five dimensions: teaching effect, application ability training, teaching goals, teaching methods and teaching evaluation. 3. The current adult education students' satisfaction with the classroom teaching quality of the school in Z Academy is as follows: teaching methods, teaching evaluation, teaching goals, application ability training and teaching effect. And most of the students have different degrees of significant differences in different background variables (age, grade, major).

This research puts forward relevant suggestions based on the analysis results, the school does a good job of positioning accurately, and provides a good teaching platform; teachers need to improve their professional qualities in a timely manner, constantly broaden their knowledge, and play a good guiding role; students should take the initiative to learn and do Make a good plan for your future life and actively take every professional class.

**Keywords:** Teaching Quality, General Undergraduate Colleges, Adult Education.

## **Introduction**

The popularization trend of adult higher education is obvious. At the same time, due to the particularity of adult age, physiology, psychology, social experience, life experience, etc., how to maximize the quality of education and teaching of adult education students has become a common topic for all researchers, The social call to improve educational opportunities is getting louder and louder. Jarvis (2001) research on the quality of adult education in colleges and universities mainly focuses on improving the quality of classroom education, clarifying the curriculum, innovative teaching methods, teaching materials reform at home and abroad, and comparison of teaching methods. Many good opinions were published in relevant professional journals, which laid the foundation for the development and decision-making of adult education. How to ensure the quality of adult education and teaching in ordinary undergraduate colleges has become a serious challenge for the survival and development of education. The establishment of a monitoring and evaluation system for the quality of adult education in ordinary colleges and universities ensures and improves the quality of adult education, to achieve the continuous and continuous quality of adult education in colleges and universities. Sustainable development has become an important issue in adult education.

Under the premise of facing the diversity of student levels, ordinary undergraduate colleges will find it difficult to unify standards in student education and teaching. It is necessary to formulate different education and teaching programs for students of different majors and develop a teaching environment suitable for different students. To help every student in deep learning. If you want to formulate a relevant teaching plan suitable for students, you must have a better understanding of the current situation of students' education and teaching quality and master the understanding of students' different majors and different grades of teaching and education quality evaluation, so that you can understand a school's education and teaching quality evaluation. Only by the implementation of the policy can we know whether the school's teaching policy is reasonable, and then we can make further improvements on this basis. Therefore, on this basis, the evaluation of the teaching quality of adult education in this school is further carried out, hoping to obtain relevant results, which can further improve the quality of education and teaching of the school.

## **Research Objectives**

Based on the understanding of adult education quality evaluation in ordinary colleges and universities, the purpose is to study the current situation of adult education teaching quality evaluation in a general undergraduate Z college in Henan Province, and the method of random investigation is adopted with questionnaire survey method and literature research method as the main research methods, and further Understand the opinions and suggestions of the college's students on the evaluation of adult education and teaching quality, and discover the defects in the college's evaluation of adult education



and teaching quality, mainly research the following issues:

- 1) What is the status of adult education teaching quality in general undergraduate colleges?
- 2) Under the background of different variables (gender, age, educational background, professional type), what are the differences in students' recognition of the evaluation of adult education teaching quality in ordinary undergraduate colleges?
- 3) Under different dimensions (teaching goals, teaching methods, application ability training, teaching evaluation and teaching effect), what are the differences in students' recognition of the evaluation of adult education teaching quality in ordinary undergraduate colleges?

## **Literature Reviews**

### **1. Research on the Teaching Quality of Adult Education**

Zhang (2007) emphasized that the level of adult higher education teaching quality depends on a variety of factors, such as the school's educational environment, experiments, practice equipment, book conditions, application of modern educational methods and other hardware factors, teaching management, teaching staff, and school running Software factors such as ideology, professional construction, course setting, class time arrangement and textbook construction can be regarded as the influence of schools and teachers on teaching quality; students' own conditions, foundation, mastery of professional knowledge, IQ, and investment in learning The energy and time, etc., can be regarded as the impact of students on the quality of teaching. The employer's requirements for graduates, and what kind of model it considers high-level graduates are also related to our choice of training goals.

Liu (2015) controls and evaluates the quality of education and teaching. He believes that it is a subsystem of education, which is still determined by teachers, students, textbooks, and other teaching material factors (experiments, internships, books, etc.), teaching goals, teaching methods, and Teaching strategy and other non-teaching material condition factors. The basic factors affecting the quality of teaching should undoubtedly be the two most active elements of the basic elements in the teaching system: teachers and students. Wu (2008) believes that the factors that affect the improvement of classroom teaching quality are the quality of teachers, teachers' teaching concepts, teachers' understanding of teaching rules and the use of teaching methods. Deng & Xiong (2008) pointed out that the factors affecting the quality of adult education are the five factors of teachers' personal teaching methods, teaching expressions, teaching attitudes, and teaching introspection. This view starts from the teacher's point of view and expects to improve teachers' abilities. quality of education. Jin (1997) explained it from two perspectives: the teacher's "teaching" and the student's "learning". It believes that teachers' teaching content, teaching methods, and students' quest for knowledge, differences and learning-weariness are factors that affect the improvement of adult education classroom teaching

quality. Nie (2012) believes that standardized management, the quality of students, technical means, and the teaching process of teachers are the factors that affect the improvement of classroom teaching quality. Liu (2017) believes that based on the stakeholder theory, the factors affecting quality improvement fall into three categories. The main body of teaching activities includes adult students' learning self-drive, experience summary, multi-level learning, adult teachers' teaching attitude, learning ability, and scientific research ability; the main body of education management includes adult colleges and related departments; the main body of education services includes enterprises and others. Shi (2004) believes that the factors affecting the improvement of adult education quality include five aspects: institutional mechanisms, hardware facilities, software construction, student learning and management. These scholars have put forward their own opinions on improving the quality of adult education classroom teaching in a systematic, comprehensive, and multi-angle manner.

Regarding the reasons for the problems in the quality of adult education classroom teaching, Wu (2011) believe that the quality of classroom teaching is due to the following reasons: First, adult students have serious ideas about diplomas and do not study hard; students are under-age and lack self-discipline; they have poor secondary school foundations and comprehensive Learning ability is low; second, the teaching team lacks a sense of identity in teaching, and the assessment and evaluation system is not sound. Huang (2010) believes that the teaching goal emphasizes "knowledge" and ignores "adults", teaching content is outdated, teaching methods are single, and teaching evaluation is not perfect the lack of vitality in the teaching environment is the cause of the problems in the quality of teaching. Kong et al (2007) and others believe that there are problems with students' learning goals and attitudes. Reasons for quality problems, these rational analyses provide a basis for solving the problems in adult education classroom teaching quality.

The role of the quality evaluation system is to strengthen the management of school education and teaching quality, improve the quality of adult education, achieve target management, meet the social demand for adult education, promote the continuous improvement of teaching quality and level, and realize the role of sustainable development of adult education (Lu, 2011). Liu (2015) believes that teaching quality evaluation has the role of guidance, diagnosis and motivation. Zhou (2006) believes that quality evaluation has the teaching goal of promoting student development: the evaluation process focuses on studying teaching strategies and promoting teacher growth: teaching effect evaluation reflects the interaction between teaching and learning and the role of "teaching based on learning". In short, the evaluation of adult education classroom teaching quality is of certain significance for teachers and students.

## **2. Research on Teaching Quality Evaluation of Adult Education**

Carrying out adult education classroom teaching quality evaluation is to make a value judgment

on the actual classroom teaching activities of adult education, and it makes a simple standard for the connotation of adult education classroom teaching quality evaluation (Ou, 1997). Yu & Zhang (2020) pointed out that the construction of the teaching quality evaluation system is not yet complete. For example, the evaluation subject is not comprehensive enough to ignore external evaluation; focus on result evaluation and ignore developmental evaluation; focus on evaluation, ignore feedback and improvement and other overall process management issues. Therefore, private colleges and universities should adopt a diversified evaluation subject, design a multi-dimensional evaluation index system, and adopt diversified evaluation methods to build a closed-loop education and teaching quality evaluation system.

Ou (1997) believes that teaching evaluation techniques and methods should be multi-pronged, complementary in function, prioritized and inferior, based on ability, and qualitative and quantitative should be combined. Wu (2011) believes that the collection methods of teachers' classroom teaching quality data include student questionnaires, questionnaires, and final exam results summary tables. The statistical processing methods of data include qualitative data processing methods, quantitative data processing methods and comprehensive evaluation methods.

Gao & He (2016) discussed the deficiencies in the evaluation content, the design of evaluation indicators, the lack of subjects, and the inconsistency between the evaluation system and corporate standards in the evaluation of classroom teaching quality in ordinary colleges and universities and put forward the exploration of the main content of enterprise participation in classroom evaluation and enterprise participation Countermeasures of classroom teaching evaluation mechanism. Fang (2010) from the many factors that affect the teaching quality of adult higher education, mainly from internal factors, such as teacher level, adult learner level, teaching materials construction and teaching hard and soft environment, as well as external factors, such as management system, school-running methods And adult education managers, etc., to analyze the influencing factors of adult education and teaching quality, which is helpful to improve the quality of adult education and teaching. Analyze the current problems of adult education teaching quality from the perspective of students and put forward suggestions and solutions based on the teaching evaluation system, teaching quality assurance system, teacher construction, and life details assurance (Liu et al., 2019). Chen (2015) believes that adult higher education is a key link in building a lifelong education system and a learning society. The key to the sustainable development of adult higher education is the teaching quality of adult education.

### **3. Related Research on the Evaluation of Adult Education Teaching Quality in General Undergraduate Colleges**

Huang (2012) used the School of Foreign Economics as an example to analyze the composition and status quo, problems and causes of the foreign-related teaching quality assurance and monitoring

system, and proposed a scientific construction of a diversified fund-raising investment security system, perfecting the human resources security system, and establishing Countermeasures for the optimization of the school's internal teaching quality supervision and evaluation mechanism, the establishment of an external teaching quality evaluation and monitoring system for private universities, and the optimization of the teaching quality assurance monitoring system for foreign-related colleges.

Wu (2008) analyzed the significance of establishing the internal guaranteed strategy of adult education teaching quality in ordinary colleges and universities and put forward the adult education teaching quality guarantee strategy of ordinary colleges and universities of quality teaching of management personnel, quality teaching of teachers, and quality teaching of assistants. It discusses the countermeasures for the internal guarantee of the adult education teaching system in ordinary colleges and universities from two aspects: the organizational structure of the internal guarantee of teaching quality and the motivation mechanism of the internal guarantee of teaching quality. In short, the current research on the evaluation of adult education classroom teaching quality in ordinary colleges and universities by Chinese scholars is mostly focused on the improvement strategies of college classroom teaching quality.

## **Methodology**

### **1. Research Design**

This research is based on the research thinking of analyzing the current situation-paying attention to the problem-analyzing the reason-proposing countermeasures-building the system.

First, understand the status of research on adult education teaching quality evaluation in general undergraduate colleges and universities, design relevant questionnaires, conduct an in-depth investigation of adult education teaching quality evaluation of adult education college students in a general undergraduate college Z in Henan Province, China, and understand students' perceptions of adults The status quo of education and teaching quality evaluation.

Secondly, through a questionnaire survey of students enrolled in a general undergraduate Z college in Henan Province, China, some problems, and defects in the evaluation of adult education teaching quality were found, and reasonable attribution judgments were made for the problems found.

Finally, according to the reasons behind the problems, the relevant educational evaluation theories are used as the basis, combined with advanced foreign experience, and countermeasures to solve the problems are proposed to further optimize the evaluation mechanism of adult education teaching quality in ordinary colleges and universities, and improve the rationality of education and teaching quality evaluation and scientific.

## **2. Population and Sample**

The research objects selected in this study are adult education college students in general undergraduate colleges. Select adult education college students from a general undergraduate Z college in Henan Province, China, and select 400 adult education college students as the questionnaire. The subject of the investigation, the reason for the selection is that the enrollment of adult education majors in this college ranks among the top in Henan. The enrollment majors set cover adult education undergraduates, junior colleges, and all levels of junior colleges. The college ranks first, and the school concept meets the development needs of the society and has a certain degree, representative. In the research process, random sampling was adopted to collect effective data, and the methods of literature research and questionnaire survey were used to ensure the practicability of the questionnaire.

## **3. Questionnaire Design**

The first part is the basic situation of the surveyed students, including their gender, age, grade and major.

The second part is about the understanding and attitude of adult education students' classroom quality evaluation. The questionnaire survey includes 15 questions, mainly including the values of teaching quality evaluation, teaching quality evaluation methods, teaching quality evaluation content, and feedback from the teaching quality evaluation. The dimension analyzes the values of adult education classroom teaching quality evaluation. This reflects the overall evaluation of the teaching quality of adult education students. This research draws on the "S College Adult Education Classroom Teaching Quality Evaluation Status Survey Questionnaire" compiled by Zhu (2018), which is divided into three dimensions: classroom teaching quality evaluation value orientation, classroom teaching quality method, and classroom teaching quality evaluation feedback. Importing the survey data into SPSS, the reliability coefficient of the student questionnaire is 0.888, which means that the reliability of the questionnaire is within an acceptable range. At the same time, the reliability of each subscale is greater than 0.7. Studies have confirmed that this questionnaire has good reliability and validity.

The third part is a formal questionnaire, which combines five dimensions with teaching objectives, teaching methods, application ability training, teaching evaluation and teaching effect. The teaching objectives include a total of 5 themes, including theoretical learning ability, application ability, teamwork ability, innovation ability, etc. The teaching method contains a total of 7 topics, including lecture method, problem guide method, example teaching, project teaching, group cooperative learning, learning by doing, etc. The cultivation of applied ability includes 6 themes, including teachers, vocational skills, innovation and entrepreneurship, etc. Teaching evaluation is four themes, including course examination format, homework configuration format, etc. The teaching effect includes 6 topics in total. Including students' professional ability, operational ability, the third part of the questionnaire

uses a three-level score, that is to say, "Yes" is calculated as 1 point, "Don't know" is calculated as 2 points, and "No" is calculated as 3 points. The first question of the teaching method dimension is the inverse test question, the score form is opposite. Regarding data input, no coding is used beforehand, and after recovery, it is coded sequentially, and statistical analysis is performed through SPSS.

The questionnaire on the status of adult education teaching quality evaluation in general undergraduate colleges is a combination of the "S College Adult Education Classroom Teaching Quality Evaluation Status Questionnaire" compiled by Zhu (2018) and the "Classroom Teaching in Applied Undergraduate Colleges" written by Wang (2018) The questionnaire in "Quality Investigation and Research" can be seen from Table 1. The overall reliability coefficient of the questionnaire is 0.888, which is between 0.8 and 0.9, indicating that the reliability of the scale is acceptable. Among them, the reliability coefficients of the four dimensions of teaching objectives, teaching methods, teaching evaluation, and teaching effects are all greater than 0.9, indicating that the reliability of each item in these four dimensions is very good, and the trustworthiness of ability training and teaching quality evaluation is applied at the same time. The degree coefficient is between 0.8 and 0.9, indicating that the reliability of the scale is acceptable. The above results show that the design of the questionnaire is reasonable, and the credibility of each item is very good, and the results can be analyzed.

**Table 1: Reliability Coefficient Table of The Questionnaire Survey on The Status Quo of Adult Education Teaching Quality Evaluation in General Undergraduate Colleges**

	Kronbach Alpha	Number of items	Overall questionnaire Kronbach Alpha	Number of items
Teaching objectives	0.977	5		
Teaching method	0.978	7		
Application ability training	0.867	6	0.888	43
Teaching Evaluation	0.939	4		
Teaching effect	0.926	6		
Teaching quality evaluation	0.867	15		

In the results of Table 2, the KMO value is 0.870, which is in the range of 0.7-0.9, indicating that the scale in this questionnaire is suitable for factor analysis. Bartlett (Bartlett) sphericity test results: the chi-square value is 2020.402, the corresponding P value is 0.000, which is less than the significance level of 0.05, so the Bartlett (Bartlett) sphericity test is significant. After rotation, the cumulative variance explanation rate reached 88.810%, which was greater than 50%, indicating that the questionnaire survey has high validity.

**Table 2: Validity Test of The Questionnaire on The Status Quo of Adult Education Teaching Quality Evaluation in General Undergraduate Colleges**

KMO Sampling Appropriateness Number		0.870
Bartlett sphericity test	Cumulative variance interpretation rate after rotation	88.810
	Approximate chi-squar	2020.402
	Degrees of freedom v	154
	Significance	0.000

**Table 3: Variance Explanation Table of The Survey on The Status Quo of Adult Education Teaching Quality Evaluation in General Undergraduate Colleges**

Element	Extract the Sum of Squares of The Load			Rotating Load Sum of Squares		
	Total	% Varianc	Cumulative%	Total	% Varianc	Cumulative%
1	25.957	60.365	60.365	17.717	41.202	41.202
2	5.489	12.766	73.131	6.242	14.515	55.717
3	2.274	5.288	78.419	4.660	10.838	66.555
4	1.827	4.249	82.668	3.426	7.967	74.522
5	1.574	3.661	86.329	3.194	7.429	81.951
6	1.067	2.481	88.810	2.950	6.859	88.810

#### 4. Data Analysis

Analyze the collected data through excel, and strive to obtain comprehensive and objective statistical results, analyze the data through SPSS2.0, eliminate invalid data through descriptive statistics, and then use comparative analysis to analyze the data in each dimension to further understand the College students' overall understanding of adult education and teaching quality evaluation, as well as suggestions and opinions, and understand what students think needs to be changed, including their specific views and suggestions on the issue.

### Results

#### 1. Demographic Analysis of the Respondents

A total of 400 questionnaires were collected, with 197 males (49.3%) and 203 females (50.7%). A total of 43 people aged 15-20, accounting for 10.8%, a total of 58 people aged 30-40, accounting for 14.5%, a total of 39 people over 40, accounting for 9.8%, and a total of 126 people aged 21-25. People, accounting for 31.5%, a total of 134 people aged 26-30, accounting for 33.5%. There are 88 students in the 2018 grade, accounting for 22.0%. There are 136 students in the 2019 grade, accounting for 34.0%. There are 102 students in the 2020 grade, accounting for 25.5%. There are 74 students in the 2021 grade, accounting for 18.5%. The majors of 400 students are as follows: 63 students majoring in

psychology, accounting for 15.8%, 53 students majoring in management, accounting for 13.3%, and 75 students majoring in education, accounting for 18.8%. Ideological and political education A total of 63 people in the majors, accounting for 15.8%, a total of 44 people in the liberal arts and management majors, accounting for 11.0%, a total of 51 people in science and engineering majors, accounting for 12.8%, and a total of 51 people in other majors, accounting for 12.8%. (See Table 4)

**Table 4: Basic Information Statistics of The Sample**

Variable	Classification	Number of People	Percentage	Effective Percentage	Cumulative Percentage
gender	Male	197	49.3	49.3	49.3
	Female	203	50.7	50.7	100.0
age	15-20 Years Old	43	10.8	10.8	10.8
	30-40 Years Old	58	14.5	14.5	25.3
	Over 40 Years Old	39	9.8	9.8	35.0
	21-25 Years Old	126	31.5	31.5	66.5
	26-30 Years Old	134	33.5	33.5	100.0
grade	Class Of 2018	88	22.0	22.0	22.0
	Class Of 2019	136	34.0	34.0	56.0
	Class Of 2020	102	25.5	25.5	81.5
	Class Of 2021	74	18.5	18.5	100.0
	Other	51	12.8	12.8	12.8
Professional	Psychology	63	15.8	15.8	28.5
	Management	53	13.3	13.3	41.8
	Education	75	18.8	18.8	60.5
	Ideological and Political Education	63	15.8	15.8	76.3
	Liberal Arts Management	44	11.0	11.0	87.3
	Science and Engineering	51	12.8	12.8	100.0

## 2. Statistical Analysis Results

The five dimensions of classroom teaching quality are examined (Table 5). The results show that the teaching method score is the highest,  $2.6901 \pm 0.55437$ , indicating that students are more satisfied with the teaching method, followed by teaching evaluation  $2.5738 \pm 0.58906$  and teaching goal  $2.5440 \pm 0.63991$ , applied ability training  $2.2548 \pm 0.60886$ , the score of teaching effect is the lowest,  $2.4271 \pm 0.59500$ . It shows that students' satisfaction with classroom teaching quality is as follows: teaching method, teaching evaluation, teaching goal, application ability training and teaching effect.

**Table 5: Total Scores Of 5 Dimensions**

	N	Minimum	Max	Mean	Standard Deviation
Teaching objectives	400	1.00	3.00	2.5440	0.63991
Teaching method	400	1.00	3.00	2.6901	0.55437
Application ability training	400	1.00	3.00	2.2548	0.60886
Teaching Evaluation	400	1.00	3.00	2.5738	0.58906
Teaching effect	400	1.00	3.00	2.4271	0.59500



### 3. Relevant Understanding of Teaching Quality Evaluation

According to the survey of 400 students' knowledge about teaching quality evaluation (Table 6), it can be seen that there are 235 people who have participated in the school's teacher teaching evaluation activities, accounting for 58.75%, and a total of 106 students are interested in participating in the school's classroom teaching quality evaluation activities. 26.50%, 304 people (76.00%) think that teachers' teaching evaluation activities can improve the attitude of classroom teaching quality, and 219 people (54.75%) say they understand the way of classroom teaching quality evaluation in schools. The number of times of participating in the school's annual classroom teaching quality evaluation activities is 1 time, a total of 114 people, 2 times, a total of 144 people, and 2 times or more, a total of 142 people. 194 people (48.5%) thought that the content of the school's classroom teaching quality evaluation index was reasonable, and 206 people (51.5%) thought that the content of the school's classroom teaching quality evaluation index was unreasonable.

A total of 251 people has participated in the school's online teaching evaluation activities, accounting for 62.75%, and a total of 149 people have not participated, accounting for 37.25%. 176 people (44.00%) said that the school carried out online school evaluation activities once a year, 152 people (38.00%) said that the school carried out online school evaluation activities twice a year, and 72 people (18.00%) said the school Carry out 2 or more school online evaluation activities a year. Only 92 people (23.00%) have participated in other forms of classroom teaching quality evaluation activities other than online teaching evaluation activities, and 308 (77.00%) have not participated in other forms of classroom teaching quality evaluation activities.

A total of 296 people thought that the form of student evaluation activities carried out by the school was relatively simple, accounting for 74.00%, and only 104 (26.00%) thought that the form of evaluation activities was relatively rich. 64 people (16.00%) said that other teachers in the school often randomly enter the classroom to listen to the situation, 146 people (36.50%) said that there are very few other schoolteachers in the classroom to listen to the situation randomly, and 190 (47.50%) said that there is basically nothing else.

The teacher randomly enters the classroom to listen to the class. 118 people (29.50%) said they knew the use of classroom teaching quality evaluation results, and 282 (70.50%) said they did not understand the use of classroom teaching quality evaluation results. 326 people (81.50%) expressed their approval to conduct multiple classroom teaching quality evaluation activities each year, and 74 people (18.50%) expressed their disapproval. 276 people (69.00%) agreed that the school would publish the results of each classroom teaching quality evaluation, and 124 people (31.00%) disagreed. 366 people (91.50%) thought it was necessary for the school to conduct more diverse student evaluation activities, and 34 people (8.50%) said it was unnecessary.

**Table 6: Students' Understanding of Teaching Quality Evaluation**

		Count	%
(1) Have you participated in the school's teacher teaching evaluation activities	yes	235	58.75
	no	165	41.25
(2) Your interest in participating in school classroom teaching quality evaluation activities	interested	106	26.50
	not interested	294	73.50
(3) Your attitude towards promoting the quality of classroom teaching through teacher teaching evaluation activities	Can improve	304	76.00
	Can't improve	96	24.00
(4) Your level of understanding of the method of evaluating school classroom teaching quality	understand	219	54.75
	Don't understand	181	45.25
(5) The number of classroom teaching quality evaluation activities conducted by the school each year	1 time	114	28.50
	2 times	144	36.00
	2 times and above	142	35.50
(6) How reasonable do you think the content of the classroom teaching quality evaluation index of this school is reasonable?	Reasonable	194	48.5
	unreasonable	206	51.5
(7) Have you participated in the school's online teaching evaluation activities?	Yes	251	62.75
	no	149	37.25
(8) The number of times the school's online teaching evaluation activities are carried out each year	1 time	176	44.00
	2 times	152	38.00
	2 times and above	72	18.00
(9) Have you participated in other forms of classroom teaching quality evaluation activities other than online teaching evaluation activities?	participated	92	23.00
	Haven't participated	308	77.00
(10) What do you think is the form of student evaluation activities carried out by the school?	Relatively simple	296	74.00
	Relatively rich	104	26.00
	often	64	16.00
(11) The situation of other schoolteachers entering the classroom randomly	rare	146	36.50
	Basically no	190	47.50
(12) Your understanding of the use of classroom teaching quality evaluation results	learn	118	29.50
	Don't understand	282	70.50
(13) Your attitude towards the evaluation of classroom teaching quality many times a year	In favor of	326	81.50
	Disapproval	74	18.50
(14) Your attitude towards the school's announcement of the results of each classroom teaching quality evaluation	In favor of	276	69.00
	Disapproval	124	31.00
(15) Do you think it is necessary for the school to conduct more diverse student evaluation activities?	Is necessary	366	91.50
	Not necessary	34	8.50

#### 4. Analysis of Students' Recognition of Adult Education Teaching Quality Evaluation in Ordinary Undergraduate Colleges Under Different Dimensions

Among the teaching goals, teachers in classroom teaching have the highest score for cultivating teamwork ability, which is  $2.67 \pm 0.625$ . The six indicators of teaching goals are satisfied in order: teamwork ability (MEAN=2.67), theoretical learning ability (MEAN= 2.58), application ability (MEAN=2.50), independent thinking ability (MEAN=2.49) and innovation ability (MEAN=2.48). The teaching method (MEAN=2.6901) is between "yes" and "unclear", ranking first in the students' satisfaction with the quality of classroom teaching, indicating that students are highly satisfied. The cultivation of application ability (MEAN=2.2548) is between "unclear" and "yes", and the score is very high. The student's satisfaction in this dimension ranks third. Teaching evaluation (MEAN=1.69) is in "yes" and "unclear". From the overall situation of the survey, teachers score the highest on the level of education evaluation. The average score of teaching effect is 2.4271, of which the professional knowledge of the students and the satisfaction score related to the business-related business of the students is 2.66, which is the highest score in the satisfaction of each item in this dimension. Next, after

learning the relevant professional knowledge, the enthusiasm of students participating in operational competition became higher, with a satisfaction score of 2.62, ranking second. After learning the relevant professional knowledge, the enthusiasm of the students participating in the skill competition increased, and the satisfaction also increased, with a score of 2.43, ranking third. The degree of satisfaction of being concentrated in class and not doing things unrelated to learning is 2.13, ranking fourth. The scores of these items are all greater than 2 points, indicating that students' satisfaction with the above items in the teaching content is relatively good. However, through learning, students' problem-solving ability has been improved, with a satisfaction score of 1.82, and a satisfaction score of 1.70 for active dialogue between students and teachers during class. The scores of these two items are both less than 2 points, indicating that the teaching mode is still relatively traditional, so the teaching effect achieved is not particularly good, and the student's satisfaction with it is low.

**Table 7: Comparison of Different Indicators of Classroom Teaching Quality**

Project		Mean	Sort	S.D.	Sort	Mean	Sort
Teaching objectives	In class, the teacher attaches great importance to the ability of theoretical study	2.58	2	0.628	4		
	In classroom teaching, teachers focus on cultivating the ability to apply the knowledge and skills learned to the real workplace	2.50	3	0.665	3		
	In classroom teaching, teachers' pay attention to cultivating teamwork ability	2.67	1	0.625	5	2.5440	3
	In classroom teaching, teachers' pay attention to cultivating students' innovative ability	2.48	5	0.700	2		
	In the classroom, teachers attach importance to cultivating students' independent thinking ability	2.49	4	0.722	1		
Teaching method	Classroom teaching is mainly taught by teachers	2.80	2	0.542	6		
	In classroom teaching, teachers are problem-oriented	2.69	3	0.580	5		
	In classroom teaching, teachers often use case teaching method or project teaching method	2.64	5	0.585	4		
	In class, teachers value students' participation in class	2.63	6	0.596	3	2.6901	1
	In classroom teaching, teachers often encourage me to "learn by doing"	2.81	1	0.513	7		
	In class, the teacher asked my group to cooperate in the study	2.66	4	0.643	2		
	Before the class, the teacher guided me to find knowledge points related to learning	2.62	7	0.651	1		
Application ability training	The school often invites experts from the industry (industry) to come to class	1.80	6	0.715	6		
	The teacher attaches great importance to my training and cultivation of vocational skills	2.43	1	0.732	4		
	Educational content revolves closely around social and professional needs	2.28	2	0.890	1	2.2548	5
	The teacher introduces the project results of applied research into the lecture	2.08	4	0.718	5		
	The teacher encouraged me to participate in industry-university-research related topics	2.27	3	0.881	2		
	The teacher guided me to participate in various innovation and entrepreneurship activities	1.97	5	0.752	3		
Teaching Evaluation	Course assessment adopts a combination of various forms	2.72	1	0.566	4		
	Course examination can effectively evaluate the knowledge and application ability of learning	2.66	2	0.611	3	2.5738	2
	Teachers arrange social practice assignments in the classroom	1.81	3	0.727	1		
	Teachers assign assignments in various forms	1.78	4	0.647	2		
Teaching effect	The professional knowledge mastered by the students can basically accept the relevant work of the enterprise	2.66	1	0.588	6	2.4271	4

Project	Mean	Sort	S.D.	Sort	Mean	Sort
After learning relevant professional knowledge, students' enthusiasm for participating in operational competition will become higher	2.62	2	0.623	4		
After learning relevant professional knowledge, students are more willing to participate in skill competitions	2.43	3	0.847	1		
Through learning, students' problem-solving skills are improved	1.82	5	0.619	5		
During class, students actively communicate with teachers	1.70	6	0.807	2		
When in class, I don't concentrate on doing things that have nothing to do with learning	2.13	4	0.651	3		

## Discussions

Through this investigation and research, the following research conclusions are drawn:

(1) The reliability and validity of the questionnaire compiled in this study is good, and it meets the relevant requirements of surveying. This questionnaire combines the research design of the "S College Adult Education Classroom Teaching Quality Evaluation Status Survey Questionnaire" compiled by Zhu (2018) and the "Applied Undergraduate Colleges Classroom Teaching Quality Survey Research" written by Wang (2018). The reliability and validity of is good.

(2) In terms of basic situation, the age of college students is in the range of 15-40 years old, and the age distribution is mainly concentrated in 21-25 years old and 26-30 years old, with 126 (31.5%) and 134 (33.5%) respectively. The grade distribution of students is the 2018-2021 grades, among which the 2019 and 2020 grades are relatively high, 34.0% and 25.5% respectively. The majors of 400 students are mainly composed of psychology, management, education, ideological and political education, liberal arts management, science and engineering and other majors. The distribution is similar, ranging from 15% to 30%.

(3) The overall status of classroom teaching quality: Through examining the five dimensions of classroom teaching quality, students are more satisfied with teaching methods, followed by teaching evaluation, teaching goals, application ability training and teaching effect with the lowest scores. Moreover, the satisfaction of students of different ages, grades, and majors with respect to teaching methods, teaching evaluation, teaching goals, application ability training, and teaching effects is statistically significant ( $p < 0.05$ ), but students of different genders Compared with the satisfaction of teaching methods, teaching evaluation, teaching goals, application ability training and teaching effect, there is no significant statistical significance ( $p > 0.05$ ).

Compare the results obtained by Wang (2018) on the quality of classroom teaching in applied undergraduate colleges. The P value of the gender-to-teaching evaluation dimension is 0.035 ( $P < 0.5$ ), indicating that there is a significant difference between boys and girls; different grades are teaching There is no significant difference in the target grade; there is no significant difference in the dimensions of different professional teaching evaluation, teaching goals, teaching methods, and application ability training; you will find that the results obtained at these points are inconsistent, and the reason for the difference may be the research. It is caused by different sources of students, different majors, and

different teachers.

(4) Relevant understanding of teaching quality evaluation: We further investigated the knowledge of 400 students on teaching quality evaluation. The result shows that there are more students who have participated in the school's teacher teaching evaluation activities. However, only 26.50% are interested in participating in the evaluation activities of school classroom teaching quality, indicating that students are not very interested in participating in the evaluation activities of school classroom teaching quality. Most students expressed their understanding of the way of evaluating the quality of classroom teaching in schools and their attitude that teachers' teaching evaluation activities can improve the quality of classroom teaching.

The results obtained are roughly the same as Zhu (2018) on the evaluation of adult education classroom teaching quality of private undergraduate colleges. Students have similarities in the evaluation of classroom teaching quality of their colleges and universities, and they all hope that the school is Place to improve.

(5) Analysis of students' recognition of the evaluation of adult education teaching quality in ordinary undergraduate colleges under different dimensions. Students expressed that they have a high degree of satisfaction with the educational goals set by the teachers. Among the teaching goals, teachers pay attention to cultivating teamwork ability in classroom teaching. The highest score. Students' satisfaction with the quality of classroom teaching ranks first, indicating that students' satisfaction is relatively high. The importance of teachers' attention to the various levels of indicators for cultivating applied ability is to focus on the training and cultivation of vocational skills, the teaching content revolves around the needs of social occupations, encouraging students to participate in industry-university-research-related topics, and the integration of applied research results into teaching, Instruct students to participate in innovation and entrepreneurship activities, and hire enterprise (industry) experts to participate in classroom teaching. Teachers use a combination of various forms in the course assessment (course essays, usual speeches, open-book examinations, and practical operations), with the highest satisfaction scores. In the teaching effect, the teaching mode is still relatively traditional, the teaching effect achieved is not particularly good, and the students' satisfaction with it is low.

Therefore, in classroom teaching, teachers should adhere to the concept of multiple quality, train students according to students' learning interests, graduation aspirations, hobbies, etc., to meet the diverse needs of students, and cultivate high-quality applied talents.

## **Conclusions**

This study adopts the research design in the "Study on the Status Quo of Adult Education Classroom Teaching Quality Evaluation in S College" compiled by Zhu (2018) and the "Survey and Research on the Classroom Teaching Quality of Applied Undergraduate Colleges" by Wang (2018) and

adapt it. From the research data, the following main conclusions can be drawn:

Overall, private colleges and universities are generally in a state of recognition for students' evaluation of education and teaching. Students have different degrees of significant differences under different background variables (age, grade, and major), and there is no significant difference in gender. It is specifically reflected in that students' satisfaction with the training of teaching goals, teaching methods, teaching evaluation, teaching effects, and application ability decreases in order of age; the training of teaching goals, teaching methods, teaching evaluation, teaching effects, and application ability in grades. In terms of satisfaction, students' satisfaction with teaching goals, teaching methods, teaching evaluations, teaching effects, and application abilities decreases successively in different major types. At the same time, in the five dimensions of classroom teaching quality, it can be found that students' satisfaction with classroom teaching quality is as follows: teaching methods, teaching evaluation, teaching goals, application ability training and teaching effects.

In the analysis of the understanding of teaching quality evaluation, it will be found that many students have participated in the school's teacher teaching evaluation activities. 76.00% of the students believe that teachers' teaching evaluation activities can improve their attitudes towards classroom teaching quality. There are also some students who think that the teaching evaluation activities organized by the school are relatively simple. According to this, the school will rectify the teaching evaluation mode to adapt to more students and get the information they want. 81.50% of the students agree that multiple classroom teaching quality evaluation activities can be conducted each year, and the results of the classroom teaching quality evaluation can be announced each time. This allows students to realize their value in the development of school teaching and promotes school education. Improvement of teaching quality.

Through the analysis of students' recognition of the evaluation of adult education teaching quality of ordinary undergraduate colleges, it can be understood that the teachers of ordinary private colleges must not only have a strong academic level, but also have rich social practical experience and application ability. "Have a wealth of professional experience in industry and enterprise professional practice" is the basic requirement for the professional quality of teachers in ordinary private undergraduate colleges, but these application skills are difficult to possess in young teachers who have just graduated from school. Therefore, it is necessary to introduce industry and enterprise experts Participate in classroom teaching together. Therefore, the teachers of ordinary private undergraduate colleges are mainly teachers who have just graduated from the school, which reflects the single tendency of the source of teachers and the lack of dual-qualified teachers.

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## **A STUDY ON THE STATUS QUO AND COUNTERMEASURES OF PARENTS' SATISFACTION WITH HOME-SCHOOL COOPERATION IN PRIVATE PRIMARY SCHOOLS IN HENAN PROVINCE, CHINA**

**Lina Zheng<sup>1\*</sup>, Rui Wang<sup>2</sup>, Xinjun Liu<sup>3</sup>**

<sup>1 2 3</sup> Faculty of Public Administration and Social Studies, Stamford International University

\*Corresponding author, E-mail: zhenglina@yuhuachina.com

**Abstract:** Home-school cooperation is one of the significances to the healthy growth of primary school students. This research conducted a questionnaire survey on 536 parents of 6 private primary schools in 6 cities in Henan Province, interviewed 42 parents, teachers, and school administrators, and used SPSS20.0 to perform T/F test, correlation analysis, and regression on the data. From analysis and research of this study, it found that the overall satisfaction of the parents of private primary schools in Henan Province is relatively high. With the differences in the concept of home-school cooperation, communication frequency, and student performance, parents' satisfaction with home-school cooperation also differs significantly. There was a significant positive correlation between the four dimensions (cooperation level, cooperation content, cooperation form, cooperation effect) of parent satisfaction with home-school cooperation and overall satisfaction. There were significant positive effects on all dimensions of home-school cooperation satisfaction such as parents' concept of cooperation, student performance, and communication frequency.

Based on the above situation, this research put forward the following suggestions for the existing problems of private primary school cooperation work: help parents to establish a scientific concept of cooperation; promote normalization and systematization of cooperation levels; grasp the balance of cooperation content; enrich cooperation forms; scientific evaluation cooperation Effectiveness, avoid the wrong tendency to enroll students.

**Keywords:** Private Primary School, Home-School Cooperation, Parent Satisfaction.

### **Introduction**

With the development of social economy and culture, the importance of the connection and cooperation between family and school for children's education and growth has become increasingly prominent. But in ordinary, home-school cooperation at the primary level is still a new issue in my country (Zhu, 2017). At the practical level, most of the home-school cooperation in the school-running

practice in China are still at a formality level. At the level of theoretical research, the research on primary school-school cooperation has not yet formed a system. Empirical research on home-school cooperation based on satisfaction surveys is also scarce. In China , there are 9,449,100 students, accounting for 9.42% of the total number of students in all primary schools in the country. Private schools' pursuit of parental satisfaction and emphasis on home-school cooperation far exceed public elementary schools (Zeng, 2019), so there is more room for practical exploration and theoretical research in home-school cooperative work.

### **1. Problem Statements**

In academia, related research on the behavior of private primary schools, especially home-school cooperation, is still insufficient. Quantitative research on private primary school cooperation work based on the satisfaction of parents of private primary schools is even rarer.

The number of students in private elementary schools in Henan accounted for one-fifth of China. The provincial private primary schools are relatively competitive in parents' recognition and have a certain degree of typicality and research value.

### **2. Research Questions**

- 2.1 What is the status quo of the satisfaction of the parents of private primary schools in Henan Province with the home-school cooperation work?
- 2.2 Under different backgrounds, what is the difference in the satisfaction of parents of private primary schools in Henan Province with respect to home-school cooperation work?
- 2.3 What is the correlation between the satisfaction of home-school cooperation level, cooperation content satisfaction, cooperation method satisfaction, and cooperation effect satisfaction of the parents of private primary schools in Henan Province?
- 2.4 What is the impact of parents' different background variables on the satisfaction of the cooperative parents of private primary schools in Henan Province?

### **3. Scope of Research**

#### **3.1 Content range**

Took the parents of private primary schools in Zhengzhou, Kaifeng, Jiaozuo, Xuchang, Luohe and Jiyuan City as the main research objects.

Combined with the interviews with some parents, teachers and school administrators of the above schools.

#### **3.2 Variable range**

Different background variables of parents and students:

Parents: parent's identity, gender, educational background, occupation, income, family structure, number of children, home-school cooperation concept.

Students: gender, grade, academic performance.

### 3.3 Research object scope

This study adopted the principle of convenient sampling.

Selected 6 cities: Zhengzhou, Kaifeng, Jiaozuo, Jiyuan, Luohe, and Xuchang to issue questionnaires. They are all representative cities with a relatively high level of compulsory education development in the region and covers all geographical areas of Henan Province.

Selected 6 schools: with excellent comprehensive performance in various indicators including local school scale, charging standards, school performance, education authorities and parental recognition.

Questionnaires: 550 questionnaires were distributed in the above 6 private primary schools.

Interviews: 18 parents, 18 teachers, and 6 school leaders from the above 6 schools.

### 3.4 Time limit

Distribute and debug questionnaires in a small area: Sep.10 to Sep.18, 2021.

Officially distribute online questionnaires: Sep.18 to Sep.23, 2021.

Questionnaires are collected in real time via the Internet.

## 4. Significance of the Study

### 4.1 Theoretical Significance

The current theoretical research on home-school cooperation in primary school in China is still in its infancy especially the empirical research on home-school cooperation based on parent satisfaction surveys is also scarce.

The typical significance and research value of home-school cooperation have not yet received the attention of academic circles. Quantitative research on the satisfaction of parents with primary school cooperation is still blank, and it is worthy of further exploration and exploration.

This study seized the key entry point of parent satisfaction, carried out quantitative research on home-school cooperation in private primary schools, filled in the relevant gaps, and had a certain degree of innovation and reference value.

### 4.2 Practical significance

For schools, it can provide constructive suggestions for Henan private elementary school cooperation work; for families, it can help to change educational concepts and optimize family education environment, and better form a joint cooperation of education; for teachers, they can improve work methods, improve work efficiency and parent satisfaction; for students, a harmonious family-school relationship will create a more favorable development environment for children's growth.

**Research Objective (s)**

1. To understand the status quo of the home-school cooperation satisfaction of the parents of private primary school in Henan Province.
2. To research the differences in the satisfaction of parents of private primary schools with home-school cooperation work under different backgrounds.
3. To explore the level of home-school cooperation, cooperation content, cooperation methods, and cooperation effects relevance.
4. To explore the factors that affect the satisfaction of parents of private primary schools in cooperation with parents. Combining the problems found in the research, put forward feasible countermeasures.

**Literature Review****1. Research on Home-School Cooperation****1.1 Oversea Research on Home-School Cooperation**

In recent years, “home-school cooperation” at the primary level has gradually become one of the important concerns of educational reforms and scientific research in the field of education in developed countries in Europe, America, and East Asia. Especially in the United States, the United Kingdom, Japan, and other countries, due to the early start of home-school cooperation, not only has accumulated rich practical experience, but also obtained fruitful theoretical research results (Lin, 2009).

**1.2 Domestic research on Home-School Cooperation**

By searching the literature on the Internet, home-school cooperation is now receiving more and more attention from academic circles in China. On China Knowledge Network, the number of documents with the theme of “home-school cooperation” has increased from 160 in 2011 to 1,351 in 2020. Scholars such as Ma (1999), Huang (2008), and Zhang (2012) have successively published a monograph on home-school cooperative research. Some scholars have summarized the development process of home-school cooperative research in China into four historical stages of learning, independent exploration, consolidation and deepening, and innovative development (Li, 2020). Generally, the current research on home-school cooperation in the Chinese academic circle mainly focuses on the connotation, functions, influencing factors, and definition of main responsibility of home-school cooperation. There are also more discussions on existing problems and improvement strategies, but in terms of theoretical depth, there are still deficiencies in quantitative research.

**2. Research on The Satisfaction of Home-School Cooperation****2.1 Related Research on Parents’ Satisfaction**

Studies abroad have shown that whether parent satisfaction can truly reflect the quality of school education services is a matter of dispute in the academic world (Ryzin, 2013). However, many empirical studies have proved that parent satisfaction is an important and effective tool to evaluate the school's various tasks (Wohlstetter, 2008). Some American scholars conducted parent satisfaction surveys in some special education schools in Southern California, conducted anonymous performance evaluations and horizontal comparative studies between schools with good results (Dobbins, 2010). In recent years, foreign scholars have not only explored the differences in parental satisfaction with schools under different demographic variables, but also developed many effective evaluation scales in the satisfaction evaluation index system, and gradually deepened their quantitative research (Nye et al., 2006).

In contrast, there are no monographs on the study of parents' satisfaction with schools in China, and there are few monographs on the introduction of satisfaction theory into the field of education for research. The few relevant studies are scattered among some other monographs.

## 2.2 Related Research on Parents' Satisfaction in Home-School Cooperation

It is rare for foreign scholars to apply parent satisfaction to home-school cooperation.

Especially the research literature with the theme of "home-school cooperation satisfaction" is even rarer. Some scholars used the "overlapping influence domain social interaction model" to study the status of home-school cooperation and found that parents' satisfaction with home-school cooperation is related to many factors such as parents, school, and family (Wu & Wu, 2020).

## 2.3 Related Research on the Satisfaction of Parents of Private Primary School Cooperatives

Studies by foreign scholars have shown that private elementary schools pay more attention to persuading parents to participate in school education and believe that the satisfaction of parents of private elementary schools is significantly higher than that of public elementary schools in the same area (Omondi, 2013). Similarly, some scholars found through questionnaire surveys that parents of private elementary schools are more cooperative with home-school cooperation (Thompson, 2003). Parents also believe that cooperation with schools can help improve their children's happiness experience in school (Grolnick et al., 1997).

In China, most of the current research on private primary schools focuses on policy research, funding sources, teacher team building, teacher professional development, etc. There are few studies on the satisfaction of parents working in private primary schools, especially on the quantitative research on the satisfaction of privately-run primary school and school cooperative parents is still blank, and it is worthy of further exploration and exploration.

## 3. Relevant Research on the Influencing Factors of Home-School Cooperation

Research on the influencing factors of home-school cooperation started early in foreign

countries. As early as the end of the last century, a group of scholars speculated that the school period may be a factor that affects parents' satisfaction with home-school cooperation (Thompson, 2003). Later scholars found that parental participation in school activities has a significant relationship with students' academic performance (Danielle, 2006).

A large number of empirical studies have been carried out in the research on the factors affecting the cooperation between primary schools in China. According to current research, the main factors affecting the cooperation between primary schools can be roughly divided into subjective factors and objective factors. The subjective factors from the domestic academic circle focus mainly on three aspects: parents, students, and teachers (and schools). A large number of domestic studies have also found objective factors that have a significant impact on home-school cooperation. Related research focuses on the three main aspects of the system, economy, and social culture.

#### 1. Research on the Countermeasures of Home-School Cooperation

Passing local legislation to protect the right of parents to participate in the democratic management of schools (Griffith, 2012). Strengthening the training of parents' educational skills (Griffith, 1996). Use home-school communication skills as one of the core indicators for evaluating teachers (King & Bond, 2002). Make full use of online social tools to improve the efficiency of communication between the school and parents (Malinowski, 2006).

These countermeasures are mainly concentrated in five aspects: government, law, school, family, and society. It is worth noting that there are still some scholars in China that focus on the comparative study of home-school cooperation in the world. These studies provided more diversified perspectives and ideas for home-school cooperation in Chinese primary schools.

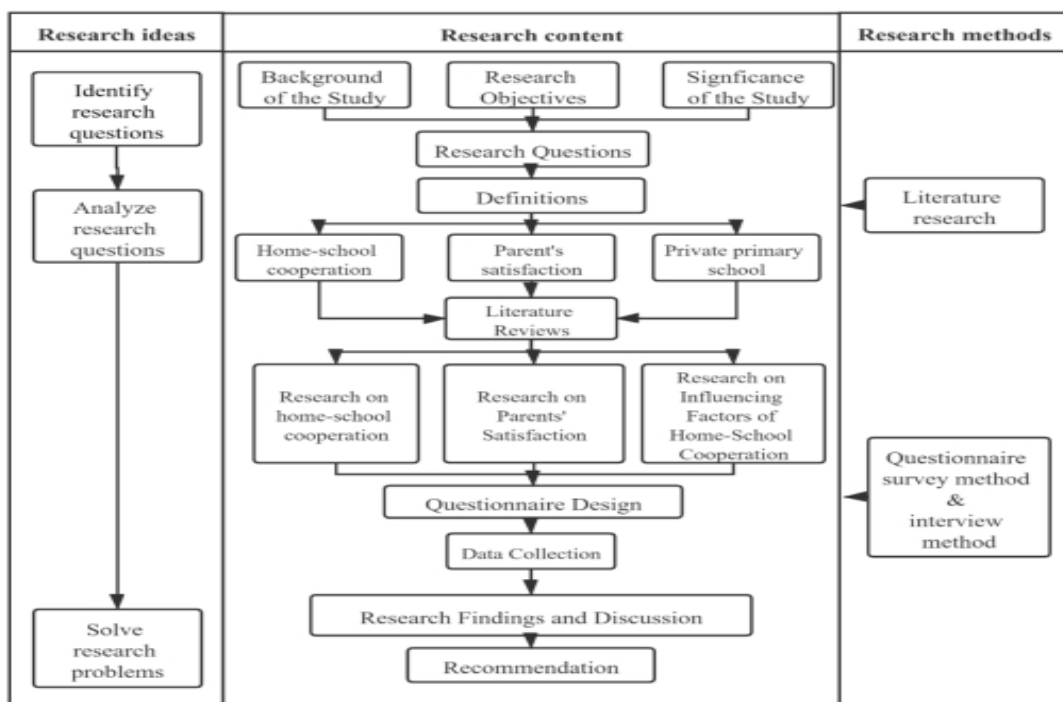
#### 2. Review of Existing Research

In ordinary, research on home-school cooperation has received more and more attention at domestic and abroad, but compared with western educational developed countries, China is in its infancy in terms of practice and theoretical research. From a macro perspective, the current research on home-schools cooperation in China as a whole still does not break out of the perspectives of pedagogy and sociology and lacks an understanding of the integrity, system, and complexity of home-school cooperation. From a micro-level, in the process of carrying out empirical research, there are not many studies that use parent satisfaction as the starting point for empirical research. The survey and quantitative research on home-school cooperation satisfaction for parents of private primary schools are still blank. It can be seen that the research on the satisfaction of home-school cooperating parents in the field of private elementary schools still has a very broad space for development and great research value.

**Methodology**

**1. Research Design**

This study used survey data to conduct research and analysis to understand the status quo of the satisfaction of parents of private primary schools and schools in Henan Province. Under different demographic variables, the differences in the satisfaction of private primary schools’ parents with home-school cooperation work are explored to figure out the impact of private primary schools’ parents and school cooperation with the factors of parent satisfaction, and on this basis, provided countermeasures to the problems found in the combined research.



**Figure 1: Idea Map of This Research**

**2. Population and Sample**

This study adopted the principle of convenient sampling. Selected 6 cities of Henan Province: Zhengzhou, Kaifeng, Jiaozuo, Jiyuan, Luohe, and Xuchang to issue questionnaires. They are the provincial capitals and representative cities in eastern , northern , western , and southern Henan. They not only cover all geographical areas of Henan Province but also have a relatively balanced distribution in economic and cultural aspects. Selected 6 private elementary schools with excellent comprehensive performance in various indicators including local school scale, charging standards, school performance, education authorities, and parental recognition. A total of 550 questionnaires were distributed in the above 6 private primary schools, and a total of 550 questionnaires were returned. 536 valid questionnaires. A total of 18 parents, 18 teachers, and 6 school administrators were interviewed.

### 3. Questionnaire Design

This research referred to the mature parent questionnaire compiled in Hebei Normal University Hou Peipei's "Survey on Rural Primary School Cooperative Parent Satisfaction-Taking Luancheng District, Shijiazhuang City as an Example", as the prediction questionnaire for this research.

The questionnaire for parents in this survey was divided into three parts: a survey of basic family information, parents' perceptions, and parents' satisfaction. A survey of basic family information(questions 1-11),parents' perceptions (Question 12),parents' satisfaction (questions 13-16) .

The interview outline was divided into "Teachers and School Leadership Papers" (for schoolteachers and school leaders) and "Parents Paper" (for parents of students).

### 4. Data Collection Methods

A total of 550 questionnaires were distributed, and a total of 550 copies were retrieved and checked. And screened a total of 536 valid questionnaires were obtained, and the questionnaire effective rate reached 97.45%.The interviews were conducted through face-to-face interviews by phone call, WeChat, DingTalk and other forms. In order to ensure the authenticity of the interview results as much as possible, the interviewees had repeatedly stated to the interviewees the anonymity and confidentiality of the information and interview content.

### 5. Reliability and Validity

**Table 1: Cronbach Reliability Analysis of Each Part of The Questionnaire**

Parents' concept of cooperation	Home-school cooperation level	Home-school cooperation content	Home-school cooperation form	Home-school cooperation effect
0.963	0.951	0.955	0.955	0.969

**Table 2: Cronbach Reliability Analysis of The Questionnaire**

Cronbach reliability analysis		
Number of items	Number of samples	Cronbach $\alpha$
39	536	0.958

It can be seen from Table 3.1: it was found that Cronbach's  $\alpha$  of all the above dimensions exceeded 0.8, indicating that the questionnaire has very high reliability.It can be seen from Table 3.2 that The overall reliability coefficient of the question reached  $0.975 > 0.80$ , indicating that the reliability of the questionnaire research data is of high quality.



**Table 3: KMO And Bartlett Validity Test Table (N=536)**

		Cooperation Level	Cooperation Contents	Cooperation Form	Cooperation Effect	Ordinary Questionnaire
KMO Sampling Appropriateness Quantity		.938	.932	.921	.914	.970
Bartlett sphericity test	Approximate chi-square	4909.481	5020.072	4528.270	5217.316	23833.170
	DF	45	45	28	21	741
	P	.000	.000	.000	.000	.000

The KMO value was higher than 0.8, and the significance value corresponding to the Bartlett test was 0.000, indicated that the questionnaire has good validity.

## 6. Data Analysis Methods

The collected data was preliminarily sorted through the questionnaire star website, and then analyzed using SPSS 20.0. Data analysis methods mainly include: 6.1 Descriptive statistics. Analyze the different background items of parents in the questionnaire one by one, and analyze the concept of home-school cooperation, home-school cooperation level satisfaction, home-school cooperation form satisfaction, home-school cooperation content satisfaction, home-school cooperation effect the overall level of satisfaction and the scores of the above five dimensions are counted, and the basic situation of each dimension in the questionnaire is described. 6.2 Analysis of differences. Use independent sample T test and single-factor variance analysis to measure home-school cooperation concept, home-school cooperation level satisfaction, home-school cooperation form satisfaction, home-school cooperation content satisfaction, home-school cooperation effect the difference of satisfaction under different background items. 6.3 Correlation analysis. Pearson's product-difference correlation analysis is used to test the five dimensions of home-school cooperation concept, home-school cooperation level satisfaction, home-school cooperation form satisfaction, home-school cooperation content satisfaction, and Home-school cooperation effect satisfaction Correlation between. 6.4 Regression analysis. Regression analysis method is adopted, with parents and students with different background items as independent variables, and Home-school cooperation effect satisfaction as dependent variables, a regression model is established to study the basic situation of private elementary school parents and students themselves and Home-school cooperation effect satisfaction the specific form of the correlation between.

## Results

### 1. Demographic Analysis of the Respondents

Among the parents of private primary schools, most of the parents who participate in home-

school cooperation are mothers. The parent group shows the following characteristics: high education level, high occupational height concentrated in public institutions, private enterprise employees, and civil servants. Personal income is high, nuclear families and three-generation families in the same class account for the vast majority. There are more boys and fewer girls, and two-child families dominate. The number of students in each grade is evenly distributed. The overall performance of students is better. Parents communicate with teachers more frequently. Parents' concept of cooperation is ordinarily stronger.

## 2. Descriptive Statistical Summary of Survey Results on The Status Quo of Home-School Cooperation Satisfaction

By analyzing and investigating the data of the four dimensions of home-school cooperation level, content, form, and effect. From Table 4.7, it can be seen that the average scores from high to low are: Home-school cooperation effect satisfaction (M=4.250) > Home-school cooperation form satisfaction (M=4.148) > Home-school cooperation level satisfaction (M=4.108) > Home-school cooperation content satisfaction (M=4.034) and home-school has the highest standard deviation cooperation level satisfaction (SD=0.880), the lowest is Home-school cooperation effect satisfaction (SD=0.708). It shows that parents of private elementary schools in Henan Province are more satisfied with the effect of home-school cooperation, and their opinions are more consistent; in contrast, parents are also satisfied with the form, level, and content of home-school cooperation, but their recognition is slightly lower In Home-school cooperation effect.

**Table 4: Descriptive Score Table of The Four Dimensions of Home-School Cooperation Satisfaction (N=536)**

Dimension	Mean	Sort Of M	Standard Deviation	Sort Of SD
Home-school cooperation level	4.108	3	0.880	1
Home-school cooperation content	4.034	4	0.767	3
Home-school cooperation form	4.148	2	0.774	2
Home-school cooperation effect	4.250	1	0.708	4
Home-school cooperation satisfaction	4.196		0.820	

## 3. Correlation Analysis Between Various Dimensions of Home-School Cooperation and Overall Satisfaction

In order to explore the strength and direction of the linear relationship among Home-school cooperation level, home-school cooperation content, home-school cooperation form, home-school cooperation effect, and Total satisfaction score, this study uses Pearson's product-difference correlation analysis method to analyze Home -Carry out correlation analysis among the four dimensions of school cooperation level, content, form, effect, and total satisfaction score.

**Table 5: Correlation Analysis Matrix Between Home-School Cooperation Satisfaction and Its Four Dimensions(N=536)**

Dimension	Mean	SD	Cooperation Level	Cooperation Contents	Cooperation Form	Cooperation Effect	Total Satisfaction Score
Cooperation level	4.108	0.734	1				
Cooperation contents	4.034	0.647	0.677***	1			
Cooperation form	4.148	0.674	0.804***	0.791***	1		
Cooperation effect	4.251	0.65	0.787***	0.783***	0.894***	1	
Total satisfaction score	4.196	0.544	0.873***	0.842***	0.922***	0.916***	1

In summary, there are significant positive correlations among private primary schools' Home-school cooperation level, Cooperation contents, Cooperation form, Cooperation effect and overall home-school cooperation satisfaction.

#### 4. Regression Analysis of The Survey Results of The Current Situation of Private Primary School Cooperation Satisfaction

##### 4.1 The influence of different background items on Home-school cooperation level satisfaction

**Table 6: Home-School Cooperation Level Satisfaction Linear Regression Analysis Results (N=536)**

↵	Non-standardized coefficient↵		Standardization factor↵	t↵	p↵	VIF↵	R <sup>2</sup> ↵	Adjusted R <sup>2</sup> ↵	F↵
	B↵	Standard error↵	Beta↵						
Constant↵	2.552↵	0.325↵	-↵	7.86↵	0.000***↵	-↵			F (11,524)
Parenthood↵	0.037↵	0.051↵	0.031↵	0.729↵	0.466↵	1.048↵	0.14↵	0.096↵	=6.135
Parents' educational background↵	-0.038↵	0.033↵	-0.055↵	-1.132↵	0.258↵	1.39↵			
Parent occupation↵	-0.013↵	0.024↵	-0.025↵	-0.55↵	0.582↵	1.255↵			P=0.000↵
Parent income level↵	-0.037↵	0.022↵	-0.074↵	-1.645↵	0.101↵	1.191↵			
Family structure↵	-0.004↵	0.032↵	-0.005↵	-0.113↵	0.91↵	1.01↵			
Student gender↵	-0.005↵	0.063↵	-0.003↵	-0.074↵	0.941↵	1.03↵			
Number of children↵	0.024↵	0.051↵	0.02↵	0.476↵	0.635↵	1.061↵			
Student's grade↵	0.049↵	0.038↵	0.054↵	1.307↵	0.192↵	1.025↵	↵	↵	↵
Student academic performance↵	0.121↵	0.04↵	0.129↵	3.026↵	0.003**↵	1.079↵			
Frequency of communication↵	0.18↵	0.041↵	0.185↵	4.438↵	0.000***↵	1.029↵			
Home-school cooperation concept↵	0.217↵	0.044↵	0.205↵	4.924↵	0.000***↵	1.027↵			

Dependent variable: Home-school cooperation level satisfaction↵

D-W: 1.974↵

\* p<0.05 \*\* p<0.01 \*\*\* p<0.001↵

Student academic performance, Frequency of communication, and parents home-school cooperation concept will have a significant positive impact on Home-school cooperation level satisfaction, but Parenthood, Parents' educational background, Parent occupation, Parent income level, Family structure, Student gender, number of children, and Student's grade will not affect the satisfaction of Home-school cooperation level.

#### 4.2 The Influence of Different Background Items on Home-School Cooperation Content Satisfaction

Student academic performance, Frequency of communication, and parents home-school cooperation concept will have a significant positive impact on Home-school cooperation content satisfaction, but Parenthood, Parents' educational background, Parent occupation, Parent income level, Family structure, Student gender, number of children, and Student's grade will not affect the satisfaction of Home-school cooperation content.

**Table 7: Results of Linear Regression Analysis of Home-School Cooperation Content Satisfaction (N=536)**

↵	Non-standardization factor↵		Standardization factor↵	t↵	p↵	VIF↵	R <sup>2</sup> ↵	Adjust ed R <sup>2</sup> ↵	F↵
	B↵	Standard error↵	Beta↵						
Constant↵	2.585↵	0.272↵	-↵	9.505↵	0.000***↵	-↵			
Parenthood↵	-0.019↵	0.042↵	-0.018↵	-0.45↵	0.653↵	1.048↵			
Parents' educational background↵	-0.014↵	0.028↵	-0.024↵	-0.517↵	0.605↵	1.39↵	0.199↵	0.183↵	F (11,524) =11.859 P=0.000↵
Parent occupation↵	-0.023↵	0.021↵	-0.048↵	-1.105↵	0.27↵	1.255↵			
Parent income level↵	-0.013↵	0.019↵	-0.03↵	-0.693↵	0.489↵	1.191↵			
Family structure↵	-0.007↵	0.027↵	-0.01↵	-0.248↵	0.804↵	1.01↵			
Student gender↵	0.076↵	0.053↵	0.058↵	1.454↵	0.147↵	1.03↵			
Number of children↵	-0.001↵	0.042↵	-0.001↵	-0.024↵	0.981↵	1.061↵	↵	↵	↵
Student's grade↵	-0.023↵	0.032↵	-0.029↵	-0.733↵	0.464↵	1.025↵			
Student academic performance↵	0.287↵	0.034↵	0.346↵	8.531↵	0.000***↵	1.079↵	↵	↵	↵
Frequency of communication↵	0.161↵	0.034↵	0.187↵	4.717↵	0.000***↵	1.029↵			
Home-school cooperation concept↵	0.127↵	0.037↵	0.137↵	3.447↵	0.001***↵	1.027↵			

Dependent variable: Home-school cooperation content satisfaction↵

D-W: 2.017↵

\* p<0.05 \*\* p<0.01 \*\*\* p<0.001↵

#### 4.3 The Influence of Different Background Items on Home-School Cooperation Form Satisfaction

Student academic performance, Frequency of communication, and parents home-school

cooperation concept will have a significant positive impact on Home-school cooperation form satisfaction, but Parenthood, Parents' educational background, Parent occupation, Parent income level, Family structure, Student gender, number of children, and Student's grade will not affect the satisfaction of Home-school cooperation form.

**Table 8: Home-School Cooperation Form Satisfaction Linear Regression Analysis Results (N=536)**

↵	Non-standardization factor↵		Standardi zation factor↵	t↵	p↵	VIF↵	R ²↵	Adjust ed R²↵	F↵
	B↵	Standard error↵	Beta↵						
Constant↵	2.771↵	0.296↵	-↵	9.363↵	0.000***↵	-↵			
Parenthood↵	0.023↵	0.046↵	0.021↵	0.500↵	0.617↵	1.048↵			
Parents' educational background↵	-0.041↵	0.03↵	-0.065↵	-1.350↵	0.178↵	1.390↵			
Parent occupation↵	-0.039↵	0.022↵	-0.079↵	-1.725↵	0.085↵	1.255↵	0.125↵	0.107↵	F (11,524) -6.818, P=0.000↵
Parent income level↵	-0.021↵	0.020↵	-0.046↵	-1.031↵	0.303↵	1.191↵			
Family structure↵	-0.018↵	0.029↵	-0.026↵	-0.629↵	0.529↵	1.010↵			
Student gender↵	0.035↵	0.057↵	0.026↵	0.617↵	0.537↵	1.030↵			
Number of children↵	0.036↵	0.046↵	0.033↵	0.775↵	0.438↵	1.061↵	↵	↵	↵
Student's grade↵	0.009↵	0.034↵	0.011↵	0.255↵	0.799↵	1.025↵			
Student academic performance↵	0.133↵	0.037↵	0.154↵	3.639↵	0.000***↵	1.079↵	↵	↵	↵
Frequency of communication↵	0.168↵	0.037↵	0.188↵	4.537↵	0.000***↵	1.029↵			
Home-school cooperation concept↵	0.203↵	0.04↵	0.210↵	5.061↵	0.000***↵	1.027↵	↵	↵	↵

Dependent variable: Home-school cooperation form satisfaction↵

D-W: 1.868↵

\* p<0.05 \*\* p<0.01 \*\*\* p<0.001↵

#### 4.4 Research Hypothesis

According to the analysis results, the content of the research hypothesis is summarized: student academic performance, Frequency of communication, home school Parents with different cooperation concepts showed significant differences in the total satisfaction score of home-school cooperation, while the 8 variables of Parenthood, Parents' educational background, Parent occupation, Parent income level, Family structure, Student gender, number of children, and Student's grade did not show up Significant differences; Home-school cooperation level, Home-school cooperation content, Home-school cooperation form, Home-school cooperation effect, and total satisfaction score of home-school cooperation show a strong positive correlation; children's Student academic performance, Frequency of communication and the concept of home-school cooperation have a significant positive impact on

home-school cooperation satisfaction.

**Table 9: Research Hypothesis Verification Result Table**

Serial number <sup>↵</sup>	Research hypothesis <sup>↵</sup>	Validation results <sup>↵</sup>
H1 <sup>↵</sup>	Parents of different identities have significant differences in satisfaction with private primary school cooperation <sup>↵</sup>	Invalid <sup>↵</sup>
H2 <sup>↵</sup>	Parents of different educational levels have significant differences in satisfaction with private primary school cooperation <sup>↵</sup>	Invalid <sup>↵</sup>
H3 <sup>↵</sup>	Parents of different occupations have significant differences in satisfaction with private primary school cooperation <sup>↵</sup>	Invalid <sup>↵</sup>
H4 <sup>↵</sup>	Parents of different income levels have significant differences in satisfaction with private primary school cooperation <sup>↵</sup>	Invalid <sup>↵</sup>
H5 <sup>↵</sup>	Parents of different family structures have significant differences in satisfaction with private primary school cooperation <sup>↵</sup>	Invalid <sup>↵</sup>
H6 <sup>↵</sup>	Parents of different genders of their children have significant differences in satisfaction with private primary school cooperation <sup>↵</sup>	Invalid <sup>↵</sup>
H7 <sup>↵</sup>	Parents with different numbers of children have significant differences in satisfaction with private primary school cooperation <sup>↵</sup>	Invalid <sup>↵</sup>
H8 <sup>↵</sup>	Parents of different grades have significant differences in satisfaction with private primary school cooperation <sup>↵</sup>	Invalid <sup>↵</sup>
H9 <sup>↵</sup>	Parents of students with different student academic performance have significant differences in satisfaction with private primary school cooperation <sup>↵</sup>	Valid <sup>↵</sup>
H10 <sup>↵</sup>	There are significant differences in the satisfaction of the parents of students with different frequency of communication to the cooperation between private primary schools and schools <sup>↵</sup>	Valid <sup>↵</sup>
H11 <sup>↵</sup>	Parents with different home-school cooperation concepts have significant differences in satisfaction with private primary school cooperation <sup>↵</sup>	Valid <sup>↵</sup>
H12 <sup>↵</sup>	Private primary schools have a significant positive correlation between Home-school cooperation level, Cooperation contents, Cooperation form, Cooperation effect and overall satisfaction of home-school cooperation <sup>↵</sup>	Valid <sup>↵</sup>
H13 <sup>↵</sup>	Student performance has a significant positive impact on the satisfaction of home-school cooperation among private primary school parents <sup>↵</sup>	Valid <sup>↵</sup>
H14 <sup>↵</sup>	Frequency of communication has a significant positive impact on the home-school cooperation satisfaction of parents of private primary schools <sup>↵</sup>	Valid <sup>↵</sup>
H15 <sup>↵</sup>	The concept of home-school cooperation has a significant positive impact on the satisfaction of home-school cooperation among the parents of private primary schools <sup>↵</sup>	Valid <sup>↵</sup>

#### 4.5 Analysis of Interview Results

To further explore this research topic, one parent and one teacher were randomly selected for interviews in the low, middle, and high sections of the sample schools, and one school leader was randomly selected from each of the above six schools (the principal's office meeting) Members) conducted interviews, interviewing 18 parents, 18 teachers, and 6 school leaders, for a total of 42 people.

In the interview, it was found that 89% of parents and 83% of teachers said that the biggest difficulty facing home-school cooperation is insufficient training of relevant skills, which led to feelings of inadequacy when carrying out home-school cooperation. 50% of teachers reported that the

school does not have an established home-school cooperative work system and lacks systematic training. At the same time, private elementary schools often assigned admission tasks to front-line teachers due to market-oriented school-running needs and greater enrollment pressure, and linked them in teacher job evaluation, salary and even promotion, and there was widespread “re-assessment”. The phenomenon of “light training”, private elementary school teachers had limited home-school cooperation skills and lack of self-confidence, which also affected the smooth progress of home-school cooperation. In this regard, some parents proposed to popularize family education knowledge to parents in the form of open online classes, while teachers recommend reducing the proportion of enrollment tasks in the salary system to reduce the burden on teachers. 67% of school administrators said that because of the pressure of market survival, this contradiction was inevitable, and it was recommended that more energy should be put on helping parents establish a scientific concept of home-school cooperation.

### **Discussions**

1. The basic status quo of the satisfaction of parents of private primary schools and schools in Henan Province.
2. Differences in satisfaction of privately-run primary school and school cooperating parents under different background changes
3. The relationship between the various dimensions of private primary school cooperative parent satisfaction
4. Factors affecting the satisfaction of cooperative parents of private primary schools and schools

### **Conclusions**

1. The overall satisfaction of the parents of private elementary schools in Henan province showed a middle-to-high level.
2. There were some differences in the satisfaction of the cooperative parents of private primary schools and schools in Henan province under different backgrounds.
3. There was a significant positive correlation between the four dimensions of the satisfaction of the cooperative parents of private primary schools and schools in Henan province, namely cooperation level, cooperation contents, cooperation form, cooperation effect and overall home-school cooperation satisfaction.
4. The student academic performance, frequency of communication, and parents home-school cooperation concept of private elementary schools in Henan province significant positive impact on all dimensions of home-school cooperation satisfaction.

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中小学教师教学绩效评价研究——以宇华教育集团的中小学为例

**A STUDY ON THE EVALUATION OF TEACHERS' TEACHING  
PERFORMANCE IN PRIMARY AND MIDDLE SCHOOLS: TAKE THE  
PRIMARY AND SECONDARY SCHOOLS OF YUHUA EDUCATION GROUP  
AS AN EXAMPLE**

周晓慧<sup>1\*</sup>, 赵徽<sup>2</sup>

Xiaohui Zhou<sup>1\*</sup>, Hui Zhao<sup>2</sup>

<sup>1 2</sup> 泰国斯坦福国际大学

<sup>1 2</sup> Stamford International University

\*Corresponding author: Xiaohui Zhou, E-mail: 313694703@qq.com

**摘要:** 本研究的目的是探索中小学教师的教育业绩考核水平, 通过245件问卷调查进行统计分析。本研究的结果表明, 中小学教师的教育业绩考核整体水平一般。毕业大学与职务的两个变数与教育行为、工作奉献、人际关系的促进与教育结果的四个变数之间没有明显的关联。而性别与教学行为、工作奉献、人际促进、教学成果之间呈显著正相关;年龄和学历的两个变量都在教育行为和工作服务的两个变量之间有显著的负面关系。孩子的状况、结婚状况、职务和工作年限等4个变量与教育结果有着显著的正相关关系。另外, 教育行为、工作的奉献、人际关系的促进和教育结果的4个变量之间有着显著的正相关关系。

**关键词:** 教育业绩, 考核成绩, 考核评价, 中小学教师。

**Abstract:** The purpose of this research is to explore the performance appraisal level of teachers in elementary and middle schools, through statistical analysis of 245 questionnaires. The results of this study show that the overall level of teaching performance assessment for primary and secondary school teachers is average. There is no significant correlation between the two variables of graduate school and position and the four variables of teaching behavior, job dedication, interpersonal promotion and teaching results. However, there is a significant positive correlation between gender and teaching behavior, job dedication, interpersonal promotion, and teaching results; the two variables of age and education are both significantly negatively correlated with the two variables of teaching behavior and job dedication; Four variables including child status, marital status, position and working years have a significant positive correlation with teaching results. In addition, there is a significant positive

correlation between the four variables of teaching behavior, work dedication, interpersonal promotion and teaching results.

**Keywords:** Teaching Performance, Performance Appraisal, Performance Evaluation, Primary and Secondary School Teachers.

## 引言

随着我国教育事业的发展，“业绩”一词开始频繁出现在教育领域。教育业绩是教育发展的重要组成部分，受到教育界和学者们的关注。教育与业绩的关系已经引起了人们的关注和研究，但由于研究的角度和侧面的重点不同，对教育业绩概念的定义还没有达到共识。教育业绩是与教育目标相关联的行为。蔡永红（2002）认为教育业绩与教师在教育教育过程中表现的教育教育目标一致。钟燕（2007）认为，教育活动是教师的行为，其中教育任务的业绩是学校规定的与教育直接相关的成就行为。教育业绩评价是评价--反馈--再评价的动态循环过程，因此教育业绩评价可以促进教师教育质量的提高和教育方法的改善，为人力资源管理提供决策信息。本研究从学生的发展和附加价值的角度来测定教育业绩，主要针对教师教室的教育质量评价和学生的课程成绩展开。

## 1. 研究背景

教师业绩管理是在教师业绩评价的基础上发展的。随着教师业绩评价的发展，管理者可以对教师的业绩进行一定的评价，但也有一些评价手段，可以对教师的业绩进行比较公正的评价。但是，教师业绩评价只重视教师业绩评价结果，只需取得评价结果即可，很少考虑如何提高教师业绩的问题。教师业绩管理是为了解决这个问题而发生的，在教师业绩评价的基础上发展起来的。

国家发展的基础教育是人才培养的基本手段，是实现经济持续增长的主要动力和源泉。我国的相关政策和法律明确规定了作为基础教育的中小学教师是每个公民享受的基本权利。城市中小学校教育在城市人口教育系统的基础。发展基础教育的要素是中小学教师的管理，教师管理的重要手段是科学合理的业绩管理。教师业绩评价是教师人才管理制度链的重要环节。它为任用教师、奖惩、升职、报酬制度设计等方面提供了客观依据。教师人才是改善工作、发展、提高中小学管理效率的重要途径。这也是好好管理教师人才的关键。因此，研究中小学教师业绩考核的意义重大。

## 1.1 研究问题

本研究的研究问题主要包括以下几个。

- (1) 中小学教师的业绩考核水平如何。
- (2) 不同背景变量下教师的业绩考核有什么不同。
- (3) 影响教师业绩考核的背景要素是什么。

## 1.2 研究假设

- H1: 性别不同的教师教育业绩有着显著的差距。
- H2: 不同年龄的教师教育业绩有着显著的差距。
- H3: 不同工作年限的教师教育业绩有着显著的差距。
- H4: 不同婚姻状况的教师教育业绩有着显著的差距。
- H5: 不同学历的教师的教育业绩有着显著的差距。
- H6: 不同孩子情况下教师的教育业绩有着显著的不同。
- H7: 不同毕业大学的教师教育业绩有着显著的差距。
- H8: 不同职务的教师的教育业绩有着显著的差距。
- H9: 年收入不同的教师的教育业绩有着显著的差距。

## 研究目的

当今世界经济全球化趋势加快发展，国际竞争愈演愈烈。从根本上说，这是人力资源能力和人力资源管理水平的竞争。因此，努力提高自身的人力资源管理能力已经成为中国管理领域面临的重要课题。实践证明，影响学校教育质量提高的最重要因素之一是教师水平的高低和教师课堂的积极性的发挥，只有对教师进行业绩考核，才能引导教师的教育活动，起到诊断、鼓励和发展等多重作用。另外，只有教师的业绩考核，才能有效管理教师，依法管理。但是，现阶段中国中小学的基础教育仍处于传统落后的人事管理阶段。存在很多问题，人力资源管理缺乏战略高度。教师的业绩考核不规范化。教师的激励措施缺乏科学性等。

本研究在实证考察的基础上，将对宇华教育集团中小学的业绩考核情况进行进一步的调查研究和分析，并为未来中小学教师的业绩考核改革提出一些建设性的意见和建议。

## 文献综述

我国教师的审查和评价是从1970年代末、80年代初开始的。之后，教师的业绩考核和评价理论逐渐增加。一些学者主要介绍了国外教师的审查和评价的研究成果。例如，王斌华的

《发展性教师评价制度》介绍了英国的教师考核和评价制度。蔡永红的《教师评价的缘起、问题及发展趋势》介绍了国外教师考核和评价情况，指出教师考核和评价领域存在评价结构不明确、理论依据不充分等问题。鲁修红的“外教评价本土化利用”介绍了英美国家教师的审查和评价特征，供我国教师审查和评价参考。

营利目的地的民办学校具有一定的公益性，但其本质是市场营利性企业。因此，民办学校非常关注的问题之一是优化民营学校的教师人力资源管理，更好地发挥教师的价值。在民办学校进行业绩管理的过程中，如何解决基于教师水平的业绩考核优化问题是重点。现在，无论是国外还是国内，学校教师管理方面的业绩管理模式都得到了普遍应用。但是，很多学校的教师的业绩考核或多或少有一些问题。因此，教师业绩考核的优化问题也成为各方面关注的重点。教师业绩理论的其他理论主要涉及：教师的工作业绩、教师业绩结构、教师业绩目标、教师业绩激励、教师业绩训练、教师业绩管理等六个方面。但是，理论界对这六个方面的论述还不系统，研究还不深入，只在理论表面做了浅浅的研究，剩下的也只是语言，因此，这六个方面的教师业绩理论还必须加强。Stein（2016）分析了教师业绩考核优化系统中的报酬激励对教师业绩考核优化实施的影响。作者认为在业绩考核系统中，必须对教师的业绩报酬激励进行恰当的优化。这种准确性体现在不同教师的职场业绩特性和工作支付基础上，确定具体的业绩报酬激励水平。作者认为，在学校运营过程中必然存在不同教育单位的分工，民营企业不同发展阶段不同职场的业绩责任也有一定差异。在此背景下，结合具体发展阶段，必须制定民办学校的切实绩效考核激励优化措施。

Earley（2016）影响教师业绩考核顺利实施的因素主要是业绩工资和业绩执行力的情况。作者认为，业绩工资直接影响了被认为是学校考核人员的教师，影响了对业绩考核的重视度。因此，构建合理的教师业绩工资制度是教师业绩考核优化实施的关键。另外，教师业绩考核制度的优化为了得到教师的认可，必须严格执行业绩考核。让教师感受到业绩考核制度的严肃性和公正性。

## 研究方法

本研究首先使用Excel 2019进行数据的输入和整理，然后运用SPSS20.0软件对数据进行记述性统计、Person相关分析、回归分析等。主要包括以下分析方法：（1）记述性统计。记述性地统计教育业绩水平，分析问卷各次元的得分状况。（2）差异分析。使用独立的样本t，验证了不同背景变量中教育业绩的差异。（3）Spearman相关分析。各项目 and 次元之间的相关性使用Spearman相关分析，测定了背景变量和教育业绩的各维变量之间的相关状况。（4）回归分析。利用回归分析探讨背景变量与教育业绩关系的具体形式。

## 研究结果

教育行为、工作服务、促进人际关系和教育结果的四个变量之间有着明显的正相关关系。性别和个人年收入可以显著预测教育业绩，即女性教育业绩较高，同时个人年收入越高教师教育业绩越高。中小学教师的工作态度和工作热情越高，教育行为、工作服务、人际关系的促进和教育结果就越容易形成这四个模块。这四个模块互补且相互影响。首先，中小学教师良好的教育行为和教育方法，逐步增强学生对知识的接受能力，因此教育结果模块的得分也比较高。其次，如果教师在服务工作、促进人际关系方面比较擅长的话，教室的教育氛围、办公室工作的氛围也会比较融洽，授课的准备效果和教室教育的有效性也会加强。最后，部分私立学校高薪招聘优秀人才，提高教师能力，提高升学率，高薪和教育业绩正是相关联的。

年龄越小的教师，越致力于自己将来的职业发展，年龄越大的教师越能安居现状，身体机能也跟不上。另外，与45岁以上的中小学教师相比，45岁以下的中小学教师更容易接受与时俱进的教育理念和教学方法，容易形成学生和友爱教师和学生的关系，教育效率也相对较高。随着年龄的增加，一部分高龄中小学教师的教育方式变得生硬，教育理念变旧，与学生的关系也变得僵直等因素使中小学教师的教育业绩和年龄成了负面关系。

高学历对于中小学教师来说，在教育理念、教育技能、教育方法等职业技能方面的助力远远不及切实的工作实践，大学对于师范类专业的本专业人才的培养目标，偏重于中小学教育的实践技能，对硕士研究生和博士研究生的培养目标偏重于学术研究特别是对博士研究生。985、211大学毕业的教师教育业绩之高也与之前的研究一致，985、211大学的教师自身在智力方面更强，大学的培养方案和教师力量也远比其他大学优秀，985、211大学毕业的教师教育业绩比其他大学高。

**表 1: 研究假设验证结果表**

序号	研究假设	验证结果
H1	不同性别的教师的教育业绩有着显著的差距。	成立
H2	不同年龄的教师的教育业绩有着显著的差距。	成立
H3	不同工作年限的教师教育业绩有着显著的差距。	不成立
H4	不同婚姻状况的教师教育业绩有着显著的差距。	不成立
H5	不同学历的教师的教育业绩有着显著的差距。	成立
H6	不同孩子情况下的教师教育业绩有着显著的差距。	成立
H7	不同毕业大学的教师教育业绩有着显著的差距。	不成立
H8	不同职务的教师的教育业绩有着显著的差距。	不成立
H9	年收入不同的教师的教育业绩有着显著的差距。	不成立

## 总结

本文采用文献研究法对国内外相关业绩考核的研究进行整理，精炼相关理论，采用问卷调查法对YH中小学教师进行调查研究，研究总结如下。

(1) 本研究中小学教师的业绩考核水平的现状结果表明中小学教师的业绩考核水平比较好。教育结果的得分最高，其次是促进人际关系、为工作服务以及教育行为。

(2) 根据不同背景变量下教师业绩考核的不同情况的研究结果，男女教师在4个变量的平均得分上有显著差异。在是否担任行政职务方面，有行政职务的教师和没有行政职务的教师4个变量上没有显著的区别。在年龄方面，不同年龄的教师只在教育行为上有差别，其他三个变数上没有显著的差别。在工作年限方面，不同工作年限的教师4个变量上没有显著区别。在孩子的情况方面，不同孩子情况下的教师在工作服务、促进人际关系和教育结果方面有着显著的不同，教育行为没有区别。在学历方面，不同学历的老师在4个变量的表达上有着显著的不同。在毕业大学方面，不同的毕业大学的教师4个变量上没有显著的区别。在个人年收入方面，不同收入的教师在教育行为、工作服务和促进人际关系方面没有显著的区别。

(3) 影响教师业绩考核的背景因素表明，教育行为、工作服务、促进人际关系和教育结果的四个变量之间存在着明显的正相关关系。性别和个人年收入可以显著预测教育业绩，即女性教育业绩较高，同时个人年收入越高教师教育业绩越高。年龄、学历和毕业大学对教育业绩有显著的负面预测。也就是说，年龄越小的教师教育业绩越高，学历越高的教师教育业绩越低，985、211大学毕业的教师教育业绩越高。

## 讨论

结合中国现在的中小学教育系统和中小学教育业绩评价的现状来看，这是普遍现象，主要是因为在中国现在的应试教育背景下，中小学的教育结果最受重视，与中小学教师的工资直接相关。几乎所有中小学的教师都偏向于教育结果，只是轻视教育行为。现在，国家已经出台了双重削减政策，减轻了我国的应试教育下学生课业负担过多的情况，但以考试成绩为基准的背景，学校、家长、学生对学生的成绩肯定更感兴趣。但是，由于学生的成绩和教师的工资直接挂钩，一部分小学教师重视教育成果，轻视教育行为，容易提高学生为了考试而学习的学习氛围，容易忽视学习的知识本身。

对于促进中小学教师的人际关系和服务工作，任何职场中做好这两个是基本要求，搞好人际关系对于形成良好的中小学教师工作环境，对教师工作的积极性和有效性具有积极意义。同时，教师认真推进人际关系，对建立良好的教师和学生关系和教室的学习氛围也有一定的好处。工作奉献更是对中小学教师的基本要求，教师是一个无与伦比的高尚职业，中小学教师不

仅肩负着传授中国青少年知识的责任，更肩负着培养青少年良好行为品格的重担这要求中小学的教师要有比其他职业更高的奉献精神。根据相关文献的研究，与其他职业相比，中小学教师的工作奉献精神高出10%-20%，这次业绩考核的结果也证明了这一点。

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**民办幼儿教师职业认同与工作投入的关系研究****A STUDY ON THE RELATIONSHIP BETWEEN PROFESSIONAL  
IDENTITY AND JOB INVOLVEMENT OF PRIVATE PRESCHOOL  
TEACHERS**张金玲<sup>1\*</sup>, 王艳<sup>2</sup>, 严孝伟<sup>3</sup>, 王梓仰<sup>4</sup>Jinling Zhang<sup>1\*</sup>, Yan WANG<sup>2</sup>, Xiaowei Yan<sup>3</sup>, Ziyang Wang<sup>4</sup><sup>1</sup> 山东英才学院, <sup>2</sup> 山东工程职业技术大学<sup>3</sup> 山东艺术设计职业学院, <sup>4</sup> 青岛科技大学<sup>1</sup>Shandong Yingcai University,<sup>2</sup>Shandong University of Engineering and Vocational Technology<sup>3</sup>Shandong Vocational College of Art and Design<sup>4</sup>Qingdao University of Science & Technology

\*Corresponding author, E-mail: 365281293@qq.com

**摘要:** 本研究主要探索职业认同、工作投入两者间的内在联系和作用机制。通过搜集文献资料,以问卷调查为主,本研究采用便利抽样的方法,从山东省济南市十所民办幼儿园中选取300名幼儿教师作为研究对象,运用SPSS21.0来处理与分析职业认同调查问卷和工作投入调查问卷所收集的数据,并进行两者的描述性统计分析、人口统计学变量上的差异分析、相关分析以及回归分析,对数据变量进行检验,并对研究假设进行检验。为了更好的了解和认识民办幼儿教师的职业认同、工作投入现状情况提供理论依据,并有针对性的提出对策和建议。

根据研究结果显示: (1) 总体上民办幼儿教师的职业认同和工作投入处于正常水平。

(2) 民办幼儿教师职业认同和工作投入存在显著相关关系。(3) 民办幼儿教师的职业认同可以预测工作投入,职业认同对幼儿教师工作投入存在明显的正相关,即职业认同越高工作投入程度越高。

**关键词:** 民办幼儿教师, 职业认同, 工作投入。

**Abstract:** This study mainly explores the internal relationship and mechanism between professional identity and job engagement. Through literature collection and questionnaire survey, this study adopts the method of convenience sampling to select 300 preschool teachers from 10 private kindergartens in



Jinan city, Shandong Province as the research object. SPSS21.0 is used to process and analyze the data collected from the questionnaire of professional identity and job involvement. In addition, descriptive statistical analysis, difference analysis of demographic variables, correlation analysis and regression analysis were conducted to test data variables and research hypotheses. In order to better understand and understand the status quo of private preschool teachers' professional identity and work involvement to provide a theoretical basis, and put forward targeted countermeasures and suggestions.

According to the research results: (1) On the whole, the professional identity and work involvement of private preschool teachers are at a normal level. (2) There is a significant correlation between professional identity and job involvement of private preschool teachers. (3) The professional identity of private preschool teachers can predict job involvement, and there is a significant positive correlation between professional identity and job involvement of preschool teachers, that is, the higher the professional identity, the higher the degree of job involvement.

**Keywords:** Private Preschool Teachers, Professional Identity, Job Involvement.

## 引言

本研究对民办幼儿教师职业认同、工作投入两者的关系进行具体的分析和探讨，并进一步探索如何提高民办幼儿教师职业认同，提高民办幼儿教师工作投入度。主要讨论民办幼儿教师职业认同、工作投入相关的研究背景、研究意义和核心概念界定。

## 1. 研究背景

基于进入 21 世纪来，民办幼儿教师在工作中存在诸多问题，比如幼儿教师对工作的热爱程度如何，对待幼儿的态度，对工作是否保持积极的情感态度，是否会在感觉的职业幸福感的时候更有动力投入到工作中去等问题。不少民办幼儿教师没有教师资格证书，专业素质较低，工资低待遇差，权益无保障，缺少应有的社会保障等问题。民办幼儿园发展过程中凸显的一个现象及问题是：幼儿教师更换速度快，对学前教育教师职业认可度不高，不易形成一个稳固的队伍。因此，深入研究民办幼儿教师职业认同有其必要性。在幼儿教师素质水平中，职业认同和工作投入是评定幼儿教师的关键因素，关注幼儿教师的职业认同，尤其是民办幼儿教师的职业认同，对于我国幼儿教师队伍的建设和专业化发展具有重大意义。它不仅关系到民办幼儿教师工作投入程度和自身的职业发展，更关系到幼儿的健康全面发展。职业认同能够促进幼儿教师专业素养的提高，能够加深对自身职业的热爱和肯定，会促进幼儿教师不断学习，不断提高自己。只有做到对自己所从事职业有较高的认同感，教师才可能会更积极的投入到教育教学中。本论文以民办幼儿教师职业认同现状及工作投入关系研究为切入点，探寻民办幼儿教师职业认

同和工作投入现状及成因，分析两者相关性。在此基础上，提出提高民办幼儿教师职业认同，加强工作投入度的相关建议。

## 2. 研究意义

### 2.1 理论意义

民办幼儿教师职业认同过低会对幼儿园长远发展带来不利以及严重影响幼儿的成长发展和心理状态。因此探讨影响民办幼儿教师职业认同的因素，提高职业认同感，是当前幼儿园管理者和理论研究者应给予关注的重点问题。通过对幼儿教师职业认同与工作投入两者相关性现状的分析和影响因素的研究整合，不仅可以拓展深化幼儿教师心理方面的研究，而且还可以丰富和扩充职业认同和工作投入实证研究的资料，促进学前教育事业的发展。

### 2.2 实践意义

由于多种因素的影响，多数民办幼儿园教师的职业认同还处于较低水平，对自己的工作容易产生较强的倦怠心理，工作投入度不高，这必然会对其教学产生不利的影响，影响到整个民办幼儿教师队伍的建设与发展。分析民办幼儿教师职业认同的水平是否会直接影响其工作时的投入程度，探讨民办幼儿教师职业认同感较低的原因，提出有效建议。进而提升民办幼儿教师的专业素养，让民办幼儿教师在工作中获得积极的情感体验，更加积极地投入到幼教事业当中去，促进学前教育的发展。

## 3. 核心概念界定

### 3.1 民办幼儿教师

《教师资格条例》(1995) 提出幼儿园教师是指在学前教育机构中履行教育教学职责的专业保育和教育工作者。民办幼儿教师是指是民办幼儿园形成的教师队伍，不列入国家教员编制的教学人员。主要是由女性教育工作者担任，职责是教育学龄前的孩子，通过对幼儿的全面的启蒙教育，使其获得良好的学习体验，从而让幼儿得到全面、协调、健康的发展。

### 3.2 职业认同

职业认同的概念在人格发展理论中提出，人在青少年时期面临着自我意识的确定及自我概念的形成，本研究职业认同是指个人对自己得专业角色地位给予肯定，以及在情感上与他

人的关系是否和谐。

### 3.3 工作投入

工作投入是把个人特质、工作因素与工作业绩联系起来的一个桥梁，是组织创造竞争优势的一个重要手段。这是一种把工作业绩视为价值的表现，它是对工作的心理认同，是一种积极向上有活力、奉献和自我专注的心理状态。

### 研究目的

基于研究背景，本研究主要将对民办幼儿教师的职业认同和工作投入纳入研究内容，探究两者之间相互影响规律及其内在相关性，达到进一步提高民办幼儿教师职业认同水平的目的，促使民办幼儿教师在工作中更加投入。具体研究目的如下：1. 通过查阅国内外关于民办幼儿教师职业认同的相关研究结果，探讨职业认同、工作投入之间目前的现状。2. 探讨各变量在性别、年龄、教龄、学历、职称、班级类型、薪酬等人口统计学变量上的差异是否显著。3. 通过问卷调查，进行两者关系的研究，可以进一步了解职业认同对工作投入产生的预测作用，为民办幼儿教师在工作中能更加投入工作提供理论依据。

### 文献综述

#### 1. 国内研究现状

根据现有的研究结果，大部分学者都不看好民办幼儿教师的职业认同，职业认知程度不高，职业情感层次较低，职业身份认知程度较低，认为民办幼儿园与公办幼儿园教师职业认同水平存在明显差异。李金英（2013）在研究中指出，幼儿教师对工作职业认知不深，工作职业心理情感呈低水准，并且工作职业意志力淡薄。金洁（2017）认为不同年龄的教师职业认同不同，教师认同感呈现先下降后持续增长的状态。杨柳（2015）在研究中指出，民办幼儿园与公办幼儿园教师职业认同水平存在明显差异，公办幼儿教师职业认同高。从查阅以往文献来看，职业认同确实是直接影响幼儿教师工作投入的关键，而直接影响幼儿教师专业认可的原因有很多，对于提高幼儿教师职业认同感，学者们针对幼儿教师职业认同水准的差异，也给出了差异化的提升策略。韦官玲（2010）在研究中指出影响教师工作投入水准两个最重要的原因是职业认同感和教学效能感。教学效能感可达性过专业认同对工作投入有间接的影响。边江焕（2011）指出教师角色认知与工作投入成显著正相关。朱劲荣（2011）以社会科学为出发点，认为民办幼儿教师职业认同受到很多因素影响，在教龄、学历、福利与等级等方面存在显著差异。周玲

芳（2017）认为当前民办幼儿教师职业认同感低有民办幼儿教师经济地位，社会声望和幼儿园的性质等原因。提高民办幼儿教师职业认同与工作投入可以通过提高民办幼儿教师学历水平与工资待遇、增强对民办幼儿教师社会关注度并提高社会地位以及优化园本文化等，应从多个方面解决问题。

## 2. 国外研究现状

职业认同与工作投入逐渐发展成为独立的研究主题，可以看出民办幼儿教师所处的社会环境与其的职业身份认同有着非常密切的关系；注重对老师心声的聆听和对实践活动的关注。从分析教师职业身份的组成要素入手，提出了在教师职业身份形成中，教师的主动性是影响其职业身份的关键因素。同时发现，幼儿教师在最初接受师范教育时常常会以自我反省和自我批评的方式来接纳原先不认可的观念，并且会以幻想这种非理性体验来巩固自己对未来事业的认同。研究者认为教师职业身份认同不是单一固定的，是多个层次的，一个老师在他的职业生涯中，他遇到的一些朋友，同伴以及经历的一些重要情节，乃至在参加工作之前的社会生活经验，都会对他的工作产生影响。教师职业认同是一个不断变化的过程，它需要教师不断地了解和承认自己所获得的知识 and 经验，从而实现自己的职业价值。Kahn（1990 年）将工作投入定义为“组织的成员为了让自己和自己的工作角色结合起来而控制自己。”在 Kahn 看来，自我与工作的作用是动态的，相互影响的，相位变换的程序。在积极的投入情况下，个人会将自己的能力投入到角色行为中，并在角色中展示自己；反之，在低投入的情况下，个人为了避免为自己创建一个工作岗位所要求的业绩，而选择放弃了自己的工作职责，并且有离开离开这个岗位的风险。基于以上看法，Kahn 将工作投入分为三个方面：生理、认知和情绪。并且研究者还编制出了不同的测量问卷，更好的促进对于工作投入的研究。综上所述，国内外对于职业认同与工作投入研究较多，而对幼儿教师其职业身份和工作投入的关注则相对较少，尤其目前针对民办幼儿教师的职业认同与工作投入关系研究更是寥寥无几。但是从已有文献和实际情况看，职业认同确实是影响幼儿教师工作投入的重要因素，所以更应通过借鉴之前学者对教师职业认同与工作投入关系研究，对民办幼儿教师的职业认同与工作投入关系进行深入研究，探讨其可行性策略，提高民办幼儿教师整体素质，发展学前教育事业。

## 研究方法

本研究采用文献研究的方法，采用借鉴了魏淑华（2005）编制的《幼儿教师职业认同问卷》和 Schaufeli(2002)编制的，张轶文、甘怡群（2010）修订编制的中文版《工作投入问卷》以及测量维度的划分方法。通过查阅相关的资料了解民办幼儿教师的职业认同与工作投入

现况提供研究数据支持，进行实证分析。

## 研究结果

本章节主要针对职业认同和工作投入两者之间的关系结果进行分析，包括问卷对象的人口因素分析、统计学分析结果、假设测试结果。

### 1. 问卷对象的人口因素分析

首先对变量进行描述性分析，分别描述调查对象的性别、年龄、教龄、学历、职称、班级类型、薪酬。

表 1: 民办幼儿教师的人口统计学变量上的分布情况

变量	选项	人数	占比%
性别	男	24	8.4%
	女	262	91.6%
年龄	20 岁以下	15	5.3%
	20-30 岁	224	78.3%
	31-40 岁	37	12.9%
	41-50 岁	10	3.5%
教龄	0-1 年	51	17.9%
	1 年以上-5 年	168	58.7%
	5 年以上-15 年	57	19.9%
	15 年以上	10	3.5%
学历	大专以下	6	2.1%
	专科	87	30.4%
	本科	187	65.4%
	研究生及以上	6	2.1%
职称级别	未评	122	42.7%
	幼教二级	97	33.9%
	幼教一级	57	19.9%
	幼教高级	10	3.5%
班级类型	托儿所或小小班	50	17.5%
	小班	66	23.1%
	中班	80	27.9%
	大班	90	31.5%
薪酬	500-1000	6	2.1%
	1000 以上-2000	87	30.4%
	2000 以上-3000	126	44.1%
	3000 以上	67	23.4%

由表 1 可知，本量表的调查对象是以山东省济南市十所民办幼儿园大中小班的带班教

师为研究对象进行问卷调查，采用随机抽样方法，以问卷调查的形式发放问卷共计 300 份，回收 286 份，有效回收率 95.3%。

在性别因素方面，参与调查的男性有 24 人，占比总人数比例的 8.4%；女性有 262 人，占总人数的 91.6%。

在年龄因素方面，参与调查的人员年龄置于 20 岁以下的有 15 人，占比 5.3%；20-30 岁的有 224 人，占比 78.3%；31-40 岁以上的有 37 人，占比 12.9%；41-50 有 10 人，占比 3.5%。

在教龄因素方面，0-1 年教龄的有 51 人，占比 17.9%；1 年以上-5 年有 168 人，占比 58.7%；5 年以上-15 年有 57 人，占比 19.9%；15 年以上有 10 人，占比 3.5%。

在学历因素方面，大专以下的有 6 人，占比 2.1%；专科有 87 人，占比 30.4%；本科有 187 人，占比 65.4%；研究生及以上有 6 人，占比 2.1%。

在职称级别因素方面，未评的有 122 人，占比 42.7%；幼教二级的有 97 人，占比 33.9%；幼教一级的有 57 人，占比 19.9%；幼教高级的有 10 人，占比 3.5%。

在班级类型因素方面，托儿所或小小班的有 50 人，占比 17.5%；小班有 66 人，占比 23.1%；中班有 80 人，占比 27.9%；大班有 90 人，占比 31.5%。

在薪酬因素方面，500-1000 有 6 人，占比 2.1%；1000 以上-2000 有 87 人，占比 30.4%；2000 以上-3000 有 126 人，占比 44.1%；3000 以上有 67 人，占比 23.4%。

## 2. 统计学分析结果

### 2.1 民办幼儿教师职业认同总体现状

本次研究以 286 名民办幼儿教师为样本，了解他们职业认同的基本情况。以下是民办幼儿教师职业认同以及相关维度上的情况，研究结果见表 2：

**表 2：民办幼儿教师职业认同总体水平**

维度	人数	极小值	极大值	平均分	标准差
职业自知性	286	2.90	5.00	4.00	0.66
职业收益感	286	2.51	5.00	3.97	0.52
职业动力感	286	2.32	5.00	3.82	0.70
职业认同	286	3.02	5.00	3.93	0.57

本研究《幼儿教师职业认同问卷》采用的是此数值按照 1-5 的计分方法显示（量表中数为 3），平均数愈高，则表示其职业认同程度愈高，平均数愈低，结果则相反。调查结果显示表 2 中职业认同总的平均数为 3.93，表明民办幼儿教师对其职业认同水平总体较理想。民办

幼儿教师职业认同各维度的每题平均得分介于 3.82—4.00 之间，表面民办幼儿教师在这三个维度的得分也比较理想。

### 2.2 民办幼儿教师的工作投入总现状

为了了解民办幼儿教师工作投入现状和总体的发展状况，本研究运用定量分析的方法，对民办幼儿教师工作投入及其各个维度进行数据分析，研究结果见表 3：

**表 3：民办幼儿教师工作投入总体水平**

维度	人数	极小值	极大值	平均分	标准差
工作乐趣	286	3.10	5.00	3.95	0.56
工作价值	286	3.00	5.00	3.96	0.55
工作责任	286	3.23	5.00	4.01	0.51
工作专注	286	2.83	5.00	3.88	0.55
工作投入	286	2.93	5.00	3.95	0.54

本研究通过《幼儿教师工作投入问卷》调查了解民办幼儿教师工作投入现状的整体情况，根据调查结果显示表 3 中工作投入总的平均数为 3.95，表明民办幼儿教师工作投入状态较理想。从民办幼儿教师工作投入的四个维度来看：各维度的每题平均得分介于 3.88—4.01 之间，表面民办幼儿教师在这四个维度的得分也比较理想，说明大部分民办幼儿教师工作责任感、工作专注度以及工作投入度都非常的高。

## 3. 假设测试结果

### 3.1 民办幼儿教师的职业认同与工作投入的相关分析

本研究采用 SPSS. 21 软件对民办幼儿教师职业认同与工作投入两者关系进行相关分析，研究结果见表 4：

**表 4：民办幼儿教师职业认同与工作投入的相关分析**

变量	职业自知性	职业获益感	职业动力感	职业认同
工作乐趣	.518**	.635**	.693**	.685**
工作专注	.631**	.445**	.441**	.567**
工作责任	.587**	.438**	.403**	.545**
工作价值	.655**	.648**	.661**	.742**
工作投入	.675**	.661**	.665**	.761**

注：\*p<0.05，\*\*p<0.01，\*\*\*p<0.001

结果表明幼儿教师职业认同与工作投入两个变量之间的相关系数为 0.761，可以得出民办幼儿教师职业认同与工作投入有显著的相关关系。民办幼儿教师职业认同与工作乐趣、工作价值、工作责任、工作专注的相关系数分别为：0.685、0.742、0.545、0.567，表现出了显著的相关水平，说明民办幼儿教师职业认同程度与工作投入各个维度上表现出显著相关关系。维度结果表明：工作投入与职业自知性、职业收益感、职业动力感各维度之间的相关系数分别为：0.675、0.661、0.665，均表现出显著的相关性。

### 3.2 民办幼儿教师的职业认同与工作投入的回归分析

本研究将职业认同作为自变量，通过对工作投入进行回归分析，结果见表 5：

**表 5：民办幼儿教师职业认同与工作投入的回归分析**

自变量	B	R	T 值	调整 R 方	F 值	sig
职业认同	0.653	0.778	23.633	0.529	567.196	0.000

回归分析结果中显示，民办幼儿教师的职业认同与工作投入两者之间具有相互影响关系，职业认同越高，工作投入越高。这一结果也证实了民办幼儿教师在工作岗位中的职业认同会影响到工作投入程度。

## 讨论

### 1. 关于民办幼儿教师的职业认同与工作投入总体现状分析讨论

根据描述性统计数据显示，民办幼儿教师职业认同处于正常水平。平均值为 3.93 分，基于五分满分三分中等的规定，在三个维度中职业自知性维度得分最高。这与李金英(2013)、杨柳(2015)、周玲芳(2017)等学者的研究是不同的，他们认为民办幼儿教师职业认同普遍偏低。

民办幼儿教师工作投入处于正常水平。平均值为 3.95，总分为 7 分。这与李永占(2016)的研究结果基本一致。工作责任维度在四个维度中的得分是最高。

### 2. 关于民办幼儿教师的职业认同与工作投入在人口学变量差异性的讨论

民办幼儿教师的职业认同在年龄、教龄、职称、薪酬有显著差异。年龄和教龄越高幼儿教师对幼教职业认可度越高，对幼教这份职业越热爱，职称、薪酬的高低同样也影响民办幼儿教师的职业认同感，薪酬越高越能体现对幼儿教师的工作能力认可，从而肯定了幼教这份职业。工作投入在年龄、教龄、薪酬有显著差异。工作投入在幼儿教师年龄上存在显著性差异，年龄小的幼儿教师相比年龄大的更具有活力，在工作中的投入程度更高。



### 3. 关于民办幼儿教师职业认同与工作投入之间相关关系的讨论

根据问卷调查结果显示，民办幼儿教师职业认同与工作投入成正相关关系，职业认同各维度与工作投入各维度存在正相关关系，说明职业认同度越高，工作投入度越高。其中职业认同总体与工作投入中工作价值维度相关度最高，表明幼儿教师对自己的专业认同感较强，工作态度更急严肃、更加专注，更加肯定自己的工作；其中工作投入总体与职业认同中职业自知性维度相关度最高，这说明民办幼儿教师对自己的个人认知越明晰，能够认识到职业的重要性，充分发挥自己的优点，就会在工作中投入更高的水平。民办幼儿教师职业认同是对幼教职业的肯定，能够使教师产生积极性，从而更积极地将精力和时间投入工作过程中。教师对其职业身份的看法，会随着时间的推移而改变，所以要协助民办幼儿教师树立正确的职业定位，从而提高民办幼儿教师自身工作投入度。

### 总结

通过本文对民办幼儿教师职业认同与工作投入之间的关系分析，得出总结如下：

一是总体水平来看，民办幼儿教师的职业认同和工作投入处于正常水平。

二是在人口统计学特征上，职业认同在年龄、教龄、职称、薪酬有显著差异；工作投入在年龄、教龄、薪酬有显著差异。

三是民办幼儿教师职业认同和工作投入存在显著相关关系，职业认同可以预测工作投入，职业认同对幼儿教师工作投入存在明显的正相关，职业认同越高工作投入程度越高。

### 建议

本文的研究结论可以发现，民办幼儿教师的职业认同对工作投入有着重要的影响，通过发挥两者的积极作用，进一步提升民办幼儿教师自身职业认同和工作投入度，为民办幼儿园发展在人才储备上提出重要策略。据此，提出以下建议：

#### 1. 幼儿教师层面

通过研究可知民办幼儿教师自身职业认同对工作投入有重要关系，教师自身的因素在职业认同中也占有很大部分决定因素。民办幼儿教师自身对自己态度乐观和对自己的教育职业有明确规划的情况下，其职业认同更高。

同时研究也证明，工作水平越高的民办幼儿教师的工作待遇越好，而提高自身的工作待遇，只有通过自身的努力，在日常生活中通过教师职业道德来规范自己的行为，不断完善自身专业素质和职业素养，做到终身学习，随着时代教育理念的进步而进步，对自己的职业要有

明确的规划，同时也要不断调整自己的心理状况，对自己的职业有乐观积极主动的态度，怀着对自身职业的热爱才能更容易较高的工作成果，从而得到相应较高的工作待遇，工资水平的提高，使民办幼儿教师职业认同得到了更进一步地提升。

## 2. 幼儿园层面

从幼儿园层次方面，应改善民办幼儿园物质环境，提高工资待遇，同时要充分的考虑教师的一些专业建议，努力为教师争取到一定优秀的教育资源，定期安排教师进行培训 and 自我提升。也要提升教师们之间的团队精神，愿意为教师谋划美好的工作前景，通过这种方式，可以调动教师的工作积极性，使他们感受到自己参与了幼儿园的建设、管理与发展，从而提升民办幼儿教师职业认同和工作投入。

同时民办幼儿园鼓励幼儿教师良性竞争，在教师良性竞争的前提下，民办幼儿园自身要构建合理的绩效评估体系。不能单纯的根据年龄、教龄等表面因素，要根据实际情况构建公平的绩效评价体系。要对每名教师工作情况进行详细的了解，让教师得到符合实际工作的物质待遇，加强管理，防止出现恶性竞争。

## 3. 社会层面

从社会层面的角度，需要积极完善学前教育的相关政策，保障学前教育的发展。改善学前教育教师的福利，保护民办幼儿园教师的合法权利，应在政府的鼓励提倡下增加民办幼儿教师的薪资和社会保障条件。根据本地的发展需要，可以将财政投入建设普惠性幼儿园，改善民办幼儿园的环境，要强化对民办幼儿园师资的培养，以促进其发展。在保证社会福利的前提下，民办幼儿园有义务为其提供社会保障，政府一定要积极督促监管，为民办幼儿教师提供更高安全感，这样才能更好的投入工作。

社会媒介也需要对提高民办幼儿教师社会地位进行宣传工作，对民办幼儿教师要做好正面、积极的形象宣传，树立良好的榜样。还要提高民办幼儿教师职业门槛，一个职业的社会声望，与职业水平息息相关，政府部门也要把握好民办幼儿园师资的专业水平，要严格把关，提高民办幼儿教师的职业门槛。

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# **A STUDY ON THE RELATIONSHIP BETWEEN PARENTS' COGNITION OF AFTER-SCHOOL COUNSELING COGNITION OF SERVICE QUALITY AND PARENTS' SATISFACTION: TAKING JINQIAO EDUCATION IN WEIFANG CITY AS AN EXAMPLE**

**Ziyang Wang<sup>1\*</sup>, Jinling Zhang<sup>2</sup>**

<sup>1</sup>Qingdao University of Science & Technology

<sup>2</sup>Shandong Yingcai University

\*Corresponding author, E-mail: 417037649@qq.com

**Abstract:** In combination with the actual situation of Jinqiao Education in Weifang City, and with parents of primary and secondary school students as the study object, the study adopted the questionnaire to discuss the present situation of cognition of service quality and parent satisfaction of extracurricular tutoring institutions in primary and secondary schools as well as the relationship between cognition of service quality and parent satisfaction. The method of combing convenience sampling with random sampling was adopted in the questionnaire. A total of 412 questionnaires were distributed, and 383 valid questionnaires were recovered.

**Keywords:** Extracurricular Tutoring Institutions in Primary and Secondary Schools, Cognition of Service Quality, Parent Satisfaction.

## **Introduction**

This study aimed to explore the relevant research on the cognition of service quality of extracurricular tutoring institutions and satisfaction of parents of primary and secondary school students in Jinqiao Education of Weifang City, and discuss the relationship between cognition of service quality and satisfaction of different parents in different situations and different backgrounds. This chapter was divided into two parts - part 1 background of the study; part 2 research questions.

## **Background of the Study**

The competition in the society is increasingly fierce, which makes everyone suffer from tremendous pressure. At present, more than half of primary and secondary school students in China sign up for extracurricular tutoring classes to fill the gap in school learning, more students will attend extracurricular tutoring before preparing for important exams, and most parents are willing to provide

financial support for their children's extracurricular tutoring. The extracurricular tutoring institutions around the school can be seen everywhere, and a new extracurricular tutoring institution market comes into being and develops rapidly in recent years. The establishment of after-school tutoring institutions and market operation confusion of primary and secondary schools is more prominent. Therefore, in the market of various extracurricular tutoring institutions with fierce competition, how to choose one that meets their own needs, promotes children's physical and mental development, provides schoolwork tutoring or cultivates talent and skills is indeed an important and difficult consumption decision issue Yuan (2003).

### **Research Questions**

The purpose of this study was to discuss the relationship between the cognition of service quality and parent satisfaction of Jinqiao Education tutoring institution in Weifang City. Based on the above research objectives, the following research questions are proposed as the basis for investigation, research and analysis.

### **Research Objectives**

The research objectives can be summarized as the following: 1) To understand the status quo of cognition of service quality of after-school tutoring institutions and parents' satisfaction, and to explore whether there are significant differences in the background variables of gender, age, education level, occupation and family monthly income. 2) Using cognition of service quality scale and parent satisfaction scale, analyze the correlation between cognition of service quality and satisfaction of extracurricular tutoring institutions; 3) Put forward suggestions based on research findings and conclusions, and provide after-school tutoring institutions and parents with reference.

### **Literature Reviews**

The extracurricular tutoring institutions are one of private education institutions and are the institutions that take lessons and homework tutoring as the main content and mainly enroll primary and secondary school students in order to meet the social needs. Since most families are two-income families, the parents are too busy at work to help with their children's lessons, and some have no time and energy or have time but no ability. However, in the face of many choices in various extracurricular tutoring institutions in the market to choose, parents shall have a good knowledge of service type and service content of the tutoring institutions they choose in advance. In terms of service type, the extracurricular tutoring institutions are rarely public, but generally private and for-profit. The service content covers a safe learning environment and supporting learning equipment, professional teaching and tutoring of lessons, rest and dining terms of life, as well as the teaching and guidance of talents and

skills provided by diversified tutoring institutions, etc.

This study defines cognition of service quality as a comprehensive concept including delivery, process, method and result. The cognition of service quality was a process of serving products, pre-sale, in-sale and after-sale feelings were consumers' feelings about service, and the services provided by service providers included product quality, internal staff quality, supporting equipment, environmental facilities and after-sale service, which were all factors influencing consumer satisfaction. The evaluation of cognition of service quality of extracurricular tutoring institutions was different due to difference in parents' gender, age, education level, occupation and family income. Satisfaction referred to the comparison between the expectation for products before buying and the actual feeling after receiving the products. In the fierce market competition, various extracurricular institutions were seeking new students, so it was important to provide high quality service for students and parents. Moreover, the top priority was to know the parent satisfaction. The decisive factor of customer satisfaction was the gap between the actual feeling mentioned in the above logic and the expected service.

The theoretical basis of customer satisfaction was established based on the correlation between customer expectation for products before buying and actual feeling after buying and the comparison results. This study adopted the customer expectation theory proposed by Parasuraman, Zeithaml & Berry (1993) as the theoretical basis of customer satisfaction. The satisfaction of parents of different gender, age, education level, occupation and family income with the extracurricular tutoring institutions was different. The cognition of service quality and parent satisfaction of extracurricular tutoring institutions interact and supplement each other. Different cognition of service quality has different influence on parent satisfaction. For extracurricular tutoring institutions, the teaching equipment shall be advanced, and the service staff shall dress neatly in terms of tangible service; the service staff shall fulfill the promises made for parents on time and actively provide concern and help in terms of reliable service; the staff shall take the enthusiastic and active service for parents as the priority in terms of responsive service; the staff shall provide courteous service and shall be trustworthy in terms of assured service; and the staff shall take the interests of parents and students as the starting point and provide the personalized service in terms of empathetic service. The parents will also measure and evaluate tutoring institutions in terms of environment and facilities, administration and service, curriculum and teaching, teachers and tutoring of tutoring institutions, as well as students' behavior and performance. In the face of fierce market competition, the cognition of service quality of extracurricular tutoring institution influences parent satisfaction, and the parent satisfaction is an important factor of determining whether extracurricular tutoring institution can seek and retain students and parents' repeated selection. The higher the parent satisfaction is, the higher the probability of repeated selection of the tutoring institution is.

Therefore, the higher the cognition of service quality of extracurricular tutoring institution is,

the higher the parent satisfaction is, and otherwise, the lower the parent satisfaction is. The cognition of service quality and parent satisfaction are the top priority in the long-term and stable development of extracurricular tutoring institutions.

### **Methodology**

This study is a quantitative study focusing on the relationship between cognition of service quality and parent satisfaction of extracurricular tutoring institutions. According to research objectives, a questionnaire about cognition of service quality and parent satisfaction of Jinqiao Education tutoring institution in Weifang City was designed to analyze the differences in cognition of parents of different backgrounds with cognition of service quality of extracurricular tutoring institutions, and compare the differences in satisfaction of parents of different backgrounds with cognition of service quality of extracurricular tutoring institutions. The research conclusions and recommendations of this study are drawn by analyzing the research results.

This study mainly adopted the method of combining electronic questionnaire (wjx.cn) with paper questionnaire to carry out a questionnaire survey, and the questionnaire was distributed for two months. The overall sample of this study was the parents of students in Jinqiao Education of Weifang City, and the sample object was the parents of students in six grades of primary school and three grades of junior high school. The method of combining convenience sampling and random sampling was used. 412 questionnaires were distributed and 398 were recovered, 383 of which were valid after rejecting the incomplete questionnaires, with valid recovery rate of 93%.

Based on research objectives and research questions, this study collected relevant literature at home and abroad and compiled the questionnaire. The questionnaire was divided into three parts - background information, cognition of service quality and parent satisfaction. This study carried out the questionnaire survey on the parents of primary and secondary school students of six grades and three grades of Jinqiao Education in Weifang City. The method of combining electronic questionnaire with paper questionnaire was adopted for distributing and recovering the questionnaire. The electronic questionnaire was sent to parents by WeChat, while the paper questionnaire was generally filled in by parents when picking up students or brought by students to parents for filling. The questionnaire distribution lasted for two months, and the method of combining convenience sampling and random sampling was used. 412 questionnaires were distributed and 398 were recovered, 383 of which were valid after rejecting the incomplete questionnaires, with valid recovery rate of 93%.

In order to ensure the accuracy and scientific city of the research results, 60 valid questionnaires were selected for reliability and validity analysis.

In this study, Excel2019 was firstly used to input and organize the data, and then SPSS25.0 software was used to carry out descriptive statistics, variance analysis, Person correlation analysis and



regression analysis on the data.

**Descriptive statistics:** To analyze the present situation of cognition of service quality and parent satisfaction of extracurricular tutoring institutions. **Variance analysis:** To know the differences in cognition and satisfaction of parents of different backgrounds with cognition of service quality of extracurricular tutoring institutions. The gender, age, education level, occupation and family income of parents have significant differences in their cognition and satisfaction with cognition of service quality. **Correlation analysis:** To discuss the correlation analysis between cognition of service quality and parent satisfaction of extracurricular tutoring institutions. The cognition of service quality of extracurricular tutoring institutions is correlated with parent satisfaction, cognition of service quality influences parent satisfaction, and parent satisfaction determines whether extracurricular tutoring institution can sustain its development. **Regression analysis:** To discuss the regression analysis between cognition of service quality and parent satisfaction of extracurricular tutoring institutions. The cognition of service quality of extracurricular tutoring institutions is positively correlated with parent satisfaction. The higher the cognition of service quality is, the higher the parent satisfaction is.

## Results

1. The parents' overall cognition with cognition of service quality of extracurricular tutoring institutions is as shown in the Table 1:

**Table 1: Descriptive Statistics of Parents' Overall Cognition of Cognition of Service Quality**

Dimension	N	M	SD
Tangibility	383	3.52	0.85
Responsiveness	383	3.62	1.00
Reliability	383	3.75	0.89
Assurance	383	3.60	1.00
Empathy	383	3.63	0.92

It could be seen from the above table that this study was the descriptive statistics of the five dimensions of cognition with cognition of service quality. According to the table, the mean value of the five dimensions of cognition with cognition of service quality reached the theoretical median value 3, indicating that respondents' response to the five dimensions exceeded the normal level, of which reliabilityM was equal to 3.75, slightly higher than the score of other dimensions.

2. The overall satisfaction of parents with after-school tutoring agencies, as shown in the Table 2:

**Table 2: Descriptive Statistics of Overall Parent Satisfaction**

Name of dimension	N	M	SD
Satisfaction	383	3.64	0.94

According to the table above, the mean score of satisfaction was 3.64, which was higher than

the theoretical median value, indicating that parents had a good response to satisfaction with cognition of service quality of extracurricular tutoring institutions.

3. The correlation between cognition of service quality and parent satisfaction of extracurricular tutoring institutions is shown in the Table 3:

**Table 3: Correlation between Cognition of Service Quality and Parents' Satisfaction**

Variable	Cognition of service quality	Parent satisfaction
Cognition of service quality	1	.813**
Parent satisfaction	.813**	1

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

As can be seen from the above table, the correlation coefficient between cognition of service quality and parent satisfaction was =0.813, greater than 0, and p <0.01, indicating that cognition of service quality had a significant positive correlation with parent satisfaction. Moreover, cognition of service quality was closely related to parent satisfaction (r= above 0.7).

4. Correlation of different dimensions and parent satisfaction of cognition of service quality of extracurricular tutoring institutions

The subject of this study was the relationship between two variables. The Pearson correlation coefficient analysis tool was used for processing, which described the closeness of the relationship between two distance variables. It was generally expressed by the letter r. The value of r was between -1 and +1. In the case of r > 0, it indicated that the two variables were positively correlated, that is, the larger the value of one variable was, the larger the value of the other variable would be. In the case of r < 0, it indicated that the two variables were negatively correlated, that is, the larger the value of one variable was, the smaller the value of the other variable was, as shown in the Table 4 below:

**Table 4: Correlation between Different Dimensions of Cognition of Service Quality and Parent Satisfaction**

Variable	Tangibility	Responsiveness	Reliability	Assurance	Empathy	Satisfaction
Tangibility	1					
Responsiveness	.584**	1				
Reliability	.385**	.574**	1			
Assurance	.517**	.591**	.500**	1		
Empathy	.502**	.653**	.538**	.613**	1	
Satisfaction	.572**	.640**	.557**	.784**	.651**	1

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

As can be seen from the above table, the correlation coefficients r of tangibility, responsiveness, reliability, assurance, and empathy with satisfaction was 0.572, 0.640, 0.557, 0.784 and 0.651 respectively, greater than 0, and p<0.01, indicating that the tangibility, responsiveness, reliability, assurance, and empathy had significant positive correlations with satisfaction. The tangibility,

responsiveness, reliability, and empathy were closely related to satisfaction ( $r=0.4\sim 0.7$ ), and the assurance was very closely related with satisfaction ( $r=$  above 0.7).

#### 5. Regression analysis of cognition of service quality and parent satisfaction of extracurricular tutoring institutions

In the regression analysis, the F-test at the level of 0.05 was significant, which indicated that the model was valid, and R square in the model summary represented the total explanation degree of all independent variables to dependent variables. In the t-test in the coefficient table, p value was less than 0.05, which indicated that there was a significant influence, and then B indicated the influence of this independent variable in the model. On the contrary, p value was greater than 0.05 in t test, which indicated that the independent variable had no influence on the dependent variable. this study took each dimension of cognition of service quality as independent variables and parent satisfaction as the dependent variable to carry out multiple linear regression analysis. The detailed results were shown in the Table 5 below:

**Table 5: Regression Analysis of Cognition of Service Quality and Parent Satisfaction**

	Multiple Correlation Coefficient R	Determination Coefficient R <sup>2</sup>	Standardized Regression Coefficient	t	P	F
Tangibility			0.134	3.677	0.000	
Responsiveness			0.101	2.318	0.021	
Reliability	.836	.689	0.116	3.202	0.001	174.395***
Assurance			0.509	13.014	0.000	
Empathy			0.143	3.473	0.001	

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

As can be seen from the above table, this study carried out the multiple linear regression analysis of satisfaction in terms of tangibility, responsiveness, reliability, assurance and empathy. The result was  $F=174.395$  and significance at the 0.01 level, which indicated that the regression model had sufficient explanatory ability and could predict that the satisfaction explanation efficiency was 69.8%. The  $\beta$  value of tangibility, responsiveness, reliability, assurance and empathy was 0.134, 0.101, 0.116, 0.509 and 0.143 respectively ( $P < 0.05$ ;  $\beta > 0$ ), which indicated that the tangibility, responsiveness, reliability, assurance, and empathy had a significant positive influence on satisfaction.

To sum up, the cognition of service quality extracurricular tutoring institutions would positively predict and influence the parent satisfaction. in other words, the higher the cognition of service quality, the higher the relative parent satisfaction. With the influence of global competition, the market competition has changed from production orientation to customer orientation. Besides attaching importance to cognition of service quality, the enterprises shall also understand customer satisfaction, which can be used as a guideline for formulating enterprise development strategies and objectives (Chen

2019). The extracurricular tutoring institutions provide high quality services for students and parents, so that parents have a high satisfaction, which is an important factor in the long-term and stable development of tutoring institutions.

## **Discussions**

### **1. Discussion on Present Situation of Cognition and Parent Satisfaction with Cognition of Service Quality of Extracurricular Tutoring Institutions**

In terms of cognition of cognition of service quality, the cognition of service quality questionnaire scale of Jinqiao Education in Weifang City showed that it was generally at a high level. It could be seen from the five dimensions of cognition of service quality that the mean value of tangibility was 3.52, higher than the theoretical median of 3; the mean value of responsiveness was 3.62, higher than the theoretical median of 3; the mean value of reliability was 3.75, higher than the theoretical median of 3; the mean value of assurance was 3.60, higher than the theoretical median of 3; the mean value of empathy was 3.63, higher than the theoretical median of 3; and the mean value of reliability was 3.75, which was the highest value, indicating that the cognition of service quality of Jinqiao Education in Weifang City met the requirements of parents in five dimensions. This is mainly because under the pressure of market competition and national "double reduction" policy, extracurricular tutoring institutions must improve cognition of service quality to retain students for long-term development.

In terms of parent satisfaction, the mean value was 3.64, higher than the theoretical median of 3, indicating that parents had a good response to cognition of service quality of Jinqiao Education in Weifang City, which was basically consistent with the research results of Qiu (2009).

### **2. Discussion on Correlation Between Cognition of Service Quality and Parent Satisfaction of Extracurricular Tutoring Institutions**

The results of this study showed that cognition of service quality of extracurricular tutoring institutions would positively predict and influence the parent satisfaction. In other words, the higher the cognition of service quality, the higher the parent satisfaction. In the face of fierce market competition, whether extracurricular tutoring institutions can seek new students and retain students depends on the parent satisfaction. The maximum demand of parents is that extracurricular tutoring institutions can provide high-quality services in various aspects. The higher the cognition of service quality is, the more the parents' expectations are met, and the higher the parent satisfaction is. Therefore, good cognition of service quality and parent satisfaction are important factors for extracurricular tutoring institutions to improve market competitiveness and achieve long-term and stable development. The results of this

study are basically consistent with the research conclusions of Mai (2012).

## Conclusions

Based on research objectives, research results and findings, this study made the statement of research conclusions. In addition, through the statistical analysis of basic information of parents with different backgrounds, cognition of service quality of extracurricular tutoring institutions and parent satisfaction, the main conclusions are as follows:

1) According to the present situation of cognition of service quality and parent satisfaction of extracurricular tutoring institutions, there were various extracurricular tutoring institutions due to the market demand, and cognition of service quality and parent satisfaction were also different. According to the questionnaire results of Jinqiao Education in Weifang City, cognition of service quality and parent satisfaction were at the medium and high level, cognition of service quality basically met the needs of parents, and parent satisfaction was relatively high.

2) The parents' different backgrounds including gender, age, education level, occupation and monthly family income had different influence on parent satisfaction and cognition of service quality of extracurricular tutoring institutions. The tangibility, reactivity, reliability, assurance and empathy of the cognition of service quality have different influences on parent satisfaction.

3) The cognition of service quality of extracurricular tutoring institutions would positively predict and influence the parent satisfaction, that is, the higher the cognition of service quality, the higher the parent satisfaction.

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**语言学习策略对高职学生英语成绩的影响研究****A STUDY ON THE INFLUENCE OF LANGUAGE LEARNING STRATEGIES  
ON HIGHER VOCATIONAL STUDENTS' ENGLISH ACHIEVEMENTS**王艳<sup>1\*</sup>, 张金玲<sup>2</sup>, 王春晓<sup>3</sup>Yan Wang<sup>1</sup>, Jinling Zhang<sup>2</sup>, Chunxiao Wang<sup>3</sup><sup>1</sup>山东工程职业技术大学, <sup>2</sup>山东英才学院, <sup>3</sup>山东圣翰财贸职业学院<sup>1</sup>Shandong University of Engineering and Vocational Technology<sup>2</sup>Shandong Yingcai University<sup>3</sup>Shandong Shenghan Finance and Trade Vocational College

\*Corresponding author: Yan Wang, E-mail: 814761215@qq.com

**摘要:** 本研究从高职阶段学生不同专业类别对语言学习策略使用频率的差异, 及不同的语言策略的是使用对英语学习成绩的影响进行研究, 以期提高师生对学习风格以及相应教学策略的重视, 从而激发更多“以学生为本”“提升就业竞争力”的教学方法的思考, 为教师在以后的英语教学中提供一些参考建议。此外, 本研究将高职学生的英语成绩分为高分组和低分组。通过对两组学生英语成绩的比较, 分析高职学生学习方式、语言学习策略英语成绩的影响。研究发现高分组和低分组学生在元认知策略、认知策略、记忆策略、情感策略和社交策略这五项学习策略的使用中存在显著的差异性。另外, 从元认知策略、认知策略、记忆策略、补偿策略、情感策略和社交策略六个维度, 比对与分析, 发现元认知策略、认知策略和社交策略这三项因变量对高职学生的英语成绩有显著影响。

**关键词:** 高职学生, 语言学习策略, 英语学习成绩。

**Abstract:** This paper studies the differences in the frequency of language learning strategies used by higher vocational students in different professional categories, and the influence of different language strategies on English academic performance, in order to improve the attention of teachers and students to learning styles and corresponding teaching strategies, so as to stimulate more 'student-oriented' and 'enhance employment competitiveness' teaching methods, and provide some reference suggestions for teachers in English teaching in the future. In addition, this study divides the English scores of higher vocational students into high and low groups. By comparing the English scores of the two groups of students, the influence of learning styles and language learning strategies on English scores of higher

vocational students is analyzed. The study found that there were significant differences in the use of metacognitive strategies, cognitive strategies, memory strategies, emotional strategies and social strategies between high- and low-score students. In addition, through comparison and analysis from six dimensions of metacognitive strategy, cognitive strategy, memory strategy, compensation strategy, emotional strategy and social strategy, it is found that the three dependent variables of metacognitive strategy, cognitive strategy and social strategy have significant indigenous effects on the English performance of higher vocational students.

**Keywords:** Higher Vocational Students, Language Learning Strategies, English Learning Achievements.

## 引言

近年来，我国教育体制正在发生一系列变化，高等教育教学改革也在积极进行。高职学生英语教学方针正逐步向实际应用、综合实践、促进就业、产业发展转变。但是，目前我国大多数高职院校的公共基础英语课仍延续着几个世纪以来的班级模式：学生排排坐，教师站讲台。三尺讲台以教师和书本为中心，以课堂为中心，在教师的主导下展开课堂教学。而教育部提倡的“以学生为本”的发展性教育理念，强调的是学生为主体。围绕学生的学习策略、学习动力等多个方面对教学及学习成果的影响进行研究后制定的教学，才能实现提升学生的主体地位，并达成构建“以学生为本的课堂教学评价体系”的目的（彭秀芳、王春杨、吴国誉，2015）。

## 研究背景

目前的高职英语教学存在教学模式及教学方法单一、教学过程中教师占主体地位、对学生的个体差异了解的不深入、学生相对比较被动等问题（唐汶等，2017）。要提高英语教学水平、实现教育部“以学生为中心、以就业为导向”的教学要求，尊重学生的个体差异、深入了解学生语言学习策略是高职高专英语教学中至关重要的部分。研究发现，不同性别、不同专业类别的学生对语言学习策略的使用各不相同（李洁，2011）；而语言学习策略与学习成绩又存在典型且显著的正相关性（谭霞、张正厚，2015）。因此，针对学生的语言学习策略的使用情况与学习成绩间的关系进行研究非常有必要。

## 研究问题

本研究就高职学生个体化不同的语言学习策略进行研究，探讨其与学习成绩之间的关系。研究的主要核心议题为：

(一) 对高职学生展开语言学习策略问卷调查，探索不同专业对高职学生语言学习策略有怎样的影响；

(二) 探索高分组英语学习成绩、低分组英语学习成绩高职学生的语言学习策略是否存在差异。

## 研究意义

### (一) 理论意义

本研究在前人研究的基础上，就高职高专学生语言学习策略与英语成绩相关性进行研究。丰富高职高专学生语言学习策略使用频率的研究理论。

### (二) 实践意义

本研究采用问卷调查法，采集调查学生不同的语言学习策略，引导师生正视不同语言学习策略的使用频率；分析其对高分组低分组英语学习成绩的影响研究，鼓励教师帮助学生了解自己语言学习策略的使用情况；并根据学生的语言学习策略使用频率提出相应的教学策略以提高学生的课堂参与度，使教学更积极有效，为高职英语教学提供参考。

## 研究目的

本研究通过学生语言学习策略问卷调查旨在了解高职语言学习策略使用的频率。探讨了性别、专业等不同变量对语言学习策略的影响，探讨了语言学习策略的与英语成绩的相关性，从而激发更多“以学生为本”“提升就业竞争力”的教学方法的思考。以期提高师生对学习风格以及相应教学策略的重视，为教师在以后的英语教学中提供一些参考建议。

## 文献综述

本研究从语言学习策略的相关研究及语言学习策略与学习成绩之间关系的研究进行了相关梳理。

### 1. 语言学习策略的相关研究梳理

O' Malley et al (1985) 提出语言学习策略分为元认知策略、认知策略及社会情感策略。他们指出元认知是一种表达和执行功能，包括制定学习计划、思考学习过程、观察自己的学习方法、纠正错误和最终完成评估学习等。认知策略则有一些局限，例如局限在某一项学习任务的资料本身等。而社会情感策略体现在社会交往活动中，主要包含合作和澄清 (Pezhman, 2012)。



Rubin (1987) 在进行了分析研究后指出语言学习策略包含学习、沟通以及社交三种策略。学习策略包含认知和元认知策略，这两类都可以直接的帮助创造语言系统的发展。沟通策略与语言学习的直接性关系不大，主要强调交流的过程，即通过交流来表达自己的或者解释自己。最后社会策略，虽然不直接产生语言的获取、存储等作用，但有很多间接的作用。例如，学习者所接触到的目标语言及实践知识，非常有利于语言的学习。直接策略和间接策略是Oxford (1990) 提出的语言学习策略的两大类。而且还做了更详细的划分：直接策略分为记忆策略、认知策略和补偿策略，他指出“所有的直接策略都需要语言的心理处理”。间接策略分为元认知策略、情感策略和社会策略，这些都通过间接的方式为语言学习提供间接的支持，例如，关注、计划、评估、降低焦虑及寻找机会等。Oxford特别指出在教学的过程中，教师和学生两个群体都需要对语言学习策略有足够的重视。2008年，杨亚军，戴立黎对高职学生的英语学习策略进行了研究与分析，指出培养学生自主学习的能力，对培养或者引导学生使用语言学习策略非常重要。柴睿 (2015) 指出高职学生的英语基础薄弱、学习方法也相对欠佳，了解、认知和选择适合的学习策略很重要。

## 2. 学习策略与学习成绩之间关系的研究

Al-Hebaishi (2012) 对88名英语专业学生的学习风格、语言学习策略偏好进行研究后发现，这些学生通常都偏向视觉型学习风格，在语言学习策略上大多偏向认知学习策略，另外一种则是元认知策略，并且进一步指出学生的学习成绩与语言学习策略的使用有明显的相关性。

谭霞、张正厚 (2015) 运用Oxford (1990) 语言学习策略量表对山东省某医学院的235名学生的大学英语学习策略进行了调查及研究，指出学生自主学习的能力与英语学习策略之间有直接的影响。自主学习非先天的而是后天学习过程中养成的，与学习环境、学习风格息息相关。而且英语学习策略、自主学习能力同时作用于学习成绩。顾世民、臧淑梅 (2017) 指出国内的语言学习策略的研究中，大多都以调查问卷作为工具，采用定量研究，只有秦建华、王英杰 (2007) 对一位非英语专业大学生英语学习策略采用了的质性研究。综合评述了学习成绩和语言学习策略使用的关系，指出赵勇 (1991) 是我国最早研究语言学习策略和学习成绩的研究者。且综合了马广惠 (1997)，王莉梅 (2008)，尚晓华、王海化 (2010)、张正厚 (2013) 对英语学习策略和学习成绩的研究成果发现，元认知策略与学习成绩息息相关，并指出英语教学应加强学习策略的训练。而影响语言学习策略的因素除了学生非智力的因素外，还有学生的智力因素和外部环境因素。其中非智力因素，包括学生的学习风格。

Nosheen & Hussain (2020) 认为“学业失败”是教育界最重要的问题，找出影响学业成绩的因素是迈向成功非常重要的一步。在对护理专业学生的学习风格、学习策略进行了调查

和研究后发现学习风格和学习策略与学习成绩存在正相关性，并建议师生运用重视学习策略以提高学习成绩。由此可见，学生的语言学习策略与语言学习成绩之间存在互相影响的关系。

## 研究方法

本研究通过问卷调查法，对高职在校生学习策略展开研究。问卷参考Oxford（1999）自陈式语言学习策略（Strategy Inventory for Language Learning）制定而成。采用SPSS23.0，从元认知策略、认知策略、记忆策略、补偿策略、情感策略和社交策略六个维度，比对与分析，探索高职学生语言学习策略的总体情况。分析得出学习策略的使用频率、不同变量对语言学习策略的影响，及不同学习策略与英语成绩的相关关系。

## 研究结果

本次调研对象主要选择在山东省日照市及济南市的三所高职院校中的大二在校生。集中在应用韩语、应用日语、计算机应用技术及康复治疗技术四个专业。调查样本中包含了不同性别的高职学生，包含了文科类学生、理科类学生，也包含了外语类学生和非外语类学生。因此本研究除了调研对象分类比较全之外，数据分布也比较均匀。在分析数据的过程中能比较好地反应山东省高职院校学生学习策略的使用，以及与学习成绩之间存在的关系。

### 1. 描述性统计分析

笔者对语言学习策略进行了描述性统计，将元认知策略、认知策略、记忆策略、补偿策略、情感策略和社交策略这六种策略进行了总体的分析及描述，得出了高职学生学习策略的倾向排名，如表1所示。

表1：高职学生语言学习策略的总体描述

学习策略	N	最小值	最大值	平均值	标准差	排名
元认知策略	353	2.12	4.56	3.60	.590	3
认知策略	353	2.44	4.93	3.56	.402	5
记忆策略	353	2.56	5.00	3.54	.421	6
补偿策略	353	2.87	5.00	3.76	.767	2
情感策略	353	2.68	4.93	3.98	.504	1
社交策略	353	2.71	5.00	3.58	.651	4

### 2. 信度和效度分析

学习策略调查问卷共50道题目，其中元认知策略、认知策略、情感策略分别包含6道题目，补偿策略和社交策略分别包含9道题目，记忆策略包含14道题目。表2中可以看出，元认知

策略、认知策略、记忆策略、补偿策略、情感策略和社交策略的克隆巴赫Alpha系数分别为：0.623、0.681、0.735、0.726、0.684、0.725。其中记忆策略、补偿策略和社交策略的克隆巴赫Alpha系数均介于0.7-0.8中间，元认知策略、认知策略和情感策略的克隆巴赫Alpha系数均介于0.6-0.7中间。通过对学习策略的50道题目进行计算，得出学习策略调查问卷的克隆巴赫Alpha系数为0.695，六个纬度的克隆巴赫Alpha系数均高于0.5，符合信度要求，证明学习策略调查问卷也有较高的信度。

**表2：学习策略调查问卷的信度检验情况**

纬度	克隆巴赫Alpha	项数
元认知策略	.623	6
认知策略	.681	6
记忆策略	.735	14
补偿策略	.726	9
情感策略	.684	6
社交策略	.725	9
学习策略问卷	.695	50

### 3. 不同专业类别学生语言学习策略的差异比较

本研究的学习策略包含六个纬度即：元认知策略、认知策略、记忆策略、补偿策略、情感策略和社交策略。是目前众多的研究中使用比较广泛的量表。笔者对高职学生不同的专业类别为变量进行比较研究，得出不同专业类别对语言学习策略的影响。

表3中的数据调查结果显示，在认知策略方面，理科学生的均值为3.65，高于文科学生3.48的均值，即理科学生的认知策略优于文科生。在情感和社交策略方面则相反，文科生的情感策略均值为3.79，社交策略均值为3.57，都明显高于理科生相对应的均值，即文科生的情感和社交策略优于理科生。而其他三项元认知、记忆和补偿学习策略P值均明显大于0.05，所以可以判断，这三项学习策略和文理科之间不存在显著差异。但是，认知、情感、社交这三项学习策略的P值均小于0.05，情感和社交策略的P值甚至是0.000，由此我们可以推出高职学生的文理科在认知、情感及社交这三项学习策略存在显著差异。

**表3：不同专业类别高职学习策略的独立样本T检验**

学习策略	文(均值±标准差)	理(均值±标准差)	显著性	T	P
元认知策略	3.67±.513	3.54±.778	.000	1.543	.124
认知策略	3.48±.361	3.65±.450	.005	-3.372	.001
记忆策略	3.20±.522	3.04±.907	.000	1.658	.098
补偿策略	3.94±.567	3.91±.732	.363	0.008	.713
情感策略	3.79±.773	3.21±.998	.001	5.224	.000
社交策略	3.57±.630	3.24±.650	.364	4.335	.000

#### 4. 语言学习策略对学生英语学习成绩的影响

表 4 可以看出，元认知策略、认知策略、记忆策略、补偿策略、情感策略、社交策略的高分组平均值分别为 3.40、3.33、3.02、3.12、2.96 和 3.11；而低分组的平均值分别为 2.72、2.76、2.62、2.95、2.55 和 2.62。通过以上数值的对比可以发现，高分组高职学生在学习策略的使用频率上高于低分组的高职学生。不仅如此，从标准差的数值中也能看出，高分组的标准差的数值基本上都低于低分组，证明高分组的学生在以上六项学习策略的使用上比较低分组更为稳定。

另外，由表格 4 中可以看出补偿策略的 P 值是 0.017，大于 0.005，显著性系数为 0.287，当然，这也可能与调研过程中的偶然事件或者学生理解不到位有关。因此我们不能直接判断，补偿学习策略在高分组和低分组上表现的差异性不显著。而表格中元认知策略、认知策略、记忆策略、情感策略和社交策略的 P 值均为 0.000，这表明着高分组和低分组学生在此五项学习策略的使用中存在显著的差异性。特别是元认知和认知这两项学习策略，他们的显著性系数分别为 0.412 和 0.500，较其他学习策略数值更大，因此高分组和低分组的高职学生在学习策略使用过程中存在明显差异性。这与任亚飞（2016）、许蒸蒸（2018）等人的调研结果相一致。此结果也表明学习策略的使用在英语学习过程中发挥着不可忽视的影响，且能够在很大程度上影响高职学生的成绩。

表 4：不同英语成绩学习策略的独立样本 T 检验

学习策略	英语成绩	N	平均值±标准差	显著性	T	P
元认知策略	高	87	3.40±.584	.412	7.567	.000
	低	86	2.72±.598			
认知策略	高	87	3.33±.522	.500	7.181	.000
	低	86	2.76±.522			
记忆策略	高	87	3.02±.545	.040	4.357	.000
	低	86	2.62±.658			
补偿策略	高	87	3.12±.449	.287	2.414	.017
	低	86	2.95±.477			
情感策略	高	87	2.96±.633	.159	4.026	.000
	低	86	2.55±.705			
社交策略	高	87	3.11±.634	.172	4.819	.000
	低	86	2.62±.702			

#### 5. 语言学习策略对学生英语学习成绩的多元回归分析

表 3 中可以看出，只有元认知策略、认知策略和社交策略这三个因子进入了回归方程。回归方程较显著，F 值为 41.712，P 值小于 0.000，意味着以上三项变量中至少有一项可以显著影响因变量学生英语成绩。另外，元认知策略可以显著影响高职学生的英语成绩（Beta 为

5.667 大于 0、P 值为 0.000 小于 0.05），认知策略也可以显著影响高职学生的英语成绩（Beta 值为 5.844 大于 0，P 值为 0.001 小于 0.05），同样社交策略也对高职学生的英语成绩有显著影响（Beta 值为 2.767 大于 0，P 值为 0.025 小于 0.05）。而且，三项变量之间的 VIF 值分别为 1.968、1.984、1.511，全部小于 5，意味着元认知策略、认知策略和社交策略这三项变量不存在多重共线性。因此，我们可以得出元认知策略、认知策略和社交策略这三项因变量对高职英语学生的英语学习十分重要。

**表 5：不同语言学习策略对英语学习成绩的多元回归分析结果**

模型	非标准化系数		标准系数 Beta	T	显著性	VIF
	B	标准错误				
(常量)	59.490	3.960		15.028		
元认知策略	5.667	1.490	.251	3.806	.000	1.968
认知策略	5.844	1.678	.220	3.466	.001	1.984
社交策略	2.767	1.232	.125	2.245	.025	1.511
R <sup>2</sup>				.252		
F				41.712		
P				.000		
因变量：英语学习成绩						

## 总结

本研究中《语言学习策略问卷》一共调研了 353 名高职大二学生，其中文科专业包含 100 人、理科专业包含 253 人，并且外语类专业人数占比约 40%、非外语类专业人数占比约 60%，分布比较均匀。其次，他们的克隆巴赫 Alpha 系数分别为 0.819、0.695，均高于 0.5，说明这两份问卷的信度和效度都较高。意味着这两份问卷调查到的数据真实可靠的反映出了高职学生的感知学习风格倾向及学习策略使用频率。

《学习策略问卷》描述型分析调查结果显示，情感策略、补偿策略、元认知策略和社交策略的使用频率更高。认知策略和记忆策略则使用率偏低。

通过独立样本 T 检验在不同专业类别对学习策略的影响方面，可以发现认知、情感、社交这三项学习策略均存在显著差异。而且，在认知策略方面，理科学生的认知策略优于文科生。在情感和社交策略方面则相反，文科生的情感和社交策略比理科生使用频率更高。而其他三项元认知、记忆和补偿学习策略在文理科之间没有显著差异的表现。

通过对高职学生学习策略和英语成绩的多元回归分析可以看出，元认知策略、认知策略、社交策略之间的 VIF 值全部小于 5，意味着这三项变量不存在多重共线性。而比较 Beta 值及 P 值则可以看出，元认知策略、认知策略、社交策略都可以显著影响高职学生的英语成绩。再一次证明了不同学习策略的使用在英语学习过程中能够很大程度上影响高职学生的成绩。

## 讨论

从学习策略的数据分析来看，高职学生的学习策略更倾向或者经常使用的是情感策略、补偿策略、元认知策略和社交策略，认知策略和记忆策略的使用的次数则比较低。而有效的使用学习策略又可以提高学生学习的效率。因此在日常授课的过程中，教师可以有针对性的在教学过程中添加不同的教学环节，真正实现“因材施教”的教学目的。

情感策略在日常生活及学习中，可以有效的调节学生的情绪，使学生在学习的过程中保持相对稳定的情绪。这种非智力因素的影响因子，在学习的过程中起着不可忽视的关键性的作用。教师在日常授课的过程中，可以鼓励倾向这类学习策略的学生通过与他人合作、通过自我肯定及自我激励等方式来完成学习，体会并加深学习过程中正向、积极的情绪，以促进以后的学习。社交情感策略，也就是我们所知晓的交际策略，通常包含，与人交流、寻求帮助、肢体语言交流等方式。在日常教学过程中，教师可以帮助学生更多的认识学习策略，尤其是社交情感策略，在不断深入的认知中促进学生学习语言的路径。比方说，带动学生加入课外英语角的交流，或者鼓励学生以同伴相促的方式共同学习等。

本研究的调研对象着眼于不同专业类别的高职学生，这和其他研究有着相似之处，但是也有很大的不同之处，即调研对象既包含文科类学生、理科类学生，也包含了外语类学生及非外语类学生。并且深入研究了外语类学生和非外语类学生在感知学习风格及学习策略方面的差异。

限于笔者的研究水平及能力有限，本研究还有未及之处及不足之处，有待提升及改进。首先是调研对象只涵盖了山东省内的三所高职院校，因此样本容量稍显不足。其次是对于文科类的学生，只调研了外语类，没有涵盖非外语类文科生，所以调研对象方面的样本还是有些欠缺。第三是研究的时间较仓促，因此以上所提供的可行性的教学启示及建议，仍需要进一步的实践和应用。

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## **A STUDY ON THE INFLUENCE OF PSYCHOLOGICAL CONTRACT ON JOB BURNOUT OF MIDDLE SCHOOL TEACHERS**

**Gaohua Kang<sup>1\*</sup>**

<sup>1</sup>Faculty of Public Administration and Social Studies, Stamford International University

\*Corresponding author, E-mail: 287484890@qq.com

**Abstract:** Through a questionnaire survey of 246 middle school teachers in various cities of Henan Province, this study reveals the current situation of psychological contract and job burnout of middle school teachers and the relationship between them. It is found that middle school teachers in various cities of Henan Province have a good perception of the psychological contract, and job burnout is common, but the degree is moderate. There are significant differences in demographic variables between psychological contract and job burnout of middle school teachers. Middle school teachers' psychological contract and job burnout are negatively correlated, and the external responsibility and internal responsibility of psychological contract are negatively correlated with the emotional exhaustion, depersonalization, and self-accomplishment of job burnout. Teachers' psychological contract has a significant negative impact on job burnout. Based on the above findings, this study puts forward some suggestions on the problems of psychological contract and job burnout of middle school teachers: schools should strengthen standardized management and promote the formation of harmonious contracts; Schools improve the incentive mechanism to stimulate teachers' working motivation; Attach importance to teachers' professional development and strengthen individualized guidance; Teachers should clarify their responsibilities and enhance their self-adjustment ability.

**Keywords:** Middle School Teachers, Psychological Contract, Job Burnout.

### **Introduction**

Among teachers, Middle school teachers are a group whose daily work content is very complicated. They are faced with more pressure, including the pressure of students' further studies, the pressure of daily conversation with students, the pressure of communicating with parents, the pressure of building teachers' ethics, etc. As middle school teachers, they must also keep working hard to set an example for students and lead them to make progress. As a working group based on teaching knowledge, they pursue not only the needs of survival and life but also the pursuit of deeper social values. Middle school teachers are the main body of emotional experience in their work, and they also have unique emotional requirements. Facts have proved that these higher-level teachers' needs actually



exist in the "psychological contract" of teachers' inner emotions. Therefore, the focus of this study is to analyze the current situation of teachers' psychological contracts and job burnout, and analyze the influence of psychological contracts on job burnout, so as to provide theoretical basis for solving teachers' job burnout.

## **5. Problem Statements**

With society's constant concern about education, the pressure of middle school teachers' work is greatly increasing. At present, scholars' research mainly focuses on teachers' job burnout, and there are few types of research on the relationship between psychological contracts and teachers' job burnout. This research takes middle school teachers as the object to study the relationship between psychological contract and job burnout, which have positive significance for the growth of teachers and the management of schools.

## **2. Research Questions**

- 2.1 What is the status of the psychological contract of middle school teachers?
- 2.2 What is the status of job burnout of middle school teachers?
- 2.3 What is the relationship between psychological contract and job burnout of middle school teachers?

## **3. Scope of Research**

3.1 Scope of Content. This study takes middle school teachers in various cities of Henan Province as the research object, obtains the data of demographic variables, psychological contract, and job burnout of middle school teachers through questionnaire survey, and makes statistical analysis on the data according to the research purpose.

3.2 Scope of Variables. This study cites previous scales, involving two variables, namely teachers' psychological contract and teachers' job burnout. Demographic variables include gender, age, educational background, school nature, class grade, teaching experience, professional title, university's major, whether or not to be a class teacher, whether or not to hold an administrative post, monthly income, marriage.

3.3 Scope of Population. The sample objects of this study are teachers working in middle schools in Henan Province. Adopting the principle of convenient sampling, 255 teachers were investigated by questionnaire after contacting middle schools in Zhengzhou, Xuchang, Shangqiu, Luoyang, and Xinyang.

3.4 Scope of Time. Forecast questionnaire: In 2021, online questionnaires will be distributed to middle school teachers in various cities of Henan Province. Formal questionnaire: From May 18th to

June 5th, 2021, the online questionnaire was published by software. Teachers choose to fill out the questionnaire and the questionnaire are collected online.

### **Research Objective (s)**

1. To understand the current situation of middle school teachers' psychological contract.
2. To understand the current situation of job burnout of middle school teachers.
3. Explore the relationship between middle school teachers' psychological contract and job burnout.

### **Literature Review**

#### **1. Concept of Psychological Contract**

Argyris (1960) used the term "psychological contract" in his book to describe the relationship between employers and employees, which is the earliest concept of the psychological contract. Later, Levinson (1962) continued to study this problem, and based on Argyris, he clearly expressed the concept of the psychological contract, which was summarized as the sum of implicit and unexplained mutual expectations between organizations and employees. Schein (1965), based on previous studies, began to consider psychological contract from different angles, showing that psychological contract includes two levels: employees and organizations. Kotter (1973) defines a psychological contract as an implicit agreement between employees and their organizations, and displays the mutual expectations between employees and organizations. Based on the expectation of middle school teachers to the school, this study maintains the psychological contract of middle school teachers, optimizes the incentive mechanism of middle school teachers, and provides empirical evidence to affect job burnout. Therefore, the concept of teachers' psychological contract is defined as teachers' subjective expectation and understanding of school responsibilities and obligations.

#### **2. Concept of Job Burnout**

The word burnout first appeared in 1961, in the book *A Case of Burnout* by American writer Green. In 1974, American psychologist Freudenberger introduced "job burnout" into the field of psychological research, and more scholars began to conduct in-depth researches in this field.

Propotnik (1989) defines burnout as a person who is eager to express emotions and thus leads to physical, emotional, and psychological fatigue. Skitka & Maslach (1996) defines burnout as a kind of work environment, in which individuals need to spend a lot of time dealing with more stressful interpersonal relationships and work tasks, but people have not solved it well. This kind of fatigue and indifference to relationships will reduce the sense of job accomplishment.

Different scholars have different definitions of burnout. In a word, job burnout refers to a long-term comprehensive reaction caused by individuals' inability to effectively cope with various continuous pressures at work. It is mainly manifested as an individual's emotional exhaustion, depersonalization, and low sense of accomplishment. Emotional exhaustion means that when an individual gets along with others, he consumes too much emotion, loses energy, loses care, and feels very tired; Depersonalization means that individuals and others show indifferent and negative state in their working relationship and do not want to invest in emotions; Low sense of accomplishment refers to the fact that individuals experience low achievements in their work, such as thinking that their work is incompetent and worthless.

### **3. Research Status of Teachers' Job Burnout Abroad**

After the concept of job burnout was put forward by Freudenberger, the research on the concept of job burnout abroad has been continuing. At present, there are many research viewpoints on job burnout abroad, which can be roughly summarized as the following four aspects. The first aspect is the clinical point of view. The representative figure is Freudenberger. Freudenberger put forward the term "job burnout" in 1973. It was first used to describe the physical and mental pressure and fatigue of medical workers at work. He believes that the cause of job burnout is that medical workers have a heavy workload and neglect their personal physical and mental needs, which leads to physical and mental exhaustion. This is the result of high goals and expectations and excessive personal efforts at work. The second aspect is the perspective of social psychology. The representative figures are Maslach and Pines. They divided burnout into three dimensions and compiled Mahler's Job Burnout Questionnaire, and evaluated burnout from three dimensions by questionnaire survey. The third aspect is the histological point of view. The representative figure is Cherniss. When he studies burnout, he mainly pays attention to environmental problems. He thinks that the main reason why employees are prone to burnout is that they expect too much from their jobs. Burnout occurs when employees think that their efforts are inconsistent with their gains. The fourth aspect is the viewpoint of social history. The representative figure is Saroth. He believes that communication at work is very important, and when social conditions are not conducive to interpersonal contact, it will be very difficult for employees to continue to maintain their enthusiasm and commitment to work. In recent years, foreign scholars continue to explore the problem of job burnout, and more researchers focus on how to adjust the bad psychological situation of job burnout. Jawahar et al. (2007) discussed what factors could influence job burnout, and studied whether other factors at work could be used to regulate job burnout. There are also many scholars focusing on the measurement of job burnout. Kristensen et al. (2005) obtained a new measurement tool after summarizing the results of previous studies and combining the real situation of ordinary employees at work.

#### **4. Research Status of Teachers' Job Burnout in China**

Domestic scholars have made a subdivision of the factors causing teachers' job burnout, which has the following aspects of research.

The first is personal factors. If different people are given the same work tasks and work in the same environment, and the work results will be very different. Personal factors include internal factors and external factors. Externally, Xu et al. (2015) believed that teachers' gender differences, age differences, and professional titles were three important factors that caused teachers' job burnout. In terms of internal factors, teachers' job burnout is caused by the imbalance or destruction of the psychological contract between teachers and schools, including teachers and administrators, teachers and colleagues, and teachers and students (Zhi & Yang, 2006).

Secondly, professional factors. Compared with teachers, class teachers are also responsible for dealing with students' problems, managing class hygiene, participating in various activities, etc. The degree of job burnout of class teachers is much higher than that of teachers (Zhao & Bi, 2003).

Finally, environmental factors. At work, teachers' bigger and bigger workload, their work intensity which is beyond their physical capacity, prolonged working hours, students who do not observe classroom discipline, higher social expectations, insufficient social support for teachers, lack of communication between families and teachers and other factors will lead to burnout (Tang & Luo, 2005). Guo (2013) studied teachers in public kindergartens and private kindergartens in Fuzhou. The survey results show that in both public parks and private parks, teachers who have worked for 5 to 11 years have the highest degree of job burnout, and teachers in small classes have the most serious emotional exhaustion. Generally speaking, private kindergarten teachers have a stronger sense of job burnout. In addition, the intense appraisal among colleagues, the low salary income of teachers, the special circumstances at home, and the pressure caused by having relatives to take care of will also aggravate the degree of teachers' job burnout (Tian & Yu, 2012).

#### **5. Research Status of Teachers' Psychological Contract Abroad**

In foreign countries, researchers have made many achievements in the research of psychological contract structure, and the main viewpoints are as follows.

##### **5.1 Two-dimensional structure theory**

Transaction contract and relational contract: Transaction contract mainly points to economic exchange, while relational contract mainly points to emotional exchange. This division was first proposed by MacNeil, and later Rousseau (1990) verified MacNeil's viewpoint by investigating the psychological contract of 129 MBA graduates. Internal contract and external contract: Internal contract is the employer's commitment to employees in terms of the nature of work, while external contract is the employer's commitment to employees in terms of job completion. This division is formed by Kickul

& Lester (2001, 2002) 's analysis of employers' responsibilities in existing psychological contracts, which was based on the investigation of 246 in-service MBA students and the analysis of 11 employers' responsibilities.

#### 5.2 Three-dimensional structure theory

Transaction responsibility, training responsibility and relationship responsibility: Transaction responsibility refers to the responsibility related to economic material, training responsibility refers to the responsibility related to the growth of employees' knowledge and ability, and relationship responsibility refers to the responsibility related to employees' personal future. This division was obtained by Shapiro & Kessler (2000), which surveyed 703 managers and 6953 ordinary employees and analyzed their nine employer responsibilities.

### **6. Research Status of Teachers' Psychological Contract in China**

After analyzing and discussing the research results of foreign scholars, domestic scholars continue to explore the structure of psychological contracts in-depth and have also achieved good results.

#### 6.1 Two-dimensional structure

Chen et al. (2003) processed the existing scale and combined it with the situation in China, compiled a new questionnaire of the psychological contract, and continued to analyze the structural dimensions of the psychological contract. Through this questionnaire, 1088 employees from different companies were investigated. By studying the organizational responsibility and employee responsibility in the psychological contract scale, it is concluded that psychological contract can be summarized into two dimensions: realistic responsibility and developmental responsibility.

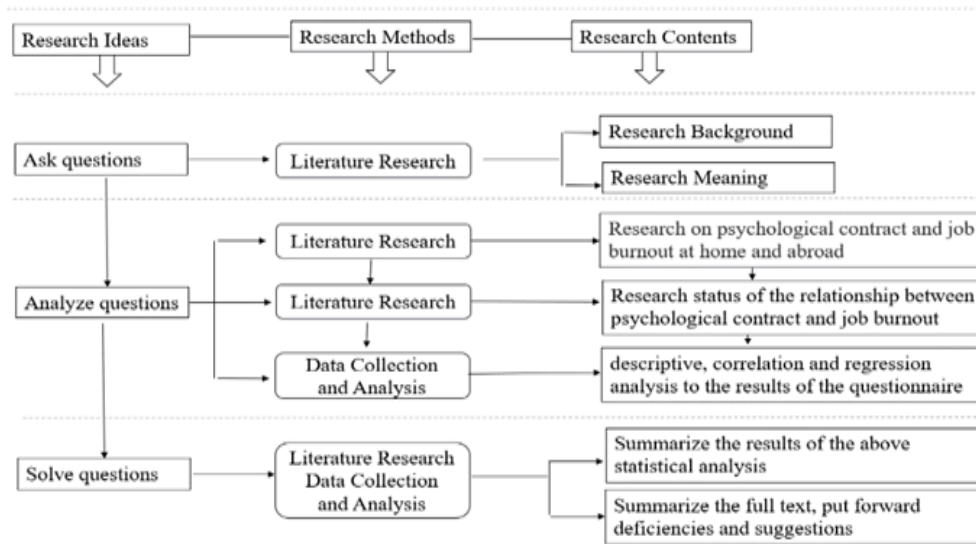
#### 6.2 Three-dimensional structure

Li (2002), a Chinese scholar, investigated nearly 800 Chinese employees. By analyzing the psychological contract status of these employees, the dimensions of their psychological contract were divided into normative responsibility, interpersonal responsibility, and developmental responsibility. Zhu & Wang (2005) selected more than 500 knowledge workers to explore psychological contracts. Through the integrated research of data, it was concluded that the dimensions of the psychological contract in the organization were three dimensions: material incentive, environmental support, and development opportunity, while the dimensions of the psychological contract in employees were standard compliance, organizational identity, and entrepreneurial orientation. In the research of psychological contract structure, some scholars put forward multi-dimensional structure, etc. Whether it is two-dimensional structure, three-dimensional structure, or multi-dimensional structure, the classification standards are different, but the contents of concern are roughly the same.

## Methodology

### 1. Research Design

Based on the investigation of psychological contract and job burnout of primary and secondary school teachers, this study explores the correlation between them.



**Figure1: Research on the Process of Framework**

### 2. Population and Sample

The general object of this study is the middle school teachers in Henan Province. Adopting the principle of convenient sampling, questionnaires were distributed in six cities of Zhengzhou, Shangqiu, Luoyang, Anyang, Xuchang and Xinyang, which are under the jurisdiction of Henan Province. As the above cities are the capital of Henan Province and the representative cities of East, west, north and south of Henan Province respectively, the survey scope is more balanced. In this study, 12 public and private schools were selected from the relatively good schools in terms of scale, performance and social reputation, and their teachers were given electronic questionnaires, 255 of which were filled out by middle school teachers voluntarily while 246 valid questionnaires were recalled.

### 3. Questionnaire Design

#### 3.1 Psychological Contract Questionnaire

This study adopts the questionnaire designed by Che (2020) Research on the Influence of Psychological Contract of Primary School Teachers on Job Burnout, which includes two dimensions: internal responsibility and external responsibility, with a total of 16 questions, and uses Likert5 points to score. The higher the scores of internal responsibility and external responsibility, the higher the degree of teachers' psychological contract.

### 3.2 Job Burnout Questionnaire

The job burnout scale of this study adopts the survey scale used by Zhang (2010) in the article Research on Job Burnout of Middle School Teachers from the Perspective of Psychological Contract Theory, which is slightly modified on the basis of Mahler's Job Burnout Scale. There are 22 topics on the scale, which are divided into three dimensions.

## 4. Data Collection Methods

The formal questionnaire is distributed in all cities of Henan Province, which is convenient for sampling. Researchers get in touch with relevant schools, issue electronic questionnaires, and teachers freely choose to fill them out. A total of 255 questionnaires were collected, and 246 valid questionnaires were obtained after the screening with an effective rate of 96.5%.

## 5. Reliability and Validity Test

**Table 1: Reliability Analysis of Psychological Contract Questionnaire**

Variable	Number of items	Cronbach $\alpha$ coefficient
External Responsibility	4	0.858
Intrinsic Responsibility	12	0.955
Psychological Contract	16	0.961

**Table 2: Reliability Analysis of Job Burnout Questionnaire**

Variable	Number of items	Cronbach $\alpha$ coefficient
Emotional Exhaustion	9	0.914
Depersonalization	5	0.866
Sense of Self-Accomplishment	8	0.673
Job Burnout	22	0.914

**Table 3: Validity Test Form of Psychological Contract Questionnaire**

Test of KMO and Bartlett		
KMO Value		0.948
	Approximate chi-square	3685.318
Bartlett sphericity test	<i>Df</i>	120
	<i>P value</i>	0.000

**Table 4: Validity Test Form of Job Burnout Questionnaire**

Test of KMO and Bartlett		
KMO value		0.907
	Approximate chi-square	3799.538
Bartlett sphericity test	<i>Df</i>	231
	<i>P value</i>	0.000

## **6. Data Analysis Methods**

First of all, this study uses HowNet, Baidu Academic, and other databases to find related papers and journals, and collect literature on teachers' psychological contracts and job burnout. Through consulting the relevant literature, sorting out and analyzing the relevant literature, the researcher combed the current situation of the problems involved in the research and the existing research progress to obtain useful information in the research, discover the problems existing in the previous research, and lay a good foundation for the creation of the paper.

Secondly, through questionnaires to the city of Henan Province middle school teachers survey, collect and collate effective questionnaires to ensure the effectiveness of access to information.

Finally, the collected data are analyzed by SPSS20.0, and the main processing methods are as follows: 6.1 Descriptive statistics. The psychological contract, job burnout, and the scores of each dimension of middle school teachers are statistically analyzed, and the scores of each dimension in the questionnaire are obtained. 6.2 Difference analysis. Independent sample T-test and one-way variance analysis were used to measure the differences of psychological contract and job burnout of middle school teachers under different demographic factors. 6.3 Correlation analysis. Pearson product-error correlation analysis was used to test the dimensions of psychological contract and job burnout of middle school teachers and the correlation between the two variables. 6.4 Regression analysis. Regression analysis is used to explore the specific forms of the correlation between psychological contract and job burnout of middle school teachers.

## **Results**

### **1. Demographic Analysis of the Respondents**

In the sample of this survey, there are many female teachers and the teachers are younger. There are many teachers with bachelor degree. The number of public and private teachers is the same, the number of middle school and high school teachers is the same, and the number of head teachers and non-head teachers is the same. The number of teachers with teaching age less than 10 years is the largest. There are many teachers with intermediate titles. The proportion of teachers from normal universities is high. There are more married people.

### **2. Descriptive Statistics of Survey Results of Psychological Contract and Job Burnout**

#### **2.1 Descriptive statistical analysis of the survey results of psychological contract**

The analysis result from Table 5 shows that the average total score of the psychological contract in the table is 3.641 points, and the overall level is good. The average difference between the two sub-dimensions of external responsibility (M=3.613) and internal responsibility (M=3.67) is very small.



**Table 5: Descriptive Statistical Summary of Psychological Contract (N=246)**

	Minimum value	Maximum value	M	SD
External responsibility	1.000	5.000	3.613	0.674
Intrinsic responsibility	1.500	5.000	3.670	0.678
Psychological contract	1.375	5.000	3.641	0.643

## 2.2 Descriptive statistical analysis of the survey results of job burnout

The analysis result from Table 6 shows that the average score of teachers' job burnout is 2.458, and the degree of job burnout is medium, among which the average score of depersonalizations is low (M=2.297), while the scores of the other two dimensions, emotional exhaustion (M=2.518) and self-accomplishment (M=2.559), are equivalent.

**Table 6: Descriptive Statistical Summary of Job Burnout (N=246)**

	Minimum value	Maximum value	M	SD
Emotional exhaustion	1.000	5.000	2.518	0.743
Depersonalization	1.000	5.000	2.297	0.745
Sense of self-accomplishment	1.500	3.750	2.559	0.420
Job burnout	1.167	3.833	2.458	0.540

## 3. Correlation Analysis between Psychological Contract and Job Burnout

To analyze the correlation between psychological contract and job burnout of middle school teachers, we mainly observe the Person coefficient to judge the correlation degree between them, and judge the linear relationship between the dimensions of psychological contract and job burnout of middle school teachers. The analysis result from Table 7 shows that there is a significant negative correlation between teachers' psychological contract and job burnout (R=-0.440).

**Table 7: Pearson Correlation Coefficient Table of Main Research Variables**

Variable	1	2	3	4	5	6	7
1 External responsibility	1						
2 Intrinsic responsibility	0.812**	1					
3 Emotional exhaustion	-0.338**	-0.413**	1				
4 Depersonalization	-0.247**	-0.300**	0.787**	1			
5 Sense of self-accomplishment	-0.429**	-0.498**	0.381**	0.366**	1		
6 Psychological contract	0.952**	0.952**	-0.395**	-0.288**	-0.487**	1	
7 Job burnout	-0.380**	-0.457**	0.920**	0.916**	0.603**	-0.440**	1

\* P < 0.05 \*\* P < 0.01

## 4. Regression Analysis of the Survey Results of Psychological Contract and Job Burnout

4.1 Specific analysis shows that external responsibility does not have an impact on job burnout,

Internal responsibility will have a significant negative impact on job burnout.

**Table 8: Results of Linear Regression Analysis (n=246)**

	Non-normalized coefficient		Normal. coefficient	<i>T</i>	<i>P</i>	VIF	<i>R</i>	Adjust R	<i>F</i>
	<i>B</i>	Standard error	<i>Beta</i>						
Constant	3.807	0.177	-	21.511	0.000**	-			
External responsibility	-0.022	0.078	-0.027	-0.279	0.780	2.937	0.209	0.202	<i>F</i> (2,243) = 32.087, <i>P</i> = 0.000
Intrinsic responsibility	-0.346	0.078	-0.435	-4.445	0.000**	2.937			

Dependent variable: Job burnout

D-W value: 1.863

\* *P* < 0.05 \*\* *P* < 0.01

4.2 The analysis shows that emotional exhaustion will have a significant negative impact on psychological contract. Depersonalization will not affect the psychological contract. Self-achievement will have a significant negative impact on psychological contract.

**Table 9: Results of Linear Regression Analysis (N=246)**

	Non-normalized coefficient		Normal. coefficient	<i>T</i>	<i>P</i>	VIF	<i>R</i>	Adjust R	<i>F</i>
	<i>B</i>	Standard error	<i>Beta</i>						
Constant	5.716	0.218	-	26.197	0.000**	-			
Emotional exhaustion	-0.298	0.077	-0.344	-3.881	0.000**	2.693			<i>F</i> (3,242) = 33.746, <i>P</i> = 0.000
Depersonalization	0.113	0.076	0.131	1.488	0.138	2.660	0.295	0.286	
Sense of self-accomplishment	-0.619	0.090	-0.404	-6.879	0.000**	1.186			

Dependent variable: psychological contract

D-W value: 1.891

\* *P* < 0.05 \*\* *P* < 0.01

4.3 Summarized, all dimensions of the psychological contract will have a significant negative impact on job burnout.

**Table 10: Results of Linear Regression Analysis (N=246)**

	Non-normalized coefficient		Normal. coefficient	<i>T</i>	<i>P</i>	VIF	<i>R</i>	Adjust R	<i>F</i>
	<i>B</i>	Standard error	<i>Beta</i>						
Constant	3.801	0.178	-	21.318	0.000**	-			<i>F</i> (1,244) = 58.515, <i>P</i> = 0.000
Psychological contract	-0.369	0.048	-0.440	-7.650	0.000**	1.000	0.193	0.190	

Dependent variable: Job burnout

D-W value: 1.901

\* *P* < 0.05 \*\* *P* < 0.01

## 5. Hypotheses Test Results

This article carries on the difference analysis, the correlation analysis, and the regression analysis to the middle school teacher contrasts the research hypothesis content to carry on the summary. The results of the different analyses show that Some demographic variables of teachers have a certain degree of influence on psychological contract and job burnout. Among them, teachers' gender, school nature, and whether they hold administrative posts have significant differences in psychological contract, and teachers' educational background, school nature, monthly income, and marital status have significant differences in job burnout.

The correlation analysis between psychological contract and job burnout shows that there is a significant negative correlation between psychological contract and job burnout. The two dimensions of the psychological contract, external responsibility and internal responsibility, and the three dimensions of job burnout, emotional exhaustion, depersonalization, and self-achievement, also have an obvious negative correlation between each other.

The regression analysis of psychological contract and job burnout shows that the external responsibility of psychological contract does not have an impact on job burnout, while internal responsibility has a significant negative impact on job burnout. The results are shown in Table 11.

**Table 11: Research Hypothesis Verification Results Table**

Serial No.	Research Hypothesis	Verification Result
H1	There are significant differences in the psychological contract among middle school teachers with different background variables.	Partially established
H2	There are significant differences in job burnout among middle school teachers with different background variables.	Partially established
H3	The psychological contract has a significant negative correlation with job burnout.	Establish
H4	The external responsibility sub-dimension of psychological contract has a significant negative correlation with job burnout.	Establish
H5	The inner responsibility sub-dimension of psychological contract has a significant negative correlation with job burnout.	Establish
H6	The psychological contract has a significant negative impact on job burnout.	Establish
H7	The external responsibility sub-dimension of psychological contracts has a significant negative impact on job burnout.	Fail
H8	The inner responsibility sub-dimension of psychological contracts has a significant negative impact on job burnout.	Establish

## Discussions

1. Basic Status of Psychological Contract and Job Burnout
2. Differences of Psychological Contract and Job Burnout under Different Background Variables
3. The relationship between psychological contract and job burnout

## Conclusions

According to the questions raised in this study, the following conclusions are drawn after a questionnaire survey and analysis of middle school teachers in different cities of Henan Province:

1. The average score of teachers' psychological contract is 3.641, and the average score of job burnout is 2.458. On the whole, the score of teachers' psychological contract is good, and the score of teachers' job burnout belongs to the middle level.

2. There are significant differences in demographic variables between teachers' psychological contract and job burnout, among which the psychological contract has significant differences in gender, school nature, professional title, whether they hold administrative posts or not, and monthly income. Job burnout has significant differences in educational background, school nature, administrative post, monthly income, and marriage.

3. There is a significant negative correlation between teachers' psychological contracts and job burnout. Teachers' psychological contract has a significant negative impact on teachers' job burnout. That is the higher the degree of teachers' psychological contract, the lower the degree of teachers' job burnout.

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## **THE INFLUENCE OF TEACHING SUPERVISION ON THE TEACHING QUALITY OF PRIMARY SCHOOL TEACHERS**

**Hui Zhao<sup>1\*</sup>, Xiaohui Zhou<sup>2</sup>**

<sup>1 2</sup> Stamford International University

\*Corresponding author, E-mail: 2009080014@stamford.edu

**Abstract:** Teaching is the top priority of a school. Correct teaching direction, strong teaching force, and stable teaching order are the basic guarantees for improving teaching quality. Teaching management work must earnestly implement the national education policy and local education work instructions, establish a sound teaching organization system, improve school teaching rules and regulations, improve teaching supervision, improve teaching levels, ensure the normal operation of teaching work, and strive to mobilize teachers and the enthusiasm of the students. This study conducted a questionnaire survey of 201 primary school teachers in Zhengzhou Yuhua Elite Primary School, interviewed 15 teachers, and used SPSS20.0 to conduct T/F test, correlation analysis and regression analysis on the data. The research found: teaching Supervision has a positive influence on the teaching quality of primary school teachers. Teachers' attitudes towards teaching or school supervision, teaching quality are also significantly different. There is a significant positive correlation between teaching supervision and teaching performance. Based on the above findings, this research puts forward the following suggestions for the existing problems of teaching supervision: help teachers establish a scientific supervision concept; promote the normalization and systematization of school supervision; grasp the balance of teaching supervision; enrich the supervision form; scientifically evaluate the supervision effect.

**Keywords:** Teaching Supervision, Teaching Quality School, Supervision.

### **Introduction**

Teaching is the top priority of a school. Correct teaching direction, strong teaching force, and stable teaching order are the basic guarantees for improving quality. In the process of primary school teaching management, each school will inspect and supervise the teaching in the school, and the supervision will promote the primary school teaching management. A good teaching process cannot be developed all at once. It is gradually formed through long-term reminders, corrections, encouragements, or criticisms over time. The school has increased the intensity of supervision and assisted grades to do a good job of teaching. Teaching supervision serves as the basis for the monthly assessment of grade

teachers and promotes the quality of school teaching to play an effective role. A sound teaching organization system, perfect school rules and regulations for teaching work, and effective teaching supervision work can improve the teaching level, ensure the normal operation of teaching work, and mobilize the enthusiasm of teachers and students.

### **Background of the Study**

There is very little research on the impact of teaching supervision on teaching quality in domestic primary and secondary schools. Huang's research in Science Consulting (2019) only mentioned the establishment of a practical education and teaching supervision mechanism and the creation of a fair and just teaching assessment system. Improve the quality of school teaching management. In a study conducted by Han Asia-Pacific Education (2016), it was stated that it was only a stroke to strengthen the teacher management mechanism, earnestly conduct teaching supervision, and objectively evaluate teaching. Wang (2019), in his research on diversified teaching management to improve teaching quality, sorted out teaching norms, teaching supervision and teaching feedback were only taken, and there was no analysis of the impact on student performance. In the opinion of the National Education Supervision Group (Guo Education Supervision 2001) on strengthening basic education supervision work, the education supervision system is a basic education system in our country, and its essence is the government's administrative supervision of education work. Educational supervision "plays an important role in the reform and development of basic education, is to implement the strategic position of basic education in the socialist modernization drive, adhere to the priority development of basic education, and realize the guaranteed mechanism of basic education reform and development goals." In foreign countries, educational supervision is regarded as "the guarantee of educational ideals." In Cai's comparative analysis of education supervision in Shanghai A and England and England, teaching supervision is regarded as a weathervane for schoolwork. Some scholars even believe that "the kind of supervisors will have the kind of teachers and what There will be a kind of school for the kind of supervision."

### **1. Research Questions**

This research aims to explore the relationship between teaching supervision and the quality of primary education. Based on the above research focus, this research draws up the following questions to be answered as the basis for the research: (1) The influence of different background variables on primary school teachers' cognition of teaching supervision? (2) How satisfied is the teaching supervision of primary school teachers with different background variables? (3) How is teaching supervision related to teaching quality? (4) What is the impact of teaching supervision on teaching quality?

## 2. Research Hypothesis

Based on the setting of this research and the existing research results of some scholars, combined with the research direction and reality, the following hypotheses are proposed:

Hypothesis 1: Primary school teachers with different background variables have significant differences in their attitudes towards teaching supervision.

H1-1 Teachers of different genders have significant differences in attitudes towards teaching supervision.

H1-2 Teachers of different ages have significant differences in attitudes towards teaching supervision.

H1-3 There are significant differences in the attitudes of teachers of different teaching ages towards teaching supervision.

H1-4 Teachers with different qualifications have significant differences in their attitudes towards teaching supervision.

Hypothesis 2: Primary school teachers with different background variables have significant differences in their satisfaction with the school's teaching supervision.

H2-1 Teachers of different genders have significant differences in their views on teaching supervision in this school.

H2-2 Teachers of different ages have significant differences in attitudes towards teaching supervision.

H2-3 Teachers of different teaching ages have significant differences in attitudes towards teaching supervision.

H2-4 Teachers with different qualifications have significant differences in their attitudes towards teaching supervision.

Hypothesis 3: The satisfaction of primary school teachers' teaching supervision is related to the quality of teaching.

Hypothesis 4: The scores of teaching supervisors are related to the quality of teaching.

## Research Objectives

Through literature research, it can be known that the establishment of a teaching supervision system can make a more objective evaluation of the overall teaching quality of the school. Through supervision work, make accurate judgments on the teaching quality of primary school classrooms. The statistics of teaching supervision data not only help schools to improve their quality, but also assist other schools in teaching management, providing more comprehensive theoretical support, which is conducive to common progress. The teaching evaluation obtained by the elementary school teaching supervision provides a large amount of data support for the school supervision reform and promotes the



development and progress of the teaching team and the student team. Teaching supervision provides a platform for young primary school teachers to find problems. The results of supervision will play a major role in the improvement of teaching experience and teaching ability in the future and will greatly promote the improvement of teaching quality. Moreover, young teachers can communicate and interact with old teachers through the results of supervision, discover various problems in their teaching process, combine teaching experience, and continuously improve in criticism, thereby improving their own teaching ability and steadily improving their own teaching quality.

### **Literature Reviews**

Jia (2018) pointed out in the study of strengthening the supervision function and improving the quality of teaching: the development of supervision work needed to clarify the principles of supervision. Closely integrated the current situation of school education and teaching and established relevant working principles. In the process of teaching supervision, grasped the core work of education and teaching, strengthened the improvement of teachers' education and teaching ability, combined the progress of teaching work in various disciplines, optimized teaching management, academic evaluation, and realized scientific supervision. Regarding supervisory tasks, formulated regular work systems, discovered teaching problems from supervisors, and provide guidance and improvement to broaden supervisors' work areas. The work of teaching supervision includes two links: "supervision" and "direction". The meaning of "supervision" is to supervise and inspect the standardization of various teaching behaviors in the teaching process of teachers, and the meaning of "direction" is to guide and remind teachers, conduct behavior demonstrations. To promote the all-round development of teachers, the purpose and responsibility of teaching supervision is not only to raise the deficiencies of teachers' teaching behaviors, or to tell teachers what to do, but also to reach a consensus on the norms of teachers' teaching behaviors through conversation and tell teachers what they should do "How to do it".

Therefore, the focus of teaching supervision should be on the guidance and demonstration of teachers' teaching behavior. In practice, supervisors should correct their identity and status, participate in teaching activities as equals and be good mentors and helpful friends of teachers and students. In the process of supervision, they should focus on encouragement, and promote the development of teachers through common discussions. The supervision must be strict, the evaluation must be pertinent, the guidance must be lawful, and the help must be sincere. Hu's (2005) research put forward that teaching supervisors supervise and inspect all aspects of teaching through daily lectures, irregular special surveys, research, and participation in self-evaluation activities. Supervision work not only has the functions of inspection, supervision, and evaluation, but also has the functions of feedback, guidance, consultation, and service. Teaching supervision works penetrates the supervision and evaluation system and the information feedback system. It is a third-party organization that cooperates with the

implementation of the policy of internal teaching decision-making in universities, the work of the teaching executive department, and the implementation of the tasks of the teaching management department. The correct opinions and suggestions put forward by the teaching supervisor Only when it has an impact on decision-making and had an effect on the teaching execution system, the consulting and service functions of teaching supervision can be truly realized. Therefore, in the teaching quality monitoring system, only by following the principles of decision-making, execution, and supervision interaction, and forming a benign interactive mechanism among the systems, the teaching quality monitoring systems could coordinate and cooperate, form a joint force, and promote teaching more effectively. Ultimately achieve the goal of improving the quality of teaching. The supervision work is oriented to teaching units and went deep into the front line of teaching.

### **Methodology**

Data will be collected through questionnaires preliminary consolidation Star Web site, and then analyzed using SPSS20.0. Data analysis methods mainly include: (1) Descriptive statistics. Analyze the different background items of the teachers in the questionnaire one by one, make statistics on the teaching supervision attitude and the scores of the school supervision attitude, and describe the basic situation of each dimension in the questionnaire. (2) Analysis of differences. Use independent sample T test and single-factor variance analysis to measure the attitudes towards teaching supervision, attitude towards school supervision, and differences in different background items. (3) Correlation analysis. Pearson's product-difference correlation analysis is used to test the correlation between attitudes towards teaching supervision and attitudes towards school supervision. (4) Regression analysis. Regression analysis method is adopted, and the different background items of teachers are used as independent variables, and the attitude towards teaching supervision, attitude towards school supervision, teaching quality and supervision deductions are used as dependent variables, and a regression model is established to study the correlation between teaching supervision and teaching quality The specific form of the relationship.

### **Results**

After the difference analysis, correlation analysis and regression analysis of primary school teaching supervision, according to the analysis results, compared with the hypothesis content of the study, it is summarized.

First, the test results of the difference of primary school teachers' attitude towards teaching supervision with different background variables. Among the four hypotheses put forward in this study, only teachers with different qualification certificates have no significant difference in their attitudes towards teaching supervision, and others have not been established.

Second, primary school teachers with different background variables have different views on teaching supervision in their own schools. In the analysis of the differences of primary school teachers with different background variables in their teaching supervision, two of the four hypotheses put forward in this study are supported, namely, primary school teachers with different ages and different qualifications have significant differences in their teaching leadership, while others are not valid.

Third, the correlation test results between the attitude of primary school teachers' teaching supervision and teaching quality. In the correlation test between the attitude of primary school teachers' teaching supervision and teaching quality, the hypothesis put forward in this study is valid. The correlation between the attitude of primary school teachers' teaching supervision and teaching quality is also highly correlated in every variable and every dimension of the test.

Fourth, the scores of teaching supervisors have correlation with teaching quality. In the test of the correlation between teaching supervisor's score and teaching quality, the hypothesis put forward in this study is valid. The scores of teaching supervisors are also highly correlated with the variables and dimensions of the teaching quality correlation test.

**Table 1: Hypothesis Results**

Serial No.	Hypothesis	Result
H1	Primary school teachers with different background variables have significant differences in their attitudes towards teaching supervision	
H1-1	There are significant differences in teachers' attitudes towards teaching supervision among different genders	Established
H1-2	There are significant differences in teachers' attitudes towards teaching supervision among different ages	Established
H1-3	There are significant differences in teachers' attitudes towards teaching supervision among different teaching years	Established
H1-4	Teachers with different qualification certificates have different attitudes towards teaching supervision	Fail
H3	Primary school teachers with different background variables have significant differences in their views on teaching supervision in their own schools	
H2-1	Teachers of different genders have significant differences in their views on teaching supervision in our school	Fail
H2-2	There are significant differences in teachers' attitudes towards teaching supervision among different ages	Established
H2-3	There are significant differences in teachers' attitudes towards teaching supervision among different teaching years	Established
H2-4	Teachers with different qualification certificates have different attitudes towards teaching supervision	Fail
H3	The satisfaction degree of primary school teachers' teaching supervision is related to the teaching quality	Established
H4	The scores of teaching supervisors are related to the teaching quality	Established

## Discussions

According to the questions raised in this research, after a questionnaire survey and result

analysis with Zhengzhou Yuhua Eilte Primary School as a sample, the following conclusions are drawn:

(1) Teachers' attitude towards teaching supervision is generally at a relatively high level. Primary school teachers have a high degree of recognition of the view that teaching supervision can improve the quality of school teaching. Primary school teachers believe that teaching is the center of schoolwork, and teaching needs to be supervised to strengthen teaching. Supervision is the focus. Teaching supervision can improve teachers' teaching style, improve teachers' professional quality, and cultivate talents.

(2) There are differences in the analysis of the current situation of teaching supervision by teachers under different backgrounds. Among the four background items examined in this study, gender samples show significant differences in the promotion of supervisory work to improve the quality of teaching. The age group samples show significant differences in whether they need education supervision agencies to provide relevant teaching supervision services, and their views that teaching is the center of school work. The age group samples show significant differences in the enthusiasm of the school supervision system to stimulate supervision work. The teaching age samples show significant differences in the need for education supervision agencies to provide relevant teaching supervision services, and their views that teaching is the center of school work. The teaching age samples show significant differences in the well-functioning of the teaching supervision linkage system at all levels in the school.

(3) The correlation coefficient values of the annual total deduction for supervision and grade ranking, class average score, and questionnaire scores show significant, and there is no correlation between the number of total deductions for the annual supervision and failure.

(4) Regression analysis of the survey results on the status quo of teaching quality. All the total deductions for annual supervision will have a significant negative impact on the grade ranking. All the total deductions for annual supervision will have a significant positive impact on the average class score. All the total deductions for annual supervision will have a significant positive impact on the excellent rate. The total deductions for annual supervision will all have a significant negative impact on the number of failing people.

## **Conclusions**

Through the regression analysis of the four dimensions of teaching supervision satisfaction and the overall satisfaction of different background items, it can be seen that all the annual total deduction points of supervision will have a significant negative impact on grade ranking. All the annual total deduction points of supervision will have a significant positive impact on the average class score. All the annual total deduction points of supervision will have a significant positive impact on the excellent rate. All the annual total deduction points of supervision will have a significant negative impact on the

number of failed students.

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## **A STUDY ON HIGHER GRADE STUDENTS' AFTER-CLASS MATHS TUTORING AND LEARNING BEHAVIOR IN PRIMARY SCHOOL OF HENAN PROVINCE, CHINA**

**Yongjie Feng<sup>1\*</sup>**

<sup>1</sup>Stamford International University of Thailand

\*Corresponding author, E-mail: 407771092@qq.com

**Abstract:** The purpose of this study was to investigate the learning behavior of higher-grade students' after-class in primary school of Henan Province. The study selected grade 4-6 students from three representative schools in Henan province and distributed 600 samples to them. The results of this study showed that most of the students are voluntary to attend after-class maths tutoring to improve their math scores and other purposes. The overall students' learning behaviors was at the level of moderate, no significant difference between male and female students in the number of weekly tutoring. The number of students in grade 4 attending after-class maths tutoring every week is significantly higher than that in grade 5 and grade 6. There is no significant difference in the number of weekly after-class maths tutoring between students with different satisfaction degree of their last math score and students with different perception of their math score in class. There was no difference in gender in all dimensions involved in this study; Compared with the fifth-grade students, the fourth-grade students think that after-class maths tutoring will have more changes on their learning attitude in class, and then affect their learning behavior.

**Keywords:** Students of Higher Grade, After-Class Maths Tutoring and Learning, Primary School of Henan Province.

### **Introduction**

As a supplement of school education, after-class tutoring has a great impact on both teachers' teaching in class and students' learning in class. There is no denying that it makes up for the deficiency of school education to some extent, but it also has a series of problems. Based on this, this study intends to explore the effect of extracurricular math tutoring on the learning behavior of senior primary school students and put forward countermeasures and suggestions for the problems.

In the process of developing basic education, more and more countries have realized the role and value of effective learning behavior. As the beginning of the learning career, the primary school is



the key stage for students to learn skills, acquire knowledge and develop habits. At the same time, it is also the main period for students to exercise their learning behavior. Based on this, it is of vital importance to study primary school students' learning behavior whether from the perspective of students' personal growth or the steady development of the country.

Taking mathematics learning behavior as the research object, in-depth analysis and discussion on its basic characteristics can not only effectively improve the problem of low efficiency in mathematics learning of domestic students, but also ensure that students' effective learning and personal ability can be developed to a certain extent, and the practice of quality education can get certain help. It has important theoretical significance to the construction of the current mathematical learning theory system and has important practical significance to students' mathematical learning. Then, the literature research shows that the relevant literature mainly focuses on the supply and demand, cost, problems, and policy inspiration of after-class tutoring. However, there is still a lack of systematic research on mathematics learning behavior in primary schools.

With the increasingly fierce social competition, people pay more and more attention to the role of education. Especially under the baton of examinations and scores, school education has been unable to fully meet students differentiated and diversified learning needs. In this context, after-school tutoring arises at the historic moment. As a supplementary form of school education, after-school tutoring has the unique advantages of strong pertinence, flexible form and obvious individuality. Mathematics, as a basic subject in the stage of basic education, plays an important role in the selection and examination of all levels.

### **Research Objectives**

The following are the objectives of this study:

- 1) To investigate and understand the basic situation of higher-grade students' after-class maths tutoring and learning in Henan Province, China.
- 2) To study students' learning behaviors from four dimensions: learning motivation, learning attitude, learning strategy, and learning satisfaction.
- 3) To compare the differences of higher-grade students' students' after-class maths tutoring and learning behaviors according to their gender, grade, the most recent math scores.

### **Literature Review**

#### **Student Learning Behaviours**

Students' learning behaviour is students' own ability, method and habit; The other emphasizes that learning behavior is the specific behavior of students' inner characteristics such as emotion and

thinking (Yang, 1998). Yang pointed out in his research that the so-called learning behavior refers to the measures and means used by learners to carry out learning activities and is also the result of the joint action of learners' motivation, emotion, and other factors. It is the specific form of learning activities under specific conditions. Some other scholars discussed the connotation of learning behavior from the perspective of learning styles, such as changing the teaching method from single receptive learning styles to diversified learning styles, and then analyzed the transformation of learning styles in detail. In addition, some scholars emphasize observing and studying students' classroom learning behavior from the perspective of teachers.

### **Learning Behavior Types**

Most researchers classify learning behaviors common in real classroom teaching by induction. Although the existing research results have some reference significance, there are also some problems such as superficial classification and lack of corresponding theoretical framework.

The American General Learning Behavior Scale divides students' learning behavior into attention, learning attitude, learning motivation, learning strategy, flexibility, and other aspects, and divides them into several items under each dimension, a total of 30 items.

Wang (2009) and Yue (2011) both studied the basic characteristics of students' learning behaviors, and divided students' learning behaviors into individual and group. Although they had the same way of dividing students' learning behaviors, the two scholars expressed different opinions. In terms of individual behavior, the former summarizes it as notes and lectures, while the latter believes that individual behavior consists of three aspects, namely cognition, metacognition and resource management. In terms of group behavior, the former summarizes it as cooperation, discussion and other forms, while the latter considers group behavior as an interactive behavior for students to achieve learning goals.

Zhang (2011) took small class teaching as the research object, makes an in-depth analysis of learning behaviors, and classifies learning behaviors into three categories: listening, speaking and practicing. In addition, it also divides the three kinds of behaviors into more detailed ones, that is, listening behavior usually includes listening to lectures; Speech behavior usually includes teachers and students answering each other; Practicing behavior involves practice and so on.

### **Previous Study on Students' Learning Behavior**

According to the current research results, both domestic and foreign studies have paid great attention to the influencing factors of learning behavior. Among them, the earliest start learning behavior influence factor research activities is Burleigh and Vidic's (1976), a book on learning behavior involved in the research, primary and middle school students in reading and mathematics teaching as

the research object, analyses on learning behavior and learning results of effective teaching the role and impact of on this basis, the relationship between learning behavior and learning outcomes is discussed. Durbrow (2000) discussed the attention of students in study, cognitive level, family factors and students' learning behavior, and the relationship between them, finally the results of the study pointed out that the reasonable and efficient learning behavior can effectively reduce the anxiety of students in the learning process, so as to achieve the purpose of improve students' academic performance.

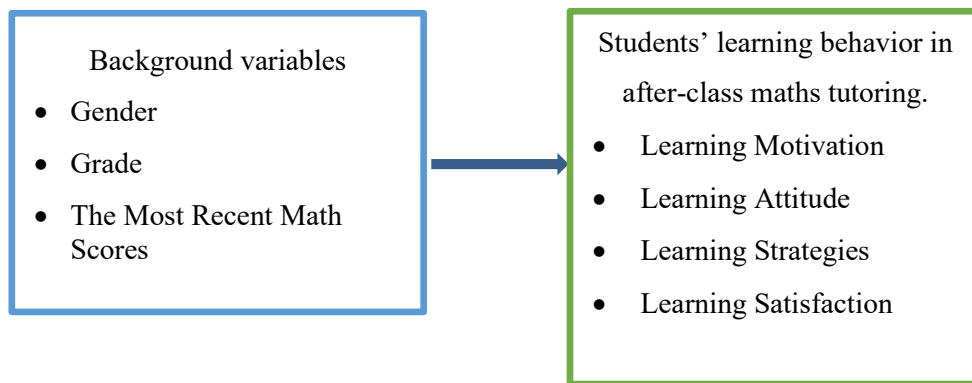
Yan and Ding (1998) investigated and analyzed the learning behavior of primary and middle school students. In their study, they pointed out that learning behavior is usually affected and influenced by three factors, namely subjective factors, such as learning methods and attention. Objective factors: such as learning environment, etc. Subjective and objective interaction: such as learning pressure. Qiu (2007) deeply analyzed the root causes of students' inefficient behaviors in his research and pointed out that students' behaviors are influenced by many factors, such as teaching mode and learning attitude. When studying students' classroom learning behaviors, Gao (2020) conducts data processing and analysis from the four dimensions of learning motivation, learning attitude, learning strategies, and learning satisfaction, so as to provide practical and reliable research data for her research.

Bunard (1998) comprehensively analyzed the role and position of teachers in the process of optimizing students' learning behaviors. Through analysis and investigation, he pointed out that only by optimizing teachers through training can students' learning behaviors be controlled more effectively. In terms of teacher training. He also mentioned that it is necessary to help teachers master specific methods to control students' behaviors through practical case analysis. Secondly, teachers' cognitive level and problem awareness should be improved to ensure that teachers can pay attention to students' bad behaviors in the first time and make timely improvement and adjustment.

Huang (2006) observed the classroom learning behavior of a student with learning difficulties and other students in the same class through classroom observation and took other students in the class as a reference to discuss the reasons for the poor learning behavior of the student, and then put forward some teaching improvement measures. Zhang (2015), a Chinese scholar, once proposed some methods to prevent and control bad learning behaviors in class. He believed that the prevention and control of bad learning behaviors should be carried out from the following two aspects: first, teachers should timely prevent and control problem behaviors in class; Second, students, students to their own classroom problem behavior adjustment and norms.

At present, most of the Chinese domestic scholars' research on learning behavior is more for the purpose of achieving effective classroom management teaching or for the purpose of giving play to the effectiveness of students' learning behavior, presenting a single research tendency of case by case. In addition, when studying learning behavior, domestic researchers mostly focus on teachers' classroom teaching management behavior from the perspective of teachers, and rarely pay attention to students'

own learning behavior. But from the point of learning of related research in recent years, has gradually to the students to explore their own learning behavior, especially from the learning motivation, learning attitudes, learning strategies, and learning satisfaction four dimensions for data processing and analysis. The design and conceptual framework of study is showed as follows:



**Figure 1: Conceptual Framework of This Study**

### Methodology

The researcher adopted the students' learning behavior questionnaire based on the study of Fan (2016), a professor from Hunan Normal University, China, who designed this questionnaire to assess the students' learning behavior from four dimensions: learning motivation, learning attitudes, learning strategies and learning satisfaction. It included a total of 20 questions, questions 1 to 3 are related to the learning motivation, questions 4 to 6 are related to the learning attitude, questions 7 to 17 are related to the learning strategies, questions 18 to 20 are related to the learning satisfaction.

The questionnaire used in this study directly adopted from Fan (2016) and has also used by Gao (2020). The Cronbach's  $\alpha$  coefficient of the questionnaire reached 0.810, and IOC of the questionnaire was above 0.7 as reported by Fan (2016).

### Results

Research Objective One: To investigate and understand the basic situation of higher-grade students' after-class maths tutoring and learning in Henan Province, China.

According to the study, 99% of students attended after-class maths tutoring, and only 1% of them didn't attend. This shows that it is a common phenomenon for pupils to participate in after-class maths tutoring. 81% of the respondents participated in after-class maths tutoring while 18 percent did reluctantly. Nowadays, most primary school students will attend after-class maths tutoring actively in the aim of improving their scores.

Research Objective Two: To study students' learning behaviours from four dimensions:

learning motivation, learning attitude, learning strategy, and learning satisfaction.

From the analysis of mean and standard deviation scores of four dimensions, the score of learning motivation was the highest, and the score of learning satisfaction was the lowest and lower than the overall score; However, learning motivation, learning attitude, learning strategy, and learning satisfaction are all relatively high, indicating that the learning behaviour of higher-grade students after-class maths tutoring is more active and common. And the overall students' learning behaviour level of their after-class maths tutoring class, including students' learning motivation, learning attitude in class, learning strategies, and learning satisfaction was at the moderate level.

Research Objective Three: To compare the differences of higher-grade students' students' after-class maths tutoring and learning behaviours according to their gender, grade, the most recent math scores.

Gender has no difference in all dimensions involved in this study. Compared with grade 5 students, grade 4 students think that after-class maths tutoring will bring more changes to their learning attitude in class, thus affecting their learning behaviour. The number of students in grade 4 attending after-class maths tutoring every week is significantly higher than that in grade 5 and grade 6. There was no significant difference in the number of weekly after-class maths tutoring between students with different satisfaction degree of their last math score and students with different perception of their math score in class.

## **Discussions**

This study firstly aimed to understand the current situation and students' learning behavior of participating in after-class maths tutoring, based on the descriptive analysis for the basic situation of higher-grade students' after-class maths tutoring and learning, it was found that most students attended after-class maths tutoring, and only very few of them didn't attend. This showed that it is a common phenomenon for pupils to participate in after-class maths tutoring. Most of the respondents participated in after-class maths tutoring while 18 percent did reluctantly. Nowadays, most primary school students will attend after-class maths tutoring actively in the aim of improving their scores. This finding was consisted with Yiu (1996), who also believed that off-campus tutoring could deepen students' understanding and mastery of knowledge points in class, thus improving their scores and promoting students' all-round development. A quantitative study conducted by Simona and Popa (2008) in Europe also showed that most students agreed that after-school tuition could improve learning ability, cultivate learning thinking, and attitude, and thus improve learning quality.

The study also identified the students' learning behaviors level, which was regarded as at the level of moderate, from the analysis of mean and standard deviation scores of four dimensions, the score of learning motivation was the highest, and the score of learning satisfaction was the lowest and lower

than the overall score; However, learning motivation, learning attitude, learning strategy, and learning satisfaction are all relatively high, indicating that the learning behaviour of higher-grade students after-class maths tutoring are more active and common. And the overall students' learning behaviour level of their after-class maths tutoring class, including students' learning motivation, learning attitude in class, learning strategies, and learning satisfaction was at the moderate level.

Marimuthu (2015) pointed out in his research that the so-called after-school tutoring refers to the non-school learning mode provided for students who are educated at school and need to pay a certain fee. In addition, it can also be provided in the form of community service. Stevenson and Baker (1992) compared after-school tutoring to "shadow education". By investigating the actual situation of students' participation in shadow education in some parts of Japan, they found that shadow education could make up for the deficiency of school education and enhance students' learning of subjects in their spare time. Bray and Kwok (2003) believe that after-class tutoring is a supplementary educational activity in addition to regular school education to improve students' academic performance. These researchers' concerns also reflected by this study finding, as in China, students' academic competitions are very fierce, so most students will choose to study the after-school tutoring class, but their learning motivation, learning attitudes, strategies and satisfaction may not be that high.

Lastly, this study further compared the students' learning behaviors with their background variables, including gender, grade, and their latest math scores. The study found that gender has no difference in all dimensions involved in this study. Compared with grade 5 students, grade 4 students think that after-class maths tutoring will bring more changes to their learning attitude in class, thus affecting their learning behaviour. The number of students in grade 4 attending after-class maths tutoring every week is significantly higher than that in grade 5 and grade 6. There was no significant difference in the number of weekly after-class maths tutoring between students with different satisfaction degree of their last math score and students with different perception of their math score in class. As for this part of finding, different researchers had also tried and got different answers. Ireson and Rushforth (2011) investigated the British students and found that off-campus tutoring played a positive role in improving the scores of science subjects but had no significant impact on the scores of difference subjects. Suryadarma (2006) found that after-school tutoring activities had no significant effect or influence on the academic performance of fourth-grade students. Therefore, it was very possible that students with different background may have very different learning behaviours as this study revealed.

## **Conclusions**

This study selected 600 higher grade students from 3 primary schools in Henan Province, China, to analyse the situation of 4-6 grade students' learning behaviours in after-class maths tutoring. In order

to understand the current situation and students' learning behaviour of participating in after-class maths tutoring, this study carried out a descriptive analysis for the basic situation of higher-grade students' after-class maths tutoring and learning, as well as to identify the students' learning behaviours level, and this study further compared the students' learning behaviours with their background variables, including gender, grade, and their latest math scores. Accordingly, the study found that gender has no difference in all dimensions involved in this study. Compared with grade 5 students, grade 4 students think that after-class maths tutoring will bring more changes to their learning attitude in class, thus affecting their learning behaviour. The number of students in grade 4 attending after-class maths tutoring every week is significantly higher than that in grade 5 and grade 6. There was no significant difference in the number of weekly after-class maths tutoring between students with different satisfaction degree of their last math score and students with different perception of their math score in class.

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**体育运动对初中生学习成绩影响的研究****A STUDY ON THE INFLUENCE OF SPORTS ON JUNIOR MIDDLE SCHOOL STUDENTS' ACADEMIC PERFORMANCE**刘新军<sup>1\*</sup>, 郑丽娜<sup>2</sup>, 席海燕<sup>3</sup>Xinjun Liu<sup>1\*</sup>, Lina Zheng<sup>2</sup>, Haiyan Xi<sup>3</sup><sup>1,3</sup> 中国郑州市宇华实验学校, <sup>2</sup> 中国宇华教育集团<sup>1,3</sup> Zhengzhou Yuhua experimental school, China<sup>2</sup> China Yuhua Education Group

\*Corresponding author, E-mail: 30930905@qq.com

**摘要:** 本研究选取355名初中生进行调查问卷研究。将学习成绩作为主要依据进行问卷整理, 根据学生体育运动的相关参数和他们的语文、数学、英语学科的分数成绩进行调查和研究。运用SPSS进行描述性统计学和皮尔逊相关系数处理数据变量和假设两者间的关联。研究发现初中学生参加体育运动的时间越长、次数越多, 对学生的(语、数、英)成绩影响越明显。其中, 男生体育运动后对数学、物理的学习效果显著, 女生体育运动后对政治历史等文科类学习效果明显。最后, 研究结果显示, 初中年级学生各学段参与体育运动和数学语文的考试成绩都呈正相关性。

**关键词:** 初中生, 体育运动, 学习成绩, 相关性。

**Abstract:** In this study, 355 junior high students were selected for the questionnaire study. The academic performance was taken as the main basis for the questionnaire, and the survey was conducted and studied according to the relevant parameters of students' sports and their scores in Chinese, mathematics and English. Descriptive statistics and Pearson correlation coefficient were used to handle associations between data variables and assumptions using SPSS. The study found that the longer and more times junior high school students participate in sports, the more obvious the impact on students' performance (language, number, English). Among them, boys' learning have significant effects on mathematics and physics after sports, while girls' effects on political history and other liberal arts after sports. Finally, the results showed that the positive correlation between students in sports and math Chinese.

**Keywords:** Junior School Student, Athletic Sports, Academic Record, Relevance.

## 引言

初中阶段既是一个人心理发展和生理发展的黄金时间，又是积累文化知识关键节点。在传统教育和家长攀比文化成就心态的双重压力下，知识化课程学习成绩最终成为衡量学生优劣的唯一砝码。参与体育运动与课程化学习成绩之间就产生了冲突和矛盾。通过相关文献的研究和分析作者发现有的观点认为体育锻炼的学生学习成绩的稳定性和学习潜力大多好于很少参加体育运动的学生，而有的观点则认为过量的体育运动让学生有疲惫感从而影响学习的状态对学生成绩产生负面的影响。通过相关的研究发现：影响学生学习成绩的一个关键要素是身体的健康情况。健康的体魄是增加自信、提升认知水平的重要因素，对学业成绩也会产生间接的影响（Richard A. Wittberg, Karen L. Northrup, Lesley A., 2012）。美国加利福尼亚大学琴森教授认为，高频率的参与体育运动可以通过提升脑细胞的反应节奏的方式，从而提高思维进度（李凌姝，2018）。参加体育运动对各个学段的学生的学业成绩有着显著的促进作用（Gerald T. Gllausmeier, 1958）。

## 1. 研究目的

本研究通过分析中国中原地区初级中学（不是高原和高寒地区便于开展调查研究也更具有普遍性）初中生体育运动的现状，通过统计对比分析体育运动与学习成绩存在的机理和内在关联。从运动的习惯、频率、时长、力度大小等方面分析运动锻炼与学习成绩之间不同关联。再结合国外研究成果和部分国内研究成果进行深入加工研究，为学校合理开展体育活动和课程提供参考依据。结合研究成果、实践结论进一步指导学校、家长和社会科学合理的分配体育运动和学习文化课的时间，为中小学生的体育运动提供理论保障。同时可以帮助相关部门和社会各界了解初中生体育运动对学业成就带来的影响。反过来也让家长和学校重视学生的体能锻炼，以改善其身体素质。

## 2. 研究假设

基于以上分析提出以下研究假设作为统计检验的基础，以便探究要回答的问题。

假设一：初中生参加体育运动自变量和因变量学业成绩的关系假设

H1-1: 初中生参加体育运动的周次数与语文数学英语以及学科总分存在显著关联性。

H1-2: 初中生参加体育运动的时间/每次与语文数学英语以及学科总分存在显著关联性。

H1-3: 初中生参加体育运动的量数和语文数学英语以及学科总分存在显著关联性。

假设二：初中生参与体育运动的原因、参与体育运动-除体育课程后的影响、学习体育课程后的影响、体育运动情况和因变量语文、数学、英语总分的关系假设。

H2-1: 初中生参与体育运动的原因与语文、数学、英语总分存在显著关系性。

H2-2: 初中生参与体育运动（除体育课）后的影响与语文、数学、英语总分存在显著关系性。

H2-3: 初中生参与体育课后的影响与语文、数学、英语总分存在显著关系性。

H2-4: 初中生参与体育运动的影响与语文、数学、英语总分存在显著关系性。

### 3. 研究方法

本文参照实际情况首先对文献展开研究，根据所要研究的内容和框架，通过查阅相关资料已获得充足的理论，进而全面地了解所研究课题的背景、现状以及遇到的一些问题。作为设计问卷调查和设计量表的理论层面，然后进行研究项目分析。将所获得的调查数据中无效数据剔除之后，再两两分析学习成绩与相关体育运动的关系，然后对量表和语文、数学、英语期末成绩进行回归分析，把得出的分析结果联系实际进行论证。

#### 3.1 问卷设计

该问卷共包含 28 题，是以 Timothy Moses（2011）编制的家庭情况与身体活动问卷为基础，并结合梁德清等（1994）修改的体育锻炼等级的问卷和量表，进行修订及调整后所得。本研究将通过对各年龄段学生进行抽样问卷调查，遵循量表研制的规范程序，制订身体活动与学生学业成绩情况关系量表，并对假设理论进行实证检验。

#### 3.2 信效度检验

初步测试选用下发 103 份问卷，回收 99 份问卷。回收率 96%。然后导入到 spss 软件后进行信度分析。检测问卷本身的稳定性是测量结果和信度正确的严密关联。调查问卷的可靠信度经常使用 Cronbach's  $\alpha$  系数的大小来表示。许多学者把问卷的信度系数超过 0.9 就认为那么它具备良好的信度；如果该问卷信度系数大于 0.8，那么我们一般也认为它的信度也认为是较可靠的。

表 1: 量表各维度的 Cronbach's  $\alpha$  系数一览表

量表维度	Cronbach's Alpha	条目数
参与体育运动的原因	.867	11
参与体育运动后的影响	.886	9
学习体育课后的影响	.840	5
参与体育运动情况	.790	3
总量表	.944	28

从表 1 初中生参加体育运动对文化课程效果中的分析数据来看，各个量表的 Cronbach's  $\alpha$  系数都已经达到 0.790 以上，最终量表的总值达到 0.944，以上数据结果能充分证明这个量表有非常高的信度。

### 3.2 因子模型适应性分析

表 2 是对问卷数据进行因子模型的适应性分析：

**表 2: KMO 和 Bartlett 的检验**

量表维度	KMO 和 Bartlett 的检验	
取样足够度的 Kaiser-Meyer-Olkin	度量。	0.895
	近似卡方	5195.341
Bartlett 的球形度检验	df	378
	Sig.	.000

通过表 2 的数据我们看到 Sig. ( $P < 0.01$ ) 非常显著，拒绝原假设，KMO 值为 0.895。通过以上数据的检验发现本问卷可以进行探索性因素的分析。

**表 3: 解释的总方差**

成份	初始特征值			提取平方和载入			旋转平方和载入		
	合计	方差的 %	累积 %	合计	方差的 %	累积 %	合计	方差的 %	累积 %
1	9.889	35.317	35.317	9.889	35.317	35.317	6.855	24.483	24.483
2	2.413	8.617	43.934	2.413	8.617	43.934	4.719	16.853	41.336
3	1.952	6.971	50.905	1.952	6.971	50.905	2.236	7.985	49.320
4	1.739	6.209	57.115	1.739	6.209	57.115	2.182	7.794	57.115

提取方法：主成份分析。

结合以上数据的效度分析以及信度分析，结果非常明显：《初中生体育运动与学业情况关系量表》的理论假设是受到支持的，能使各初中年级学生体育运动与学业的真实状况得到充分反映，既有高水平的信度又包含可靠的效度，可以用于科学地测量各年龄段学生的活动与学业情况关系。这是比较成功的问卷设计，每一个维度都具有信度和效度，问卷调查的结果具有很好的研究价值。

## 4. 研究结果与讨论

### 4.1 描述性统计分析

本研究选取 A、B 学校 8 个班级进行随机抽样法发放调查问卷。经无效数据的筛选及删除，最终录入 304 份有效数据，其中初一学生 99 份 (32.5%)，初二学生 103 份 (33.8%)，

初三学生 102 份（33.5%）。其中男生 207 份（68%），女生 97 份（32%）。

## 4.2 体育运动的基本描述性统计

### (1) 每周参加体育运动次数的基本描述

通过对各年级学生每周参加体育运动的频次统计后可知（见表 4）初一、初二及初三男生每周参加体育运动的次数在 1 次及以下的学生分别占了初一男生人数 6.9%、占了初二男生人数 12.4%、占了初三男生人数 35.5%；我们看到初一、初二及初三女生每周参加体育运动的次数在 1 次及以下的人数分别仅占初一女生总数的 17.1%、占了初二女生总数的 30%、占了初三女生总数的 23.1%，这可以充分说明有相当一部分的学生还是经常融入到锻炼之中的。

**表 4: 各年级每周参加体育运动次数表 (N=304)**

运动次数	初一		初二		初三							
	男	女	男	女	男	女						
0 次	0	0.0%	2	4.9%	1	1.4%	2	6.7%	12	15.8%	2	7.7%
1 次	4	6.9%	5	12.2%	8	11.0%	7	23.3%	15	19.7%	4	15.4%
2~3 次	20	34.5%	20	48.8%	31	42.5%	14	46.7%	24	31.6%	13	50.0%
4~5 次	21	36.2%	8	19.5%	19	26.0%	4	13.3%	13	17.1%	5	19.2%
6~7 次	13	22.4%	6	14.6%	14	19.2%	3	10.0%	12	15.8%	2	7.7%
	58	100.0%	41	100.0%	73	100.0%	30	100.0%	76	100.0%	26	100.0%

### (2) 每次参加身体活动时间的描述

通过分析初中生进行锻炼的情况统计（见表 5）说明初中男生每次参加体育运动在 20 分钟以下的学生人数分别仅占初一男生总数的 5.2%、占初二男同学的 9.6%、占初三男同学的 11.8%，而初一、初二及初三女生每次参加体育运动在 20 分钟以下的人数分别占初一女同学 46.3%、占初二女同学 43%、占初三女同学 23.1%，这可以充分说明中初中生大多数学生锻炼时长都多于 20 分钟。进入初中二年级后女生的运动时间有所缩短。

**表 5: 初中生每次参加体育运动的时间情况 (N=304)**

运动时间 (分钟)	初一		初二		初三							
	男	女	男	女	男	女						
20 以下	3	5.2%	19	46.3%	7	9.6%	13	43.3%	9	11.8%	6	23.1%
0~40	15	25.9%	18	43.9%	23	31.5%	13	43.3%	29	38.2%	14	53.8%
40~60	23	39.7%	4	9.8%	24	32.9%	4	13.3%	26	34.2%	1	3.8%
60~90	11	19.0%	0	0.0%	14	19.2%	0	0.0%	6	7.9%	3	11.5%
90 以上	6	10.3%	0	0.0%	5	6.8%	0	0.0%	6	7.9%	2	7.7%
	58	100.0%	41	100.0%	73	100.0%	30	100.0%	76	100.0%	26	100.0%

(3) 每次参加体育运动时活动量的基本描述

通过初中生每次参加体育运动的活动量情况统计结果（见表6）说明初中男生每次参加体育运动时活动量达中等及以上的分别占初一男生总人数的 76%、占了初二男生总人数的 81%、占了初三男生总人数的 95%。其中初三男生的运动量高出初二男生 14%，高出初一男生 19%。出现这种情况和初三年级面临中招考试中的体育加试有很大的关系。初中女生每次参加体育运动时活动量达中等及以上的分别占初一女生总人数的 93%、占到初二女生总人数的 90%、占到初三女生总人数的 88%，这充分说明各学段的学生每次参加体育运动时活动量是较为合理的。

表 6: 各学段参加体育的活动量情况 (N=304)

活动量	初一		初二		初三	
	男	女	男	女	男	女
	人数	百分比	人数	百分比	人数	百分比
大（心慌、气短、不断出汗、明显疲惫）	2	3.4%	6	14.6%	3	4.1%
较大（心跳加快、呼吸困难、出汗明显，疲劳感）	19	32.8%	13	31.7%	16	21.9%
中等（心律稍加快、呼吸急促、稍出汗、轻松）	23	39.7%	19	46.3%	40	54.8%
较小（心律基本正常、出汗不明显、较舒适）	6	10.3%	3	7.3%	11	15.1%
小（心律正常、没出汗、格外轻松）	8	13.8%	0	0.0%	3	4.1%
	58	100.0%	41	100.0%	73	100.0%
					30	100.0%
					6	100.0%
					26	100.0%

(4) 体育运动对文化课效果影响排名

表 7 为各学段的学生认为体育运动对哪三门学科效果最好的分布情况，通过加权个案平均法来做统计，由表可知，初一男生及女生认为身体活动感觉效果好的依次是数学和语文；初二男生及女生认为身体活动对感觉效果好的依次是语文和数学；初三年级的男生和女均认为体育运动对数学的效果最好。从性别来看，男生认为体育运动对数学的学习效果的影响最好，而女生普遍认为体育运动后政治、历史文科类的学习效果更明显。产生这种认识或结果的主要原因是：女性对于语言加工更加缜密，而男生逻辑思维的能力要比女生卓越，因而，在大部分情况下，女生对于语文及英语的关注高于男生，而男生对于数学，特别是几何要优秀于女生

(李金波, 2014)。

**表 7: 初中生参加体育运动对文化课程效果 (N=304)**

年级	性别	科目									
		语文	数学	外语	地理	历史	政治	生物	化学	物理	其他
初一	男	0.40	0.57	0.40	0.26	0.26	0.12	0.40	0.00	0.00	0.16
	女	0.37	0.46	0.15	0.34	0.27	0.17	0.54	0.00	0.00	0.39
初二	男	0.51	0.47	0.23	0.26	0.27	0.10	0.42	0.00	0.38	0.23
	女	0.47	0.43	0.23	0.27	0.30	0.13	0.47	0.00	0.33	0.37
初三	男	0.30	0.74	0.20	0.16	0.11	0.13	0.17	0.53	0.57	0.11
	女	0.35	0.54	0.50	0.15	0.12	0.19	0.35	0.38	0.23	0.19
		1.99	2.64	1.31	1.18	1.06	0.72	1.95	0.91	1.51	1.29

### 4.3 量表各条目与总分间的相关分析

通过皮尔逊相关分析计算各条目与量表总分之间的相关关系, 由表 8 可见, 各条目与总分之间均呈显著相关性, 各条目与总分之间的相关系数均大于临界值, 故条目与总分间的相关性较好。

**表 8: 各条目与总分间相关分析一览表**

各条目	总分	各条目	总分
S1	.272**	S15	.646**
S2	.465**	S16	.396**
S3	.428**	S17	.384**
S4	.538**	S18	.418**
S5	.762**	S19	.440**
S6	.666**	S20	.783**
S7	.725**	S21	.802**
S8	.691**	S22	.730**
S9	.700**	S23	.734**
S10	.169**	S24	.681**
S11	.517**	S25	.728**
S12	.691**	S26	.724**
S13	.428**	S27	.616**
S14	.454**	S28	.570**
总分	1	总分	1

注: \*\*在置信度 (双测) 为 0.01 时, 相关性是显著的。

\*在置信度 (双测) 为 0.05 时, 相关性是显著的。

### 4.4 体育运动次数、时间和活动量与各科成绩的相关性研究

为了验证初中生体育运动的次数、时间和活动量是否和语文、数学、英语各科成绩有相关性, 笔者使用 SPSS 软件中的双变量相关分析。

由表 9 可知，在初一年级段中，因变量“学业成绩总分”与自变量“每周参加体育运动的次数”、“每次参加体育运动的时间（分钟）”以及“每次参加体育运动时的活动量”的相关系数分别为 0.356、0.152、0.046，其中，“学业成绩总分”与“每周参加体育运动的次数”呈现非常显著的相关（ $p < 0.01$ ），而与“每次参加体育运动时的活动量”、“每次参加体育运动的时间（分钟）”未达到显著水平（ $p > 0.05$ ）。在初二段中，因变量“学业成绩总分”与自变量“每周参加体育运动的次数”、“每次参加体育运动的时间（分钟）”以及“每次参加体育运动时的活动量”的相关系数分别为 0.148、0.299、0.160，其中，“学业成绩总分（语文、数学、英语总分）”与“每次参加体育运动的时间（分钟）”呈现非常显著的相关（ $p < 0.01$ ），而与“每周参加体育运动的次数”、“每次参加体育运动时的活动量”未达到显著水平（ $p > 0.05$ ）。在初三段中，因变量“学业成绩总分”与自变量“每周参加体育运动的次数”、“每次参加体育运动的时间（分钟）”以及“每次参加体育运动时的活动量”的相关系数分别为 0.526、0.426、0.035，“学业成绩总分（语文、数学、英语总分）”与“每次参加体育运动的时间（分钟）”、“每周参加体育运动的次数”呈现非常显著的相关（ $p < 0.01$ ），而与“每次参加体育运动时的活动量”未达到显著水平（ $p > 0.05$ ）。说明初一年级的学生每次参加体育运动的次数越多，总分（语文、数学、英语）越好，而体育运动时的时间和活动量大小与总分（语文、数学、英语）的高低无关；初二年级学生参与体育运动的活动时间与总分（语文、数学、英语）的高低有关；初三年级学生每周参加体育运动的次数和每次参加体育运动的时间与总分（语文、数学、英语）的高低有相关性。再则由于面临体育学业水平考试，初三年级的运动次数和时间一般都会高于初一和初二年级的学生，不过通过分析也能发现以上两个因素会对初三学生的学业成绩产生明显的影响。

**表 9：身体活动次数、时间和活动量与学业总分的两两相关**

	初一年级				初二年级				初三年级			
	1	2	3	4	1	2	3	4	1	2	3	4
1 语文、数学、英语总分	1	.356*	.152	.046	1	.148	.299**	.160	1	.526*	.426**	.035
2 每周身体活动的次数		1	.318**	.214*		1	.387**	.179		1	.301**	.004
3 每次活动的时间(分钟)			1	.253**			1	.200*			1	-.133
4 活动量一般为				1				1				1

注：\*\*，在 .01 水平（双侧）上显著相关，\*，在 0.05 水平（双侧）上显著相关。

#### 4.5 回归预测研究

##### (1) 回归模型建立与检验

表 10 为初一学生因变量“学业成绩总分”与自变量“初中生体育运动与学业情况关系



量表”模型汇总（自变量 X1 为分量表“参与体育运动的原因”的总分、自变量 X2 为分量表“参与体育运动-除体育课程后的影响”的总分、自变量 X3 为分量表“学习体育课程后的影响”的总分，自变量 X4 为分量表“体育运动情况”的总分），由表可知，该模型的回归方程的决定系数 R 方为 0.908，即通过各分量表的得分的回归方程解释的比例占 90%。这说明回归效果好，且体育运动与学业成绩总分之间存在着线性关系，同时德宾-沃森值为 1.593 接近 2，可以认为残差序列无自相关，说明残差满足多元线性回归分析的条件。

**表10：多元线性回归方程模型的拟合情况**

模型	R	R方	调整R方	标准估计的 误差	更改统计量			Durbin-Watson
					R方更改	F更改	Sig. F更改	
1	.908 <sup>a</sup>	.825	.818	18.491	.825	110.939	.000	1.593

a. 预测变量：(常量), X4, X3, X2, X1。

b. 因变量：语文、数学、英语总分

表 11 是应用方差分析对回归方程模型进行显著性检验的结果（F=110.939，p<0.05），由表可知，回归方程高度显著。

**表11：多元线性回归方程模型的方差分析**

模型	平方和	df	均方	F	Sig.
回归	151724.986	4	37931.247	110.939	.000 <sup>b</sup>
1 残差	32139.761	94	341.912		
总计	183864.747	98			

a. 因变量：语文、数学、英语总分

b. 预测变量：(常量), X4, X3, X2, X1。

表 12 为多元线性回归方程模型的回归系数表，由表可知各自变量回归系数与常量、标准误差、标准化系数、回归系数 t 检验结果以及相应的 p 值、共线性统计结果。回归系数的 t 值分别为 6.247、1.843、-1.153、10.158、2.305，自变量 X2 未达显著水平（p>0.05）。自变量 X1、X3、X4 达显著水平（p<0.05）。共线性统计结果显示，各自变量的方差扩大因子（VIF）分别为 5.270、3.734、2.981、1.562，均小 10，因此，自变量间共线性不明显，自变量满足多元线性回归的条件，建立的回归方程是有效的。进而可以认为影响学业成绩总分的主要因素是自变量 X3（学习体育课程后的影响）、自变量 X4（体育运动情况）。

最终的回归方程为：

$$\hat{Y} = 68.497 + 0.971X1 + 6.821X3 + 2.464X4$$

表 12: 多元线性回归方程模型的回归系数表

模型	非标准化系数		标准系数		t	Sig.	共线性统计量	
	B	标准误差	试用版				容差	VIF
1 (常量)	68.497	10.965			6.247	.000		
X1	.971	.527	.182		1.843	.069	.190	5.270
X2	-.554	.480	-.096		-1.153	.252	.268	3.734
X3	6.821	.671	.756		10.158	.000	.336	2.981
X4	2.464	1.069	.124		2.305	.023	.640	1.562

a. 因变量: 语文、数学、英语总分

(2) 回归模型的标准化残差分析

图 1 为语文、数学、英语总成绩回归方程标准化残差的直方图，由图可知标准化残差基本服从正态分布，符合假设检验条件。

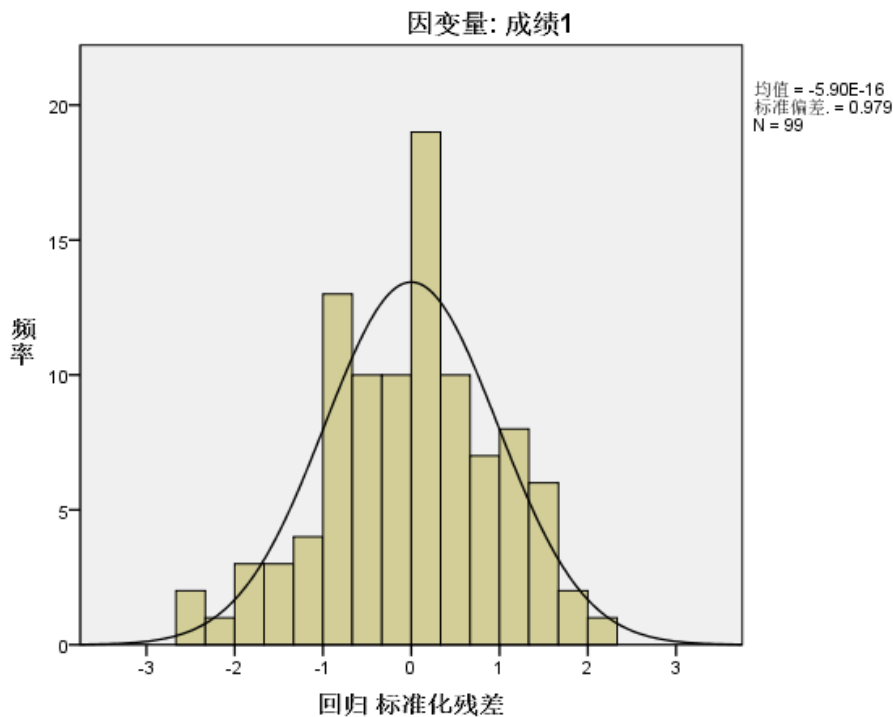


图1: 回归方程标准化残差的直方图

图 2 为语文、数学、英语总成绩回归标准化残差的正态 P-P 图，由图可知，标准化残差散点分布接近直线，可以判断标准化残差符合正态的分布，残差符合多元线性回归的条件。

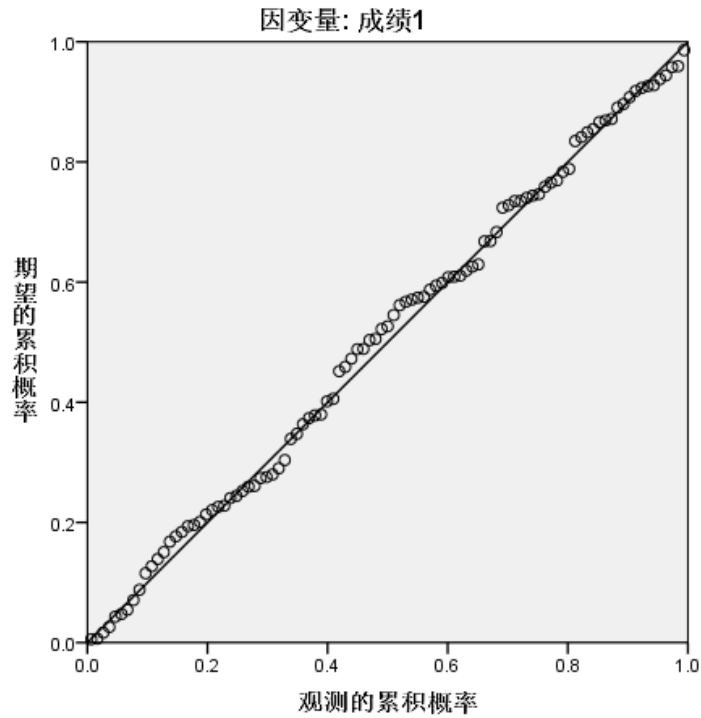


图 2：语文、数学、英语总成绩回归标准化残差的正态 P-P 图

图 3 语文、数学、英语总成绩与回归标准化预测值的散点图，其中 DEPENDENT 为 x 轴变量，y 的轴变量是\*ZPRED，可知两个变量呈现直线的趋势。

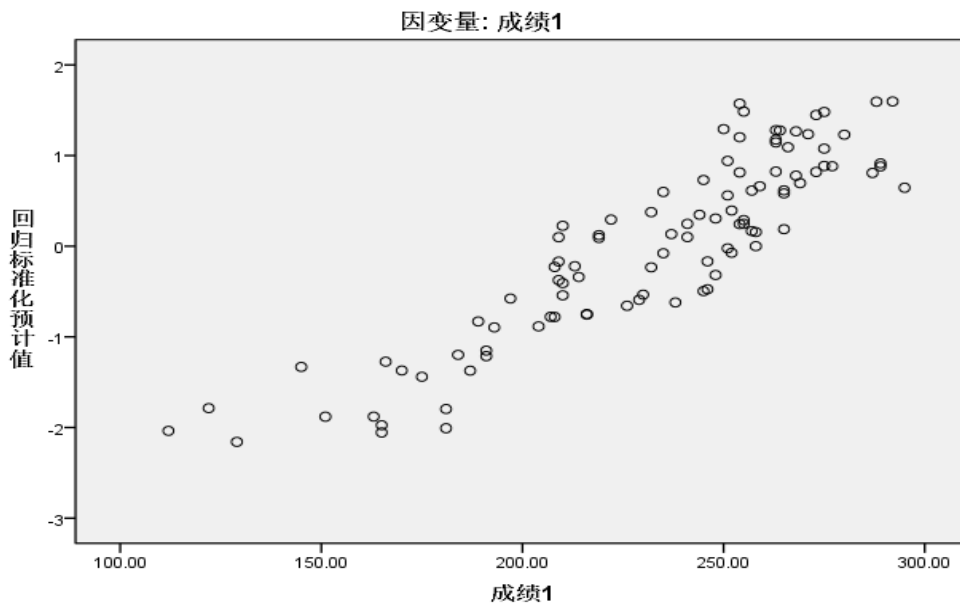


图 3：语文、数学、英语总分与回归标准化预测值的散点图

综上所述，最终的回归方程为：

$$\hat{Y}=68.497+0.971X1+6.821X3+2.464X4$$

根据以上结果，可以预测语文、数学、英语总成绩。

#### 4.6 假设测试结果

基于所提出的初中生体育运动和学习成绩关系模型初中生参与体育运动的相关变量对收集到的 300 个数据进行了统计分析。分析的结果表明本研究提出的 7 个假说中有 3 个得到了支持 2 个得到了部分支持 2 个不受支持。研究假设检验的结果见表 13。

**表 13: 研究假设检验结果**

研究假设	测试结果
H1-1: 初中生参加体育运动的周次数与语文数学英语总分存在显著关联性。	部分支持（初二除外）
H1-2: 初中生参加体育运动的时间/每次与语文数学英语总分存在显著关联性。	部分支持（初一除外）
H1-3: 初中生参加体育运动的运动量和语文数学英语总分存在显著关联性。	不支持
H2-1: 初中生参与体育运动的原因与语文、数学、英语总分存在显著关系性。	支持
H2-2: 初中生参与体育运动（除体育课）后的影响与语文、数学、英语总分存在显著关系性。	不支持
H2-3: 初中生参与体育课后的影响与语文、数学、英语总分存在显著关系性。	支持
H2-4: 初中生参与体育运动的影响与语文、数学、英语总分存在显著关系性。	支持

#### 结论

根据以上的探究结论可知，初中生参加体育运动时间、次数、活动量与学习成绩存在一定的相关性。

从参与体育的时间与语文、数学、英语总分两两相关分析的结果来看，除初一年级外，初二和初三年级的学生学习成绩和体育运动的时间有非常显著的关系。研究结果显示，参与体育运动的时间长短和初二初三年级的学生考试语文成绩、英语成绩、数学成绩有很强的显著性。

从参与体育运动的次数与语文、数学、英语总分两两相关分析的结果来看，除了初二年级外，初一和初三年级的学生学习成绩和体育运动的次数有非常显著的关系。此外，初一和初三年级的学生语文、数学、英语成绩和参与体育的次数也都达到了显著水平。

从参与体育运动的活动量与语文、数学、英语总分两两相关分析的结果来看，除了对初二年级学生语文成绩有显著关系外，不但和语文、数学、英语总分没有影响，而且和各科成

绩均没有影响，甚至对初三年级的英语成绩产生负面影响。

通过以上分析，不难发现学生每个星期参与体育锻炼次数、时间与总分成绩呈正比，造成这些影响的主要因素是体育运动能给人的身体和精神带来双重积极影响，杨昕莹等（1999）发现，体育运动对人的中枢神经产生积极影响，通过神经调解使人精力充沛，也就提高了学习的效率。体育运动能促使大脑释放出如多巴胺、内啡肽等多重化学物质，而多巴胺、内啡肽能促进学生的记忆力的提升，并且能使人乐观、积极、也有利于提升学习能力（李凌姝，2018）。

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**中国四川省小学教师核心素养现状及对策研究****A STUDY ON THE CURRENT SITUATION AND COUNTERMEASURES OF  
PRIMARY SCHOOL TEACHERS' CORE LITERACY IN SICHUAN  
PROVINCE, CHINA**蒲双双<sup>1\*</sup>Shuangshuang Pu<sup>1\*</sup><sup>1</sup>川北幼儿师范高等专科学校<sup>1</sup>North Sichuan Preschool Teachers College

\*Corresponding author, E-mail: 358117816@qq.com

**摘要:** 本研究通过对四川省成都市、绵阳市和广元市三个地区 6 所小学的 300 位教师进行问卷调查, 通过数据分析, 揭示了四川省小学教师核心素养现状及专业素养、生活素养、时代素养和情怀素养之间的关系。

研究发现: 四川省小学教师核心素养整体水平较高, 但在人口统计学变量方面小学教师之间的素养水平存在一定差异。综合分析数据和时代背景, 本研究总结出当前四川省小学教师核心素养存在一些问题, 主要表现在部分小学教师时代素养落后于时代发展、部分青年教师专业素养落后于小学教育要求、部分教师专业素养水平越高, 生活素养、时代素养和情怀素养水平却越低。

基于研究发现, 提出了相应的建议: 统整当地社会资源, 开发实践课程, 助推时代素养提升; 以老带新、以优促新, 助力教师核心素养高速提升; 建立考评机制, 激励教师完善教师核心素养。

**关键词:** 小学教师, 核心素养, 教师核心素养。

**Abstract:** Through the questionnaire survey of 300 teachers from 6 primary schools in Chengdu, Mianyang and Guangyuan, this study reveals the current situation of primary school teachers' core literacy and the relationship between professional literacy, life literacy, era literacy and emotional literacy in Sichuan Province.

The study found that the overall level of core literacy of primary school teachers in Sichuan Province is high, but there are some differences in literacy among primary school teachers in

demographic variables. Based on the comprehensive analysis of the data and the background of the times, this study summarizes that there are some problems in the core literacy of primary school teachers in Sichuan Province, which are mainly reflected in that the age literacy of some primary school teachers lags behind the development of the times, the professional literacy of some young teachers lags behind the requirements of primary education, and the higher the professional literacy level of some teachers, the lower the life literacy, age literacy and emotional literacy level.

Based on the research findings, this paper puts forward corresponding suggestions: integrate local social resources, develop practical courses, and promote the improvement of literacy in the times; Promote the new with the old and promote the new with the excellent, so as to help the rapid improvement of teachers' core literacy; Establish an evaluation mechanism to encourage teachers to improve teachers' core literacy.

**Keywords:** Primary School Teachers, Core Literacy, Teachers' Core Literacy.

## 引言

21 世纪以来，知识经济高速全球化，自媒体、短视频、在线直播等大量新的事物应运而生，海量信息不断涌现，人类社会进入高速发达的信息时代。教育改革与时代发展密不可分，与国家命运息息相关，党的十九大报告明确提出我国现阶段已进入新时代，是全体人民在富起来的基础上进一步走向强起来的飞速发展的时代，也就是说现在我国已经走入了世界强国之列，正式进入了强国发展的伟大时代。在这样的时代背景下，怎样的人才能良好的适应时代的不断变化，担起强国建设的时代责任，服务社会主义现代化强国建设，引发了我们教育改革方向、对未来合格人才培养内容、培养方式和培养模式的深度思考。

## 研究背景

教育是人才培养的基本途径，也是首要途径，教师的素养高低影响着学生发展的好坏，尤其是教师核心素养，只有具备完善的教师核心素养的教师才能培养出理想的学生，提高小学教师核心素养是培养未来能适应社会急剧变化同时能创新性解决现实问题人才的最根本也是最坚实的基础。然而，当今教育领域和学术领域对教师核心素养的研究还处于基础阶段，小学教师核心素养现状如何，具备怎样的核心素养才能教育出能够适应时代剧烈变化同时从容应对各种挑战的创新型人才，如何提高小学教师核心素养成为社会各界研究和讨论的聚焦点。

## 问题陈述

四川省位于西部内陆地区，优质教育资源相对匮乏。近年来，四川大力落实教育优先发展，全面整改深度贫困区县，利用信息化路径，不断鼓励综合实力强劲的学校探索远程教育多样化发展模式，通过互联网利用直播、录播等形式统筹推进城乡义务教育改革发展。小学教师作为基础教育的执行者和主导者，其核心素养的高低极大的制约和影响人才的发展方向，小学教师核心素养现状和提升策略是当今值得关注和研究的。然而，查阅教师核心素养相关文献发现，以小学教师为对象进行核心素养研究的数量并不多，针对信息时代、新时代背景进行小学教师核心素养研究的更少。以四川省小学教师为对象，研究核心素养现状及提升策略，有利于四川省进一步促进整个教师群体紧扣时代脉搏提升教育竞争力奠定研究基础。

## 研究问题

当前教师核心素养教育要求教师首先要具备健全的人格、深厚的人文素养、反思和解决现实问题的生活素养以及运用信息技术的时代素养，其次是作为教师这一职业人必须具备的学科知识素养和教育教学能力素养以及热爱教育事业的情怀素养。因此本研究需要明确以下问题：

- (1) 小学教师核心素养现状如何？
- (2) 不同背景变项的小学教师核心素养显著差异如何？
- (3) 小学教师专业素养、生活素养、时代素养和情怀素养四者之间的相互关系如何？

## 研究目的

随着新时代我国在世界舞台上社会地位的进步，强国人才越来越重要，人才的培养需要教育的发展和变革，此时一支适应时代变化的教师队伍显得重要且必要，什么样的教师才是符合强国发展标准的教师成为研究的热点，而教师核心素养的研究对解决这一问题意义重大，同时也是提高教师专业发展的必然途径。本研究试图达成以下三个目的：

- (1) 充分了解四川省小学教师核心素养基本现状；
- (2) 明确不同背景变项下小学教师核心素养差异水平；
- (3) 厘清小学教师专业素养、生活素养、时代素养和情怀素养四者之间的相互关系。

## 文献综述

通过对国内外关于小学教师核心素养的文献进行检索，并未找到大量直接相关的研究成果，研究大多是集中在对核心素养、教师核心素养的理论探讨，因此，本研究集中对核心素



养、国内外教师核心素养的研究现状进行了整理，为进一步开展小学教师核心素养的研究提供文献支撑。

### 1. 核心素养的相关研究

1997年经合组织启动著名的核心素养框架DeSeCo项目，为顺应21世纪时代潮流发展，国外教育界先后迅速掀起了对核心素养研究的热潮，部分学者也纷纷指出自己的观点：德国学者Weinert（2001）在研究中强调：核心素养是一种可以用于各种情境的个体需求的共同素养。Rychen & Salganik（2000）两位学者指出素养与人的知识、能力和态度紧密相连，核心素养是培养高素质合格公民和具有世界格局公民的关键指标。不同国际组织和国家（地区）因地制宜，先后根据本土教育的不同发展需求，对核心素养的内涵进行了界定。

国内学术界对国际上核心素养的众多研究成果有选择性的进行了吸收和借鉴，并根据我国基本国情和教育领域具体情况展开了一系列相关研究。首先褚宏启等（2015）指出核心素养应突出关键素养和少数素养，并将其具体为学生不同学段所要达成的必须具备的素质发展要求。其次张华（2016）通过研究提出核心素养是一种能力，而且是一种高级能力，用来适应信息时代发展和解决复杂的无法提前预测情境的具体问题。

尽管当前核心素养国内没有统一的权威界定，但是各类专家、学者对其内涵及外延的看法大致可以分为以下四种：第一，部分学者认为核心素养主要指基础的基本的不可或缺的必须具备的素质。蔡文艺和周坤亮（2014）认为核心素养就是个体在社会中保有生存与良好生活所应具备的最为基本与重要的关键素养。同样常珊珊和李家清（2015）指出核心素养是个体良好的适应社会需要同时获得个人全面发展并且提高生存生活能力的必备素养，是满足终身学习和提升国民素质的重要保障。第二，部分学者强调核心素养在数量上要少而精，在本质上应是一般素养的精华，必须进行精选，选择一般素养中最关键和最必要的共同素养。康敏（2016）通过研究指出核心素养是指那些不可缺少的解决问题的能力 and 最为关键的个人优秀品质以及良好的精神面貌。第三，部分学者认为核心素养是在经济一体化和信息全球化环境中进行技术变革时对接社会和职业需求的必备素养。钟启泉（2016）指出核心素养主要目的在于确定新时代创新型、综合型社会人才的标准，同时指明学校教育教学活动的方向和内容。第四，部分学者认为核心素养具有普遍性和通用性，是适用于所有情景和所有人的普遍素养。施久铭（2014）指出在个体终身发展过程中，能满足所有人应对不同生活情境都需要的素养为共同素养，其中，居于核心地位的最为关键和最为必要的素养为核心素养。由此可见，人们对于核心素养的理解角度和概念界定有类似也有不同，在丰富我们对核心素养的认知同时也让我们感到些许困惑。

## 2. 教师核心素养相关研究

教师核心素养源于教师素养，是教师素养中最为基础和最为关键的素养，是关系到要培养怎样的教师和怎样的未来人才的核心问题。为应对信息时代和经济全球化的变化和挑战，欧盟于 2005 年在发布的《欧洲教师素养及资格的共同标准》中指出各成员国教师应具备三大共同素养，分别是积极合作的素养、熟练的使用知识、技术和信息的素养以及主动与社会打交道的素养(European Commission, 2020)。紧随其后，联合国教科文组织于 2008 年公布《教师信息和通讯技术能力标准-能力标准模块》，突出表达了教师核心素养的价值取向，即以解决实际问题为目标，利用信息和传播技术能力提高教育教学能力，最终成为有担当、有贡献的合格公民(UNESCO, 2008)。

国外在核心素养研究的基础上，为了更好的培育学生核心素养，许多学者对教师的实践反思素养、自主学习能力、社会参与能力、合作沟通能力和参与整个学校发展的素养极其重视，意识到教师核心素养是学会认知和思考、学会感受和表达的动态组合(Caena, 2013)。同时 Turturean (2013) 对比了教师素养结构，他指出教师需要与学生建立真实有效的伙伴关系，积极主动的听取学生的合理建议，进而针对性的改善教育教学方式，如此才能获得最为重要的素养。而且 Blaskova (2015) 等人在斯洛伐克共和国和波兰等各大学对大学教师的核心素养展开了实证研究，基于对教师能力发展动机的了解，提出了大学教师形成与发展专业素养、教学素养和沟通素养等三项核心素养的针对性策略与有效建议。在欧洲教师共同素养的基础上，希腊学者 Jucevičienė (2017) 指出教师核心素养有四个维度，分别是教育教学的技能与技巧、促进教育教学实践的专门知识体系、职业态度和职业相关人格特质。同样美国教育家 Hammond (2005) 研究也指出，在教师教育中的元认知可以更为有效的推进教师达至更高级别素养的水准。此外，荷兰著名教师教育专家 Korthagen (2009) 就教师反思与发展提出了洋葱头模型，指出决定教师教育学最核心的水平是使命，其次是认同、信念、能力和行为，最外层是环境。

综上，国外学者对教师核心素养视角不尽相同，但拥有着类似的价值追求，强调了知识与能力、沟通与反思性的重要性。

我国教育界对教师核心素养的概念界定和框架探索相较国外起步较晚，自 2014 年我国教育部下发《关于全面深化课程改革落实立德树人根本任务的意见》后“教师发展核心素养”或“教师核心素养”的提法和相关研究逐步成为国内教育领域研究的热点，自 2015 年起相关研究渐次增多，各类教育研究专家们对教师核心素养相继提出了自己的观点和看法。首先赵垣可(2017)研究指出教师核心素养应以育化人才为基本目的，包括科学教育理念、教育教学能力、教育情怀和教师人格素养等。其次桑国元等(2018)研究指出，教师应具有专业知识与教育能力素养、社会道德与理念素养以及应对社会变化的综合素养，从而满足个人和学生学习与发展的

需求。但是吴海尧（2017）研究指出教师核心素养应包含教师的精神世界、完成工作与生活任务的技能、与社会及自我和谐相处的关系、身心健康和保持终身成长五方面。同样，蓝东生（2018）研究指出教师核心素养的关键是师德师风，还必须具备良好的专业素质和自主学习素养以及创新素养。综上，国内相关学者部分倾向于将教师核心素养从教师这一职业从业者角度展开相关研究，另一部分倾向于将教师核心素养从一个单独存在的社会人角度展开相关研究。

当前教师核心素养研究虽有一定的发展，但是存在较多不足，具体主要表现在课程设计、教学实施、教学效果、学段衔接等环节（唐艺祯，2020）。在我国长期的教师培养中，教师知识的习得和教学技能的训练总是一直被不断加强，这种片面强调知识或重视能力的培养模式使得教师在实际的教学工作和自身发展方面出现了诸如职业倦怠凸显、教师职业道德危机以及教师团队协作意识薄弱等问题，教师不是一个机械重复的教书匠，更是一个具备判断力和充分自主意识的完整的个体，这要求教师在具备学科素养和教学素养等专业素养的基础上，更需要具备健全的人格、深厚的文化底蕴以及对现实的批判反思能力（刘丽芳，2018）。从教师个体发展来讲，教师需要具备面对未来多元生活和复杂工作的挑战能力，而教师的个性品质和创新、创造能力在传统教师教育的培养模式下都被极大程度抑制束缚了，这对下一代人才的培养不可避免的产生了较大负面影响。

### 3. 教师核心素养对策相关研究

目前关于教师核心素养模型体系及实践措施和手段，仍处于初步探索阶段。曾文茜和罗生全（2017）研究指出欧盟采取以共同标准为指导的培养模式，联合国教科文组织实施重在问题解决的培养模式，美国注重训练教师的关键技能，新加坡采用以价值革新为主导的素养演绎模式。

国内 2016 年 9 月教育部正式公布了学生发展核心素养框架，学生核心素养的提高有赖于教师核心素养的水平，人才需求标准的改变必然要求教师能力标准的改革，我国学者赵垣可和范蔚（2017）提出教师核心素养的培育须围绕核心素养开发学校课程体系、将核心素养贯彻到教师教育一体化进程、构建教师学习共同体、利用信息技术发展教师核心素养以及完善教师管理与评价机制。而刘丽芳（2018）以更高的立位指出小学教师核心素养的培育要加强基于小学教师核心素养培养的顶层设计，开展基于小学教师核心素养的教师培训，完善基于小学教师核心素养的评价方式及保障机制和开发基于小学教师核心素养培育的课程体系。同样刘丽强和谢泽源（2019）结合我国实施的三级课程体系，指出落实教师核心素养培育需要从教育内部、社会路径和教师自身出发，宏观层面优化国家顶层设计；中观层面凸显地方文化引领；微观层面发挥个人主观能动性，提升教师学习内需力，落实教师核心素养的主体能动性。在前人研究

基础上尧莉萍（2020）指出提高教师核心素养必须以终身教育思想为指导，从人人都学，到处能学和随时可学三个方面积极采取措施，为教师营造适应时代要求的教育环境和学习环境。

## 研究方法

### 1. 研究设计

本研究为定量研究设计，在对四川省小学教师核心素养现状调查的基础上，探求专业素养、生活素养、时代素养、情怀素养四者与小学教师核心素养之间的相关关系。

第一阶段，厘清概念。查阅相关文献，厘清小学教师、核心素养的内涵与外延。

第二阶段，编制问卷并进行施测。根据小学教师核心素养理论模型，结合前人研究成果编制问卷，预施测后再正式组织施测。

第三阶段，数据统计分析。回收调查问卷，收集数据并进行整理，采用描述性统计分析、差异分析、相关分析来探索专业素养、生活素养、时代素养、情怀素养四者与小学教师核心素养之间的关系和影响作用。

第四阶段，形成研究结论并提出小学教师核心素养提升策略。

### 2. 研究对象总体与样本

本研究的研究对象总体是在九年制义务教育的一至六年级担任教育教学职责的四川省小学专业教师群体。以省会城市、中等发达城市和山区城市教育发展程度不同为标准，选取四川省成都市、绵阳市、广元市三座城市，同时兼顾城区和乡村教育发展差异，每个城市选取两所小学，采取随机抽样的方式向6所小学的在职小学教师发放量表，该量表能从宏观上反映小学教师核心素养现状，正式问卷发放323份，回收有效问卷300份。

### 3. 问卷设计

本研究选用尧莉萍（2020）编制的《江西省中小学教师核心素养调查问卷》量表，并综合考虑小学教师岗位需求及时代特点，依据《教师资格考试——综合素质》、《中小学教师职业道德规范》及第二部分建构的小学教师核心素养结构模型改编成预测问卷，预测问卷共发放60份，回收有效问卷60份，根据缺失数据超过5%以上或者呈现明显规律性作答及雷同作答原则汰除无效样本7份，剩余有效样本53份，样本有效率为88.33%。以此数据进行项目分析，分析后对题目进行一定调整从而确定正式问卷。

#### 4. 数据收集方法

本研究采用随机取样的方法，用修改后形成的正式评价量表对四川省地区的小学教师进行调查，本次共发出纸质和网络问卷共 340 份，回收问卷 323 份，问卷回收率为 95%。运用 EXCEL 和 SPSS 分析所得数据，剔除 23 份无效问卷，得到 300 份有效问卷，问卷有效率为 92.8%。

#### 5. 信效度检验

克龙巴赫  $\alpha$  值是检验信度分析的常用的一种研究方法。本研究对问卷计算原始四个维度分别是专业素养、生活素养、时代素养、情怀素养和整卷的克龙巴赫  $\alpha$  值，克龙巴赫  $\alpha$  值衡量标准至少达到 0.7，才能代表该量表具备一定的信度。本研究各变量克龙巴赫  $\alpha$  值在 0.8 以上，表明该量表具备较好的信度，测量结果具备较强的稳定性。

效度分析主要应用于研究定量数据设计的合理性。本研究 KMO 和 Bartlett 分析检定结果，得到 KMO 为 .954，依据 Kaiser(1974)的 KMO 统计量判断原理，KMO 值小于 0.6 则效果极差，0.7 与 0.8 之间则效果良好，超过 0.8 则效果非常好。本研究的 KMO 值 .954 表明效度非常好。Bartlett 球形检定结果表明变量之间彼此关联 ( $\chi^2=9796.309$ ,  $df=820$ ,  $p<0.001$ )，检验显著，因此所有题项符合标准并适合进行因子分析。

#### 6. 数据分析方法

本研究首先利用知网、X-MOL 科学知识平台、百度学术等平台查找相关期刊、论文，搜集有关专业素养、生活素养、时代素养、情怀素养方面的文献。通过大量查阅并整理分析相关文献，对核心素养现状和提升策略进展进行细致梳理，从中提取有力信息，发现前人研究的不足，为本研究的开展奠定理论基础。

其次，本研究通过对四川省小学教师进行问卷调查，收集并整理分析有效问卷，获得真实有效信息。

最后，用 SPSS23.0 软件对相关数据进行系统分析，具体步骤主要包括：

(1) 描述性统计分析。对专业素养、生活素养、时代素养、情怀素养总体水平及各维度得分情况进行统计，分析问卷中四大素养的得分情况。

(2) 差异性分析。利用独立样本 t 检验和 F 检验进行差异性分析，以检测专业素养、生活素养、时代素养、情怀素养在不同人口因素情形下的差异情况。

(3) 相关分析。以皮尔逊积差相关分析来检测专业素养、生活素养、时代素养、情怀素养四个变量与小学教师核心素养之间的相关情况。

## 研究结果

### 1. 描述性统计

根据统计分析,在本次抽取到的300个调查样本中有女教师234人,占比78.0%,男教师66人,占比22.0%,性别分布不平衡,女性教师数量远高于男性教师,表明四川省小学教师群体中女教师远多于男教师。在年龄方面,年龄在21-30岁的教师有87人,占比为29%;年龄在31-40岁的教师有91人,占比为30.3%;年龄在41-50岁的教师有89人,占比为29.7%;年龄在51-60岁及以上的教师有33人,占比为11%。显见在被试者中,51岁以上的教师除外,年龄分布大致比较均匀。在教龄方面,15年及以上的教师人数最多,共141人,占比为47%;其次是教龄在5年及以下的教师,共79人,占比为26.3%;教龄在11-15年未滿和5-10年未滿的教师人数依次递减,分别为52人、28人,占比分别是17.3%和9.3%。由此可见,在被调查对象中,许多四川省小学教师长期坚持从事一线教育教学工作;同时,近5年来投身小学教育教学的教师较以往有一定的上升趋势。在学历方面,本科学位的教师人数远高于其它学历人数,共226人,占比为75.3%;大学专科及以下共71人,占比23.7%;研究生及以上共3人,占比1.0%。显而易见,四川小学在招聘教师时,更倾向于选择具有本科及以上学历的毕业生。在专业方面,师范生人数共267人,占比为89%,非师范生共33人,占比为11%,比例倾斜非常明显,可知四川小学在招聘教师时更倾向于选择师范生,据此可推测,师范生在小学教育教学方面较非师范生更具备竞争优势。在是否取得教师资格证方面,有证的人数共296人,占比为98.7%;无证的人数共4人,占比为1.3%,由比例可知绝大多数小学教师具备从业资格。在所有被调查的小学教师中,来自公办学校共185人,占比为61.7%;来自民办学校共计115人,占比为38.3%。民办学校的教师人数虽低于公办学校,但由比例推测四川省以公办学校为主,民办学校发展态势良好,数量和规模正在扩大。样本在学校等级与学校性质方面呈现出一定的相似特征,普通学校人数共184人,占比为61.3%;重点学校人数共116人,占比为38.7%。在学校所在地分布方面,来自城市的人数共222人,占比为74%,来自农村的教师人数为78人,占比为26%。这表明四川省小学教育以城市为主,其规模远远大于农村。在编制方面大部分为在编教师,共有209人,占比为69.7%;无编制教师共有91人,占比为30.3%。在职称方面,样本中拥有小学一级职称的人数最多,共有95人,占比为31.7%;小学二级职称、小学高级及以上职称的人数和比例依次为90人,占比30%,71人,占比23.7%;拥有小学二级以下职称的人数为44人,占比为14.7%。这表明,四川省小学教师大多数拥有小学一级或者小学二级职称,小学高级及以上职称人数也较多,近总人数的四分之一。小学教师职称等级较低的教师占比虽最少,但是人数并不少,接近总人数的15%。

## 2. 统计分析结果

### 2.1 小学教师核心素养的现状调查结果描述性统计

如表1所示, 总体而言被调查的小学教师在小学教师核心素养评价量表部分得分平均值为4.20, 比中间值3明显高出, 这表明四川省小学教师的教师核心素养总体水平高于中等水平。此外, 被调查的小学教师在情怀素养维度上的题目平均得分最高, 达到了4.45, 在生活素养维度上的题目平均得分紧随其后, 为4.39, 在专业素养维度和时代素养维度的题目平均得分没有显著差异, 分别为4.26、4.24。通过对表中四个维度标准差的得分分析可以发现, 被调查的小学教师在情怀素养维度得分均值的标准差为0.59, 高于其它三个维度, 这表明四川省小学教师的情怀素养水平差异较大。同时, 被调查的小学教师在生活素养维度得分均值标准差为0.52, 低于其它维度, 表明四川省小学教师的情怀素养水平差异较小。

**表 1: 小学教师核心素养各维度描述性统计摘要表 (N=300)**

变量	最小值	最大值	M	SD
专业素养	2.21	5.00	4.26	0.53
生活素养	2.25	5.00	4.39	0.52
时代素养	2.11	5.00	4.24	0.58
情怀素养	2.00	5.00	4.45	0.59
核心素养	2.17	4.88	4.20	0.48

### 2.2 小学教师核心素养的现状调查差异分析

为了解在人口因素下小学教师核心素养的现状差异情形, 本研究采用独立样本t检验和单因素方差分析来研究共十一项人口因素(性别、年龄、教龄、学历、专业、教资、学校性质、学校等级、学校所在地、编制、职称)在变量当中的差异情形。

由分析可知, 小学教师核心素养总体水平在性别方面不存在显著差异( $t=0.290, P=0.744$ ), 说明男教师和女教师的核心素养总体水平没有明显不同。小学教师核心素养水平总体上在年龄方面不存在显著差异( $F=2.219, P=0.086$ ), 同时生活素养水平、时代素养水平和情怀素养水平不存在显著的年龄差异( $F=0.680, P=0.565$ ;  $F=1.564, P=0.203$ ;  $F=1.726, P=0.162$ )。小学教师核心素养水平总体上在教龄方面存在显著性差异( $F=2.210, P=0.087$ ), 专业素养水平存在显著的教龄差异( $F=4.505, P=0.004$ ), 但是生活素养水平、时代素养水平和情怀素养水平不存在显著的教龄差异( $F=0.840, P=0.473$ ;  $F=1.015, P=0.386$ ;  $F=0.278, P=0.841$ )。不同学历小学教师在小学教师核心素养水平总体上不存在显著差异( $F=2.600, P=0.076$ ), 而在时代素养水平层面不同学历小学教师存在显著差异

( $F=5.507$ ,  $P=0.004$ )。小学教师核心素养在专业素养方面总体不存在显著差异 ( $t=-0.592$ ,  $P=0.773$ )，师范类专业小学教师在专业素养层面平均得分 ( $M=4.27$ ) 高于非师范类小学教师 ( $M=4.26$ )。但是在生活素养、时代素养、情怀素养层面后者得分明显高于师范类小学教师。小学教师核心素养在教师资格证是否取得方面总体来说有显著差异 ( $t=0.846$ ,  $P=0.002$ )，同时在四个维度层面取得教师资格证的小学教师平均得分明显高于未取得教师资格证的小学教师。按学校性质进行分类，在小学教师核心素养层面总体来说不存在显著差异 ( $t=-2.651$ ,  $p=0.571$ )，在专业素养、生活素养、时代素养和情怀素养四个层面公办学校的平均得分均低于民办学校，民办学校小学教师的教师核心素养水平高于公办学校小学教师的核心素养水平。学校等级在小学教师核心素养水平总体层面不存在显著差异 ( $t=-2.651$ ,  $p=0.571$ )，但是在生活素养层面存在显著差异 ( $t=-3.137$ ,  $p=0.041$ )。重点学校小学教师的生活素养水平平均得分 ( $M=4.50$ ) 高于普通学校小学教师 ( $M=4.32$ )，同时重点学校小学教师的专业素养水平、时代素养水平和情怀素养水平均高于普通学校小学教师。学校所在地在小学教师核心素养水平总体方面不存在显著差异 ( $t=-1.892$ ,  $p=0.281$ )，城市小学的小学教师在专业素养水平、生活素养水平、时代素养水平和情怀素养水平方面相较于农村小学的小学教师得分均值都更高。是否有编制在小学教师核心素养水平总体方面不存在显著差异 ( $t=-1.083$ ,  $p=0.356$ )，在专业素养层面有编制的小学教师平均得分 ( $M=4.27$ ) 要高于没有编制的小学教师 ( $M=4.26$ )。职称等级在小学教师核心素养水平总体方面存在显著差异 ( $t=3.481$ ,  $p=0.016$ )，小学高级及以上职称的小学教师在专业素养水平层面平均值得分 ( $M=4.38$ ) 最高，在生活素养水平、时代素养水平和情怀素养水平三个层面小学一级职称的小学教师平均值得分均为最高。

### 2.3 小学教师专业素养、生活素养、时代素养和情怀素养之间的相关分析

为了解小学教师专业素养、生活素养、时代素养、情怀素养之间的线性关系强度和方向，本研究以偏相关分析进行验证。

根据调查分析由表2可知，小学教师专业素养与生活素养存在相关关系 ( $r=-0.594$ )，显著性小于0.05，达到显著性水平，即小学教师专业素养与生活素养存在显著的负相关关系；小学教师专业素养与时代素养存在相关关系 ( $r=-0.710$ )，显著性小于0.05，达到显著性水平，即小学教师专业素养与时代素养存在显著的负相关关系；小学教师专业素养与情怀素养存在相关关系 ( $r=-0.613$ )，显著性小于0.05，达到显著性水平，即小学教师专业素养与情怀素养存在显著的负相关关系；小学教师生活素养与情怀素养存在相关关系 ( $r=0.095$ )，显著性小于0.05，达到显著性水平，即小学教师生活素养与情怀素养存在显著的正相关关系。小学教师生活素养与时代素养不存在显著的相关关系，小学教师时代素养与情怀素养不存在显著的相关关系。



表2：小学教师核心素养相关分析矩阵表

控制变量			专业素养	生活素养	时代素养	情怀素养
核心素养	专业素养	相关性	1.000	-.594***	-.710***	-.613***
		显著性		.000	.000	.000
	生活素养	相关性	-.594***	1.000	.099	.174*
		显著性	.000		.088	.033
	时代素养	相关性	-.710***	.099	1.000	.095
		显著性	.000	.088		.102
	情怀素养	相关性	-.613***	.174**	.095	1.000
		显著性	.000	.003	.102	

注：\* p<.05, \*\* p<.01 , \*\*\*p<.001

## 总结

根据本研究提出的问题，以四川省小学教师为样本进行问卷调查和结果分析后，得出以下结论：

首先四川省小学教师核心素养总体得分均值较高，即四川省小学教师核心素养处于较高水平。在四个维度层面上，情怀素养水平最高，其次是生活素养、专业素养，最后是时代素养，四川小学教师拥有较强的家国情怀和教育情怀，注重健康生活、热心社会交流、重视人文积淀。

其次小学教师核心素养水平在人口统计学变量方面总体上存在一定差异。其中，小学教师核心素养在教龄、教资、职称三方面存在显著差异，在性别、年龄、学历、专业、学校性质、学校等级、学校所在地和编制共八个方面不存在明显差异。

最后小学教师专业素养与生活素养、时代素养、情怀素养三者之间呈现显著的负相关关系，即专业素养水平越高，生活素养、时代素养和情怀素养三者水平越低。同时生活素养与情怀素养存在显著的正相关关系，即生活素养水平越高，情怀素养水平就越高，反之亦然。而时代素养与生活素养和情怀素养不存在明显的相关关系。

## 讨论

### 1. 小学教师核心素养的基本现状

通过对小学教师核心素养现状进行调查和统计分析，四川地区小学教师核心素养的基

本现状较为良好，但调查分析结果也反映出一些问题，有待进一步完善。

总体而言，小学教师核心素养水平较高（ $M=4.20$ ），在四个维度中，情怀素养得分最高，达到了4.45，这可能与近年来我国政治、经济地位在国际上得到较大提升，教师对家乡、民族、国家的认同感进一步得到加强，对中华优秀传统文化和世界各国优秀文化传统更为理解和尊重，在党和国家的号召下更为积极和主动的践行社会主义核心价值观有密切关系。而得分最低的是时代素养（ $M=4.24$ ），时代素养包含了认识到学习无时无刻不在、经常补充知识、轻松利用互联网、经常反思、创新性的解决问题等，说明小学教师的终身学习思想和利用互联网等信息化手段创新性解决问题的能力有待提高。其次通过对四个维度标准差的得分比较发现，情怀素养得分最高（ $SD=0.59$ ），说明目前小学教师的情怀素养水平差异较大，应当加强部分教师的教育情怀培养和家国情怀提升。

## 2. 不同背景变项下小学教师核心素养的差异状况

通过相关研究和统计数据表明，不同背景变项下小学教师核心素养总体上存在一定的差异性。分述如下：

在性别方面，男女教师在核心素养总体层面不存在显著差异，同时性别在小学教师核心素养各维度层面均没有明显差别，且男女教师得分不相上下，说明小学男教师和小学女教师核心素养水平相近。

在年龄方面，小学教师核心素养总体水平没有显著不同，且在各维度层面均是51-60岁及以上和31-40岁未滿的小学教师得分较高，这可能与小学教师的工作经历和生活经历密切相关，随着年龄的增加小学教师工作阅历越来越丰富，专业素养不断提升，同时积累的生活经验越来越多，生活的重心随着家庭的稳定和孩子的成长逐渐转移到对事业的专注上，对教育事业的情感也随着时代的发展越来越深刻，使小学教师核心素养各维度水平随年龄增长而不断攀升。同时发现21-30岁的小学教师在专业素养和生活素养方面得分最低，这个年龄阶段的小学教师刚从事小学教育教学工作，大部分甚至是刚从大学毕业就到小学就业，缺乏实际工作经验，需要更多与小学生直接接触的机会和来自教育教学技能的挑战；同时由于社会物资的丰富，大部分刚入职的小学教师缺乏健康的生活方式，个性较强，人际关系处理欠缺一定的方式方法，学校有必要侧重对这类小学教师的关心、关注和培养，有助于帮助年青教师尽早树立坚定的教育职业理想。

在教龄方面，不同教龄的小学教师在核心素养方面总体上存在显著差异（ $F=2.210, P=0.087$ ），但在生活素养、时代素养和情怀素养三个层面不存在显著差异。11-15年未滿教龄的小学教师在专业素养、时代素养、情怀素养和核心素养总体水平四方面得分较高，

5年及以下教龄的小学教师各个维度层面得分均为最低，这可能与小学教师的工作经历有关，教龄为11-15年未滿的小学教师在教育教学理论与实践融合能力、体力和精力旺盛度、接受新知识速度等方面都达到巅峰时期，学校应重点支持该教龄段小学教师的职业发展，以培养更多更好的优秀教育工作者。

在学历方面，不同学历的小学教师在核心素养方面总体上不存在显著差异。但在时代素养维度存在显著差异（ $F=5.507, P=0.004$ ），研究生及以上学历的小学教师时代素养维度得分最高，大学专科及以下学历的小学教师时代素养维度得分最低，这可能是由于学历高的小学教师更注重终身学习和与时俱进，明白时代在不停变化，需要不断的给自己补充“能量”，在保有对新事物的热情和钻研的勤奋精神下利用先进的信息技术创新性的解决问题，时常反思和总结才能一直处于时代的前沿，从而更好的干好本职工作，奉献于教育事业。

在专业方面，师范类与非师范类小学教师在核心素养方面总体上不存在显著的统计学差异。虽然师范类专业小学教师在专业素养层面得分略高于非师范类专业小学教师，但是在生活素养维度、时代素养维度和情怀素养维度均是后者得分明显高于前者，其原因可能是非师范专业的小学教师在求职时面临的竞争力度非常大，能够脱颖而出的都是佼佼者，就职后这类小学教师更珍惜得之不易的工作岗位，从教育教学能力提升、健康生活习惯养成、信息技术运用和优秀传统文化传承等方面不断严格要求自己，从而非师范类专业小学教师核心素养水平较高。

在教资方面，是否取得小学教师资格证在小学教师核心素养总体层面上有显著差异（ $t=0.846, P=0.002$ ），同时取得教资的小学教师相较于没有取得教资的小学教师在各个维度层面得分均明显偏高。这或许是因为没有取得教资的小学教师刚入职不久，学历不高，大多属于非师范类专业且就职于民办类学校。

在学校性质方面，小学教师核心素养总体上没有显著的统计学差异。民办学校在专业素养维度、生活素养维度、时代素养维度和情怀素养维度层面的得分均高于公办学校，导致这一现象的原因大概是民办学校近年来在强大的市场竞争中为保有一席之地更注重对教师的挑选和淘汰，同时在教师的继续培养方面也愿意加大投入，注重小学教师的交流学习与沟通合作。

在学校等级方面，小学教师核心素养总体水平没有显著差异。但是在生活素养维度小学教师核心素养存在显著差异（ $t=-3.137, p=0.041$ ），重点学校相较于普通学校在小学教师生活素养层面得分较高，这可能是重点学校小学教师大多从普通学校选拔而来，这类教师几乎没有不良嗜好和不良生活习惯，拥有更为融洽的人际关系，能够高效的利用时间、精力和资源达成目标，善于欣赏、评价和表达美与艺术等。同时，在专业素养、时代素养和情怀素养三个维度，重点学校小学教师得分都高于普通学校小学教师，究其原因可能是重点学校在招聘小学教师时对其知识储备、教育教学能力、运用信息技术不断学习能力和教育情感等要求标准较高，

同时重点学校更注重对教师的继续教育和培养提升。

在学校所在地方面，小学教师核心素养总体不存在显著统计学差异。但是城市小学的小学教师相较于农村小学的小学教师在专业素养、生活素养、时代素养和情怀素养四个维度方面得分均更高，从社会普遍认知来看大概是由于城市小学地理位置优越，资源相对更为丰富，生活更为便利，学校管理相对更完善等从而更吸引优秀的人才落脚。

在是否有编制方面，小学教师核心素养总体水平不存在显著差异。无编制的小学教师在核心素养总体得分、生活素养得分、时代素养得分和情怀素养得分方面均高于有编制的小学教师，该状况的形成可能是无编制的小学教师留职的竞争压力较大，被解聘的风险较高，能够留下来的都是在各个层面能力和素质相对较强的，同时即便留职，这类教师也有时刻被淘汰的危机感，因此只有通过不断的保持先进性才得以留任小学教育教学岗位。

在职称等级方面，小学教师核心素养总体存在显著差异（ $t=3.481$ ， $p=0.016$ ），在专业素养维度小学高级及以上职称的小学教师得分最高，这可能与工作经历有关，职称越高，工作经历越丰富，其教育教学理论知识、学科知识、跨学科知识、法律知识更为扎实丰富，其沟通协作能力、科研能力、对学生的身心变化识别判断能力等更为凸显。

### 3. 专业素养、生活素养、时代素养、情怀素养的关系

通过数据分析发现，小学教师专业素养与小学教师生活素养、时代素养和情怀素养均存在显著的负相关关系，说明专业素养水平越高，生活素养水平、时代素养水平和情怀素养水平越低。这大概与时代有一定的关系，资深的小学教师在以应试教育为主的漫长职业生涯中不断的一味地被强调提高学生的分数，所以教师更注重专业素养水平的提高，而忽略了自身生活素养、时代素养和情怀素养的提升，且年龄越大，该问题越凸显。同时，小学教师生活素养与小学教师情怀素养存在显著的正相关关系，说明拥有健康的身体、良好的人际关系、宽阔的国际视野、强烈的社会责任意识和深厚的人文底蕴等有利于教师包容胸怀和积极的对待学生、社会和自身的心理观念的提升。

另外，小学教师时代素养与小学教师生活素养和情怀素养不存在显著的相关关系。但是现代教育观和新的课程改革背景下，教师不是教书的匠人，并不是一味的重复机械的工作，而是塑造学生品格、品行、品味的引路人，教师要培养的是能够适应当今和未来社会不断变化的创新性和创造性人才，所以教师首先就要关注社会变化，提高自身的眼界、格局与社会责任意识，不做灌输知识的匠人，要做有情怀的教育工作者。

## 建议

基于对四川省小学教师核心素养现状、问题及成因的研究分析，笔者针对四川省小学教师核心素养还存在的薄弱因素提出建议，以促进教师群体紧扣时代脉搏提升职业竞争力，助力推动教育改革同时促进教师队伍建设。

### 1. 统整当地社会资源，开发实践课程，助推时代素养提升

通过研究分析发现，四川省小学教师时代素养水平最低，部分教师实践类较强的能力和素养较差，主要体现在自我管理、终身学习、信息技术运用、社会责任、实践创新等方面。大多数属于实践类素养，简单的传统培训、专家讲座、互相探讨等学习模式难以提高，必须因地制宜，组织具体的实践实施活动，促进教师间的沟通与合作以及实践与实施。如：校企合作、校校联合，开发社会研学实践课，选定社会实践项目和时间，建立社会热点共享平台，鼓励教师主动参与社会公益活动及其它增强社会责任感、锻炼实践能力、丰富信息意识的活动，加强与社会和时代的高频链接，从而助推时代素养不断提升。

### 2. 以老带新、以优促新，助力教师核心素养高速提升

基于调查数据分析，51-60岁及以上年龄的老教师核心素养水平较年青教师更高，且在专业素养、生活素养、情怀素养维度得分均为最高，由此可知老教师知识体系更多元，教育教学能力更优秀，实践经验更丰富。任何行业的成长都依赖于它的参与者分享成功的经验和进行真切、诚实的对话（Palmer, 2005），经验的分享有助于优化教师核心素养使之融合共生。建立以老带新，以优促新的学习模式，组织一对一结对子的经验交流活动，采取榜样激励形式，发挥老教师的引领作用，将提高核心素养水平落实到工作、学习、生活的各个环节，有效提高年青教师群体核心素养。

### 3. 建立考评机制，激励教师完善教师核心素养

通过调查分析发现，部分教师专业素养水平虽高，但是生活素养、时代素养和情怀素养却很有限。教师不仅教书，更要育人，新时代要求教师不仅要才高八斗、讲课技术过硬，更要有思想和灵魂，还应该高尚的品格，在现代教育观和新的课程改革背景下，教师核心素养的重要性更为凸显。教育贯穿人生的整个发展过程，每个人在人生的每个阶段都应该不断的学习（尧丽萍，2020），教师是新时代人才的培养者，自身也是需要不断学习的重要主体，理想形象的教师离不开核心素养的完善（吴超群，2017）。

学习是需要动机的，建立一定的考核评估机制，有助于激励教师加强教师核心素养学

习。学校及相关管理部门可定期或不定期以线上或线下的方式组织教师核心素养专题讲座或学习会议，就教师核心素养的内涵概念、发展历程、研究模式、重要意义等内容以理论结合实际的方式展开讲述。根据教师核心素养的标准和要求，相关部门选用定性的测评方法和定量的测评量表，建立与学生核心素养相呼应的教师核心素养评估体系，并辅以相应的证书、奖励等奖惩措施予以激励，在教师群体中营造人人学、时时学、处处学的良好学习氛围。

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## STEAM 元素融入皮影戏课程的教学效果研究

### TEACHING EFFECT OF STEAM ELEMENTS INTEGRATED INTO THE LEGEND COURSE

席海燕<sup>1\*</sup>, 胡银着<sup>2</sup>, 刘新军<sup>3</sup>

Haiyan Xi<sup>1\*</sup>, Yinzhuo Hu<sup>2</sup>, Xinjun Liu<sup>3</sup>

<sup>1 2 3</sup> 郑州市宇华实验学校, 斯坦福国际大学

<sup>1 2 3</sup> Zhengzhou Yuhua Experimental School, Stanford International University

\*Corresponding author: Haiyan Xi, E-mail: 1521915071@qq.com

**摘要:** 本研究以STEAM教育和项目式学习为思想根本, 设计并实施了契合初中学生认知程度的基于传统文化的皮影戏课程, 分为“项目导入——皮影戏简介”、“项目实施——皮影设计”和“项目出品——皮影戏演出”三个项目阶段。教师激励学生如何以问题驱动的方式解决问题。

通过对郑州市宇华实验学校初一年级的80名学生在STEAM元素融入皮影戏课程前后两次的问卷填写, 以此分析对比STEAM元素融入皮影戏课程前后学生的上课效果、学习兴趣、解决问题的能力、学生综合素养能力各方面的差异性。并归纳出基于传统文化的STEAM教育课例的实施方式, 丰硕了初中STEAM课程案例, 更有助于华夏优秀传统文化的发扬和传承。

**关键词:** STEAM课程, 皮影戏, 教学效果。

**Abstract:** This study focuses on traditional culture-based lecture courses that are fundamentally, design and implement a cognitive level of the first middle school student. Divided into three project phases of "project import - shadow play", "project implementation - shadow design" and "project produced - shadow play show". Teachers motivate students to solve problems in the way.

Through the 80 students of Zhengzhou Yuhua Experimental School, I fill in two questions before the Steam element integrates into the lesson course. With this analysis, the difference between the students' class effects, learning interests, and solving problems, and students' comprehensive literacy capacity. The implementation of the STEAM education case based on traditional culture is summarized, and the Junior STEAM curriculum case is more conducive to the development and inheritance of Huaxia excellent traditional culture.

**Keywords:** STEAM Course, Shadow Play, Teaching Effect.



## 引言

2017年3月教育部发布的《中国STEAM教育发展报告》，针对STEAM教育现有局势、开展情况、成效、将来开展趋势进行阐述。这也标志着，多学科融合科目，培育具备批判性思维、沟通协作能力、创造创新能力为核心的人才，探索开发符合我国国情的STEAM教育课程迫在眉睫。

对当前所提倡的STEAM教育中蕴含的教育思想、教学形式、结构体系等比较独特的观念进行探讨，融合艺术学科“艺术表现、审美判断、创意实践、文化理解”等主要素养，本研究主要探讨如何将STEAM元素融入皮影戏课程的教学效果研究。将这一课程与STEAM教育理念相融合，主要以“学生为中心”、“基于生活的艺术”、“跨学科”等理念，尝试将“皮影戏”中涉及的艺术学科与科学素养、工程素养、技术素养、数学素养相融合，促进学生学习方式及思维的转变。学生的创新能力、解决问题能力等展开研究与评估，归纳课程设计方案及教学模式，总结提炼STEAM元素融入皮影戏课程的实施方案。

## 研究问题

本研究主要探讨如何将STEAM元素融入传统民间皮影戏课程的教学效果研究。依据皮影戏的特点设计制作与表演为主要内容，设计一套STEAM元素融入传统民间皮影戏的课程，主要包含课程设计方案、教学实施过程、教学障碍解决方式、教学评价等。实践STEAM元素融入传统民间皮影戏的课程。

本研究要解决的问题是：

- (1) 如何设计STEAM元素融入皮影戏课程的教学方案？
- (2) 通过实施皮影戏课程是否能提高学生的学习兴趣？
- (3) 在实施皮影戏课程中有哪些教学障碍？
- (4) STEAM元素融入皮影戏课程之后对学生有哪些影响？

通过STEAM课程的实施激发学生设计和创造的欲望，培养学生终身学习的意识和能力。

## 研究目的

本研究的主要目的是：

- (1) 探讨STEAM元素融入皮影戏课程的教学设计方案。
- (2) 探讨STEAM元素融入皮影戏课程提高学生的学习兴趣。
- (3) 探讨在实施皮影戏课程中教学障碍的解决方法。
- (4) 探讨STEAM元素融入皮影戏课程之后对学生有哪些影响。

本研究通过 STEAM 教学模式探讨 STEAM 元素融入皮影戏课程之后，学生的学习兴趣是否能有所提升，他们在学习中所遇到的困难、问题，该如何有效快速的解决，并研究对学生们的综合素养能力提升是否起到积极的影响。开发学生潜能、提高效率等，从而达到学生的“德、智、体、美”全面发展。

## 文献综述

2017 年中共中央办公厅和国务院办公厅共同颁发的《关于实施中华优秀传统文化传承发展工程的意见》（以下简称《意见》），是对我国当代教育具有里程碑意义的重要文件。

《纲要》称：“加强中华优秀传统文化教育，是深化中国特色社会主义教育和中国梦宣传教育的重要组成部分。”《意见》提出：“把中华优秀传统文化全方位融入思想品德教育、文化知识教育、艺术体育教育、社会实践教育各环节，贯穿于启蒙教育、基础教育、职业教育、高等教育和继续教育各个领域。”

近些年来，国家政策层面大力支持 STEAM 教育的发展，是教育革新的重要发展主旋律。《国家中长期教育改革和发展规划纲要(2011-2020 年)》指出，教育革新需提升学生自我探究的深造技能、勤于钻研的开拓毅力和灵活解决问题的实践能力。而 STEAM 教育的主要目标是培育将来社会发展所必需的创新型开拓型人才，灵活的探究式学习、基于项目的和设计的等学习方式，来挖掘学生灵活应用多种学科素养来解决生活中实际问题的能力。2015 年，我国教育部发布《“十三五”期间教育信息化指导意见》文件中指明“有办法的地方要充分运用信息技术来开展众创理念构建，探讨创客教育、STEAM 教育等创新型教育模式教学方式”，促进 STEAM 教育的快速开拓，对贯彻本国长远教育教学革新的规划目标具有划时代的历史意义。常咏梅(2017) 通过对国内近六年的 STEAM 教育研究进行综述，认为教学实践研究将成为 STEAM 发展的趋势之一，李莹(2019)这种集科学、科技、美学来满足物质和精神环境的思想更是带动了各个领域的设计，成为美与实用、量化与艺术的代名词。

皮影戏作为我国传统文化的代表，是非常古老的戏剧表演形式之一，被称为我国最早的电影鼻祖。在这样的政策背景下，将 STEAM 元素融入到传统民间皮影戏课程也就是将 STEAM 元素与优秀中国传统文化进行融合的创新尝试。那么怎样把 STEAM 元素和传统文化皮影戏课程融合，也就成了一项具有创新尝试的研究课题。

### 1. STEAM 教育

STEAM 教育的前身是 STEM 教育，STEM 是科学 (Science)、技术 (Technology)、工程 (Engineering)、数学 (Mathematics) 四门学科相关的教育 (赵兴龙, 2016)。Yakman

(2012) 在 STEM 教育的基础之上提出了 STEAM 教育，即将人文艺术（Arts）融入到 STEM 教育中，强化学生的艺术熏陶和人文底蕴。

## 2. STEAM 教育结构

Yakman (2012) 提出的 STEAM 教育跨学科金字塔结构，此框架是 STEAM 教学设计和课程开发的重要里程碑。如图 1 所示，共分五层，最底层是“详细课程”，包括科学、技术、工程、数学、艺术等所有学科的详细课程；向上一层主要是阐述各学科之间的联系；中间层是把“人文艺术”渗透到各种课程的方方面面，对课程进行全方位融合，联系现实生活，以跨学科的方式把五门学科的知识灵活的融合为一体，倡导学生通过实验探究等方法发现并解决问题，开拓富有创新性、具有合作性的课程；最顶层是目标层，表示 STEAM 教育着重培养创新型的复合人才，特别强调终身性。

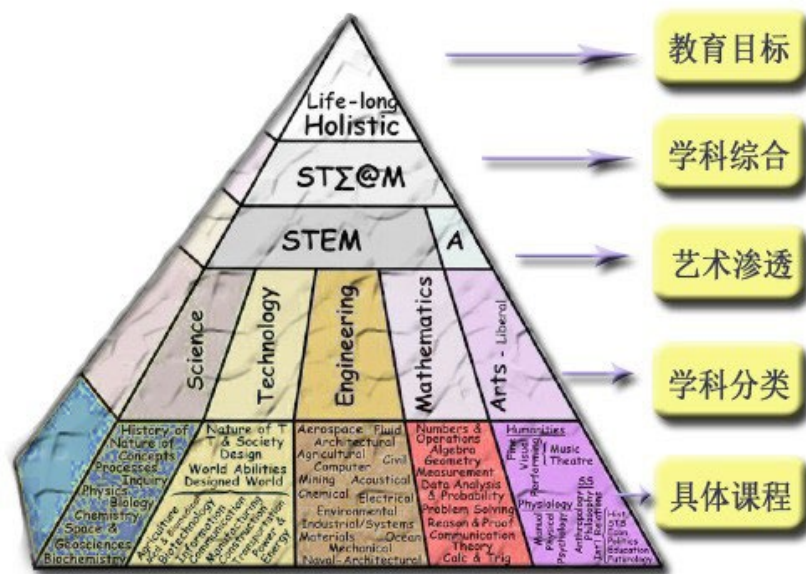


图 1: STEAM 金字塔结构

## 3. 概念框架

在本文的研究中，以屈伯克的 PBL 为理论研究基础。新建构的知识运用到解决复杂的问题之中，并进行自我反思和监督，渐渐养成独立思考创新解决问题的习惯。结合对教学效果的总体评价、学习兴趣、问题解决方案、对学生的影响四个方面进行调查分析研究。得到了相应的研究框图。如图 2 研究体系结构图所示。

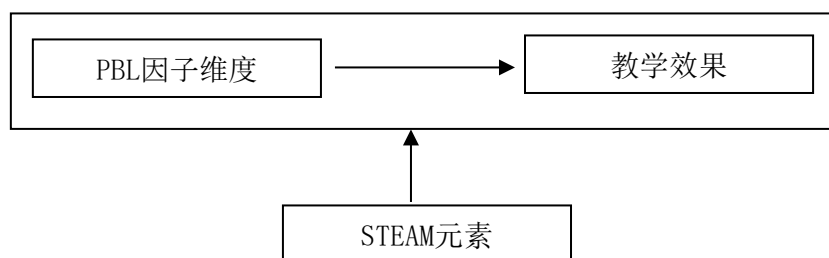


图 2：研究体系结构图

自变量：总体评价、学习兴趣、问题解决方案、对学生的影响。

因变量：教学效果。

#### 4. STEAM 元素融入皮影戏课程与传统课堂的区别

传统课堂与 STEAM 元素融入皮影戏课堂的主要区别（表 1），教学方式、学生学习方法、解决问题的方式等相关层面分析比对。呈现结果如下：

表 1：传统课堂与 STEAM 元素融入皮影戏课堂的主要区别

传统课堂	STEAM 元素融入皮影戏课堂
分学科单独教学	多学科融合教学
老师以讲授方式完成教学任务	以项目为驱动推动课程的进展
学生以听课方式完成学习任务	以小组合作方式完成学习任务
学生以做作业方式解决问题	以头脑风暴式探讨解决问题
学生通过大量做题掌握知识	在实践过程中通过“做中学”学习知识。
老师通过提问检测学生掌握知识情况	通过合作演出提升综合素养

#### 5. 研究假设

基于以上对研究动机和目的的分析提出以下研究假设作为统计检验的基础，以便探究要回答的问题。

H1：STEAM 元素融入皮影戏课程后上课效果明显改善；

H2：STEAM 元素融入皮影戏课程后学生的传统文化学习兴趣明显提高；

H3：STEAM 元素融入皮影戏课程后对困难的解决方法有明显改善；

H4：STEAM 元素融入皮影戏课程后对学生在 S、T、E、A、M 方面的学习影响明显提高；

## 研究方法

### 1. 问卷设计

该问卷共包含 28 题，以屈伯克 1918 年的 PBL 为理论研究基础。新建构的知识运用到解决复杂的问题之中，并进行自我反思和监督，渐渐养成独立思考创新解决问题的习惯。本研究结合对教学效果的总体评价、学习收获、传统文化学习兴趣、对学生的影响四个维度进行调查分析，制订量表，并对假设理论进行实证检验。结合教学现状并修改不合适的部分题项，《STEAM 元素融入皮影戏课程的教学效果研究》调查问卷，其中上课效果维度由 10 个条目构成，学习兴趣维度由 4 个条目构成，解决问题的能力由 4 个条目构成，学生综合素养能力由 10 个条目构成，量表部分采用李克特五分量表(Likert scale)式问卷，以此作为测量工具。

### 2. 数据收集方法

观察学生在 STEAM 元素融入皮影戏课程教学模式实施前后的课堂表现变化，并记录学生在课堂的表现情况。设计《STEAM 元素融入皮影戏课程的教学效果》调查问卷，并在 STEAM 元素融入皮影戏课程教学模式实施前、实施后分别对郑州市宇华实验学校初一年级各班的学生采用整群随机抽样法，抽取了初一年级 2 个班级共 80 名学生进行问卷发放调查研究。并根据问卷题项进行如实填写并回收。

### 3. 信效度检验

在 STEAM 元素融入皮影戏课程教学模式实施前，对郑州市宇华实验学校初一年级的 80 名学生进行了实验前的问卷调查测试，并采用了 SPSS 25.0 软件对调查问卷的信效度进行综合分析评价，以此来验证测量工具的可靠性与准确度。信度分析，采用 Cronbach's Alpha 系数，Cronbach  $\alpha$  系数的值在 0 和 1 之间，该系数越高，及信度越好，当 Cronbach's Alpha 系数低于 0.6 时，表示信度不足，经克隆巴赫 Alpha 信度分析结果显示，问卷的 4 个维度 Cronbach's Alpha 信度值均在 0.9 以上，具有较高可信度，且量表总体 Cronbach's Alpha 信度值在 0.8 以上，说明此问卷数据信度较好。（见表 2）

表 2：信效度检验

维度	测量题项	Cronbach's Alpha	基于标准化项的 Cronbach's Alpha
上课效果	10	0.957	0.957
学习兴趣	4	0.906	0.907
解决问题的能力	4	0.945	0.945
综合素养能力	10	0.967	0.967
总量表	28	0.876	0.877

#### 4. 数据分析方法

本次分析采用 SPSS 25.0 统计软件进行统计分析，采用描述统计法对被调查者基础信息进行描述统计分析。STEAM 元素融入皮影戏课程教学模式实施前后评分采用配对样本 t 检验，所有检验结果均以  $P < 0.05$  为差异具有统计学意义。

在充分取得量表的信度和效度的情况下发放问卷，取得调查数据后，使用 SPSS25.0 处理软件和 EXCEL 2019 软件对所得数据进行理数分析处理。研究过程：采用 Cronbach's  $\alpha$  系数对问卷可靠性进行检验，分析问卷信度检验。信度（Reliability）即可靠性，它指的是测量数据的可靠程度。进行因子模型适应性分析得出该问卷数据可以进行探索性因素分析，分量表与总量表则呈一致性。分量表与总量表之间的相关系数高于分量表之间的相关系数，显然这个量表具有良好的结构效度，效度（Validity）即有效性。最后运用 SPSS 量表中的 28 个条目进行分析，差异性分析采用参数或非参数检验，采用回归分析其影响因素。

### 教学设计方案

#### 1. 课程总目标

《STEAM 元素融入皮影戏课程教学效果研究》是以 STEAM 教育理念为导向，打破学科界限，开展跨学科融合的课程学习。学生需要先掌握传统文化皮影戏的相关知识，再过渡到项目学习过程中。了解皮影戏的种类、发展、表演形式、制作流程等，以及文化内涵独特的审美韵味，增强传统文化保护与创新意识；设置项目式学习展开教学活动，小组讨论的方法确定演出主题，商定可行的方法，设计皮影形象，将传统制作皮影与改进创新相结合，最后以皮影戏舞台剧的方式演出。学生在各种困难中以团队互助的形式来解决问题，有利于提高团结协作观念，提高克服困难、持之以恒坚持的韧劲和精益求精的工匠精神。

##### STEAM 素养目标

##### (1) .科学素养目标（Science）

结合实验操作探索，运用科学相关知识来解释对应的原理概念，并且要学会运用科学方法展开实践学习。

##### (2) .技术素养目标（Technology）

熟悉信息技术原理，掌握信息高科技技术进行创意创新设计和信息检索等。

##### (3) .工程素养（Engineering）

要会创建工程相关项目，熟悉项目设计的主要流程，小组互助将各个学科的相关内容综合应用并开拓创新。

(4) .人文艺术素养 (Arts)

领悟传统文化艺术之美，皮影的审美设计与制作，能够在团队中相互协调与帮助，探索语言的精髓。

(5) .数学素养 (Mathematics)

灵活应用数学知识来解决项目活动实践过程中遇到的相关问题，应用测量、运算等。

## 2. 教学方法

PBL (Project-based Learning)，即“项目式学习”，也被称作“基于项目的学习”或“项目导向的学习”。王雪华(2016)在对项目的定义中提到了如下要点：“在所有目的性很强的活动中，强烈的目的性一定要占重要的地位，同时也一定是内在的主要激励因素：①给行动目标定位；②指导行动过程；③提供驱动力和内在动力。项目式学习主要是借助设定一系列“项目”来进行学习的相关教学方式，“项目”是由若干个复杂真实的任务组成，并且具有很强的挑战性。项目式学习更能够让学生参与比较长的时间进行活动，比如创新设计研究、解决实际问题、拟定方案及探索研发等，主要能呈现实质性的成果或研究相关报告。项目式学习以建构主义学习理念为根基，重要强调“做中学”和“问题解决方法”。

PBL 教学活动设计的流程模式如图 3 所示。

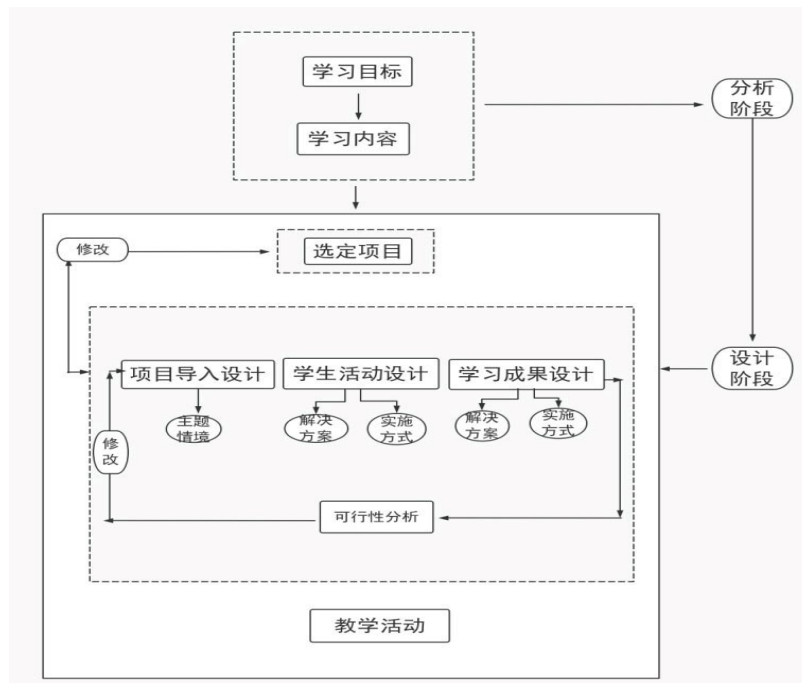


图 3：PBL 教学活动设计流程

分析阶段：依据对教学目标或课程内容的细化、分解化的分析，并且适于学习者的接

受能力，对相关知识和重点内容梳理汇总。

设计阶段：项目主题的设计十分关键。项目相关活动的主要内容都要有完备的知识链，而且是生活中真实存在的情况，让学习者深入探究要有价值意义，并且要符合学习者的能力水平，能够实现跨学科的融合，最终可以生成项目作品。

STEAM 教育重在培育学生实际解决问题的能力，所以 STEAM 教育最重要的教学形式是项目式学习。

### 3. 课程内容

参考素质教育基地的皮影戏课程，并根据郑州市宇华实验学校的实际情况，将课程内容提炼后重新整合融入 S、T、E、A、M 学科素养。得到《STEAM 元素融入皮影戏课程的教学效果研究》课程内容框架如图 4 所示。

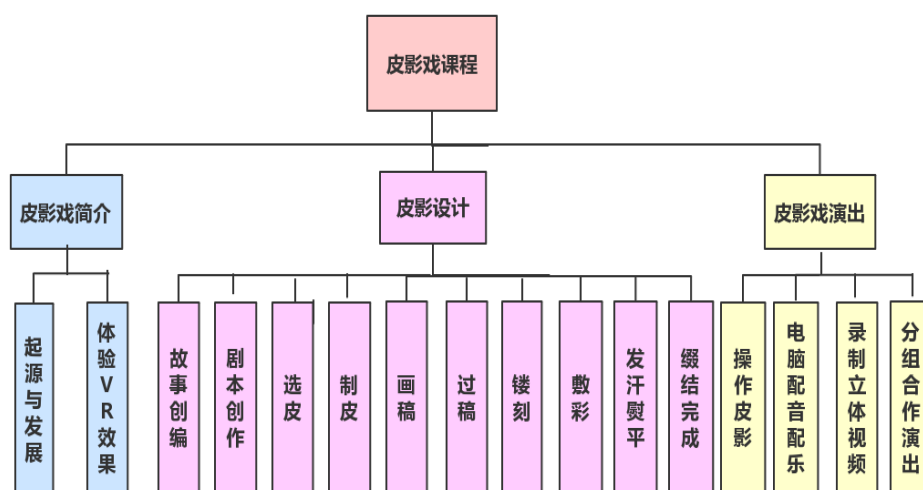


图 4：《STEAM 元素融入皮影戏课程教学效果研究》内容框架

### 4. 跨学科知识图谱

《STEAM 元素融入皮影戏课程教学效果研究》是一门跨学科课程，体现了各学科要素之间的贯通与联系，以皮影戏的设计创作和分组演出为主旨，蕴含 STEAM 教育的五大学科领域的知识素养。课程的 STEAM 跨学科知识图谱如图 5 所示。



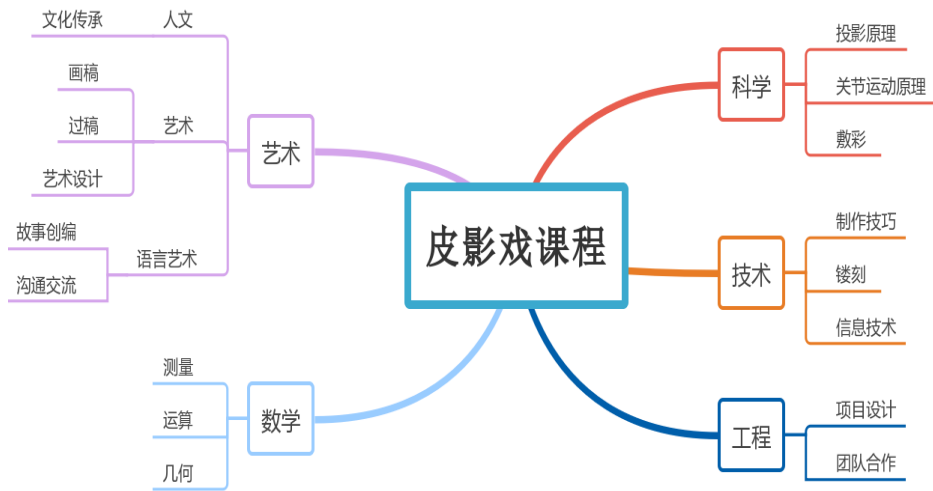


图 5: 《STEAM 元素融入皮影戏课程教学效果研究》跨学科知识图谱

### 5. 学生收获

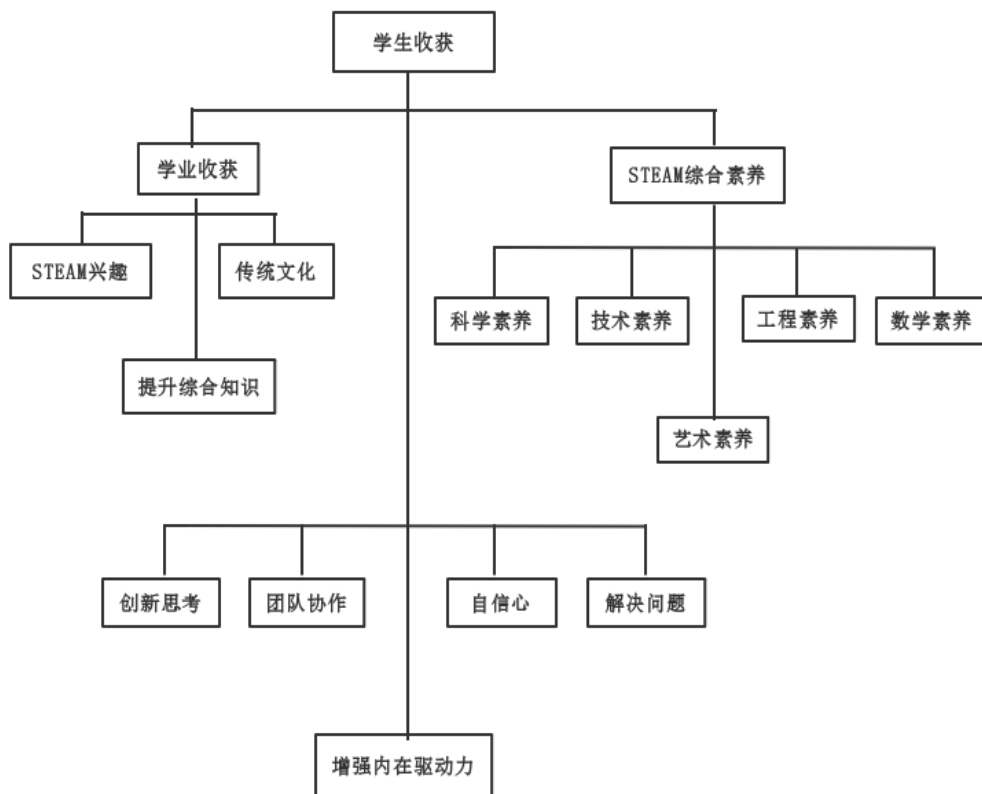


图 6: 学生收获

教学效果是图 6 中显示的内容，学生的学习和综合素养都有相应提高，通过 PBL 项目式学习模式，学生对相关学科有了特别高的学习兴趣和探索的精神，更尤其是对 STEAM 有更

加强烈的兴趣，很多同学要对相关知识继续进行深一步研究，以后运用到高等教育中。除了学术收获，还提升了学生的自信心、创新思考能力、团队协作能力、解决问题的能力、增强了学生的内在驱动力。

## 6. 教学活动设计

本课程的项目活动主要内容依据 PBL 教学活动设计流程进行总体规划设计，根据已设计的课程总目标、课程主要内容等进行分析后，设计的项目活动总体设计（如表 3 所表示）。

**表 3: 《STEAM 元素融入皮影戏课程的教学效果研究》项目活动总体设计**

项目阶段	单元主题	活动主题	课时安排
项目导入	皮影戏简介	1.了解皮影的起源与发展。 2.现场体验 AR、VR 效果。	第 1-2 课
项目实施	皮影设计	1.项目分组，确定项目主题。 2.剧本的编排与创作。 3.皮影的设计与制作。 4.遇到问题如何解决。	第 3-12 课
项目出品	皮影戏演出	1.如何操作皮影。 2.电脑配音配乐。 3.录制 VR 视频。 4.分组合作演出。	第 13-16 课

## 7. STEAM 元素分布

**表 4: STEAM 元素分布**

项目阶段	单元主题	活动内容	STEAM 元素分布
项目导入	皮影戏简介	了解皮影的起源与发展	技术、人文艺术
项目实施	皮影设计	项目分组，确定项目主题	工程
		剧本的编排与创作	科学、人文艺术
		皮影的设计与制作	科学、技术、工程、人文艺术、数学
		遇到问题如何解决	技术、工程
项目出品	皮影戏演出	如何操作皮影	科学、技术
		电脑配音配乐	技术、科学
		录制 VR 视频，分组合作演出	科学、技术、工程、人文艺术

## 8. 课程评价方案

本次研究采用李克特五分量表(Likert scale)式问卷, 通过对学生在 STEAM 元素融入皮影戏课程前后两次的问卷填写, 以此分析对比 STEAM 元素融入皮影戏课程前后学生的上课效果、学习兴趣、解决问题的能力、学生综合素养能力各方面的差异性, 作为对学生的综合评价。

## 研究结果

### 1. 受访者人口统计分析

STEAM 元素融入皮影戏课程的实践教学后, 对初一年级的 80 名学生发放问卷, 问卷共发放 80 份, 收回 80 份, 有效 80 份, 回收率与有效率均为 100%。其中男生 48 名, 占比 60%, 女生 32 名, 占比 40%。

### 2. 假设测试结果

H1: STEAM 元素融入皮影戏课程后上课效果评价得分提升明显

在 Paired Samples Test 表中可看出, STEAM 元素融入皮影戏课程后相较于与 STEAM 元素融入皮影戏课程前, 上课效果评价的平均得分提升了 1.081 分, 配对样本 t 检验结果显示,  $t=-7.371$ ,  $\text{Sig. (2-tailed)} = 0.000 < 0.05$ , 在检验水准  $\alpha=0.05$  的显著性水平下,  $\text{Sig. (2-tailed)}$  如果小于 0.05, 说明差异显著具有统计学意义, 上课效果评价得分有显著提高。(见表 5)

表 5: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean					
配对 1	前测上课效果评价	2.716	80	0.941	0.105					
	后测上课效果评价	3.798	80	0.822	0.092					
Paired Differences										
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	f	Sig. (2-tailed)	
					Lower	Upper				
前测-后测		-1.081	1.312	0.147	-1.37	-0.789	-7.371	79	0.000	

H2: STEAM 元素融入皮影戏课程后学习兴趣评价得分提升明显

在 Paired Samples Test 表中可看出, STEAM 元素融入皮影戏课程后相较于与 STEAM 元素融入皮影戏课程前, 学习兴趣评价的平均得分提升了 0.806 分, 配对样本 t 检验结果显示,  $t=-5.188$ ,  $\text{Sig. (2-tailed)} = 0.000 < 0.05$ , 在检验水准  $\alpha=0.05$  的显著性水平下,  $\text{Sig. (2-tailed)}$  如果

小于 0.05，说明差异显著具有统计学意义，学习兴趣评价得分有显著提高。（见表 6）

**表 6: Paired Samples Statistics**

		Mean	N	Std. Dev.	Std. Error Mean				
配对 1	前测学习兴趣评价	2.909	80	0.995	0.111				
	后测学习兴趣评价	3.716	80	0.895	0.100				
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	f	Sig. (2-tailed)
					Lower	Upper			
前测-后测		-0.806	1.390	0.155	-1.116	-0.497	-5.188	79	0.000

H3: STEAM 元素融入皮影戏课后困难解决方法评价得分提升明显

在 Paired Samples Test 表中可看出，STEAM 元素融入皮影戏课程后相较于与 STEAM 元素融入皮影戏课程前，困难解决方法评价的平均得分提升了 0.946 分，配对样本 t 检验结果显示， $t=-6.065$ ， $\text{Sig. (2-tailed)}=0.000<0.05$ ，在检验水准  $\alpha=0.05$  的显著性水平下， $\text{Sig. (2-tailed)}$  如果小于 0.05，说明差异显著具有统计学意义，困难解决方法评价得分有显著提高。（见表 7）

**表 7: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean				
配对 1	前测困难解决方法评价	2.709	80	1.008	0.113				
	后测困难解决方法评价	3.650	80	1.030	0.115				
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	f	Sig. (2-tailed)
					Lower	Upper			
前测-后测		-0.946	1.387	0.155	-1.249	-0.632	-6.065	79	0.000

H4: STEAM 元素融入皮影戏课后综合能力评价得分提升明显

在 Paired Samples Test 表中可看出，STEAM 元素融入皮影戏课程后相较于与 STEAM 元素融入皮影戏课程前，综合能力评价的平均得分提升了 0.678 分，配对样本 t 检验结果显示， $t=-5.535$ ， $\text{Sig. (2-tailed)}=0.000<0.05$ ，在检验水准  $\alpha=0.05$  的显著性水平下， $\text{Sig. (2-tailed)}$  如果小于 0.05，说明差异显著具有统计学意义，综合能力评价得分有显著提高。（见表 8）

**表 8: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean				
配对 1	前测综合能力评价	3.216	80	0.911	0.102				
	后测综合能力评价	3.894	80	0.760	0.085				
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	f	Sig. (2-tailed)
					Lower	Upper			
前测-后测		-0.678	1.095	0.122	-0.921	-0.434	-5.535	79	0.000

H5: STEAM 元素融入皮影戏课程后总体评价得分提升明显

在 Paired Samples Test 表中可看出, STEAM 元素融入皮影戏课程后相较于与 STEAM 元素融入皮影戏课程前, 量表总体评价的平均得分提升了 0.678 分, 配对样本 t 检验结果显示,  $t=-5.535$ ,  $\text{Sig. (2-tailed)}=0.000<0.05$ , 在检验水准  $\alpha=0.05$  的显著性水平下,  $\text{Sig. (2-tailed)}$  如果小于 0.05, 说明差异显著具有统计学意义, 量表总体评价得分有显著提高。(见表 9)

**表 9: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean				
配对 1	前测量表总体评价	2.921	80	0.525	0.059				
	后测量表总体评价	3.799	80	0.461	0.052				
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	f	Sig. (2-tailed)
					Lower	Upper			
前测-后测		0.878	0.665	0.074	-1.026	-0.730	-11.808	79	0.000

### 总结

对问卷量表的上课效果、学习兴趣、对于困难的解决方法、学生综合能力四个层面得分及量表总体得分进行前后测比较分析, 结果显示 STEAM 元素融入皮影戏课程的实践教学后, 学生的上课效果评分 ( $3.798\pm 0.822$ )、学习兴趣评分 ( $3.716\pm 0.895$ )、对于困难的解决方法评分 ( $3.650\pm 1.030$ )、学生综合能力评分 ( $3.894\pm 0.760$ ) 及量表总体得分 ( $3.799\pm 0.461$ ) 均较 STEAM 元素融入皮影戏课程的实践教学前学生的上课效果评分 ( $2.716\pm 0.941$ )、学习兴趣评分 ( $2.909\pm 0.995$ )、对于困难的解决方法评分 ( $2.709\pm 1.008$ )、学生综合能力评分

( $3.216\pm 0.911$ ) 及量表总体得分 ( $2.921\pm 0.525$ ) 有明显提升, 差异均具有统计学意义 ( $P < 0.05$ )。

## 讨论

通过对本次调查问卷的数据分析中得出, STEAM 元素融入皮影戏课程后教学效果有了显著的改善, 整体评价得到明显提升。其中课堂效果、学习兴趣、遇到困难解决问题的方式方法、综合能力的提升等的反馈进行数据统计分析, 可以明显的感受到学生们对 STEAM 教学模式的喜爱程度的上升及以 STEAM 教学模式对学生们学习的正向积极作用。STEAM 教学模式让学生利用科学、技术、工程、数学等方面的知识来解决皮影戏课程中所遇到的困难及问题。学生的实际动手操作能力得到了很好的锻炼, 综合思维能力也得到了较好培养, 提高了学生的科学认知能力, 使他们在遵从科学规律的根本, 借助已学习的多学科知识灵活解决现实中的问题, 培养学生终身学习的能力。

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