

浅谈工匠精神对现代学徒制人才培养评价体系的影响

TALKING ABOUT THE INFLUENCE OF CRAFTSMAN SPIRIT ON THE EVALUATION SYSTEM OF MODERN APPRENTICESHIP TALENTS TRAINING

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摘要：现代学徒制在培养工匠型人才方面已经被广泛认可，尤其在高职院校中发挥着积极的作用。然而，在实施过程中存在一个显著问题，即缺乏科学精确的评价体系，这严重影响了人才培养质量的提升。为了解决这一问题，我们借鉴了工匠精神的特质，并且依托大数据平台对人才培养全过程进行了深入调研，旨在分析现代学徒制所面临的一系列问题，例如人才质量与工匠精神要求不匹配、评价缺乏客观性和全面性等，以找出产生这些问题的原因。为了解决上述难题，我们提出了以学生个性化发展为基础的改进方案，通过将岗位能力和道德情操相结合，形成多主体参与的全过程评价，从而构建一个全新的“五位一体”人才质量评价机制。这样的评价机制能够更准确地评估学生的实际能力和道德素养，不再依赖传统的单一指标。采用科学的评价体系，我们将更好地发现学生的潜力，促进其全面发展，并培养更多优秀的工匠型人才，满足社会对高技能人才的不需求。同时，这样的措施也将为学生提供更公平、客观的发展机会，确保每个学生在学徒制中获得实质性的收益。通过这种改进，我们将更好地纠正现代学徒制实施过程中的不合理性，有效保障人才培养质量。这样的升级将为学徒制注入新的活力，持续推动人才培养的高质量发展。

关键词：工匠精神，现代学徒制，人才质量 评价体系，过程性数据。

Abstract: The positive effect of modern apprenticeship on the cultivation of craftsman talents has been widely recognized in higher vocational colleges. However, there is a lack of a scientific and accurate evaluation system in the implementation process, which is not conducive to the improvement of the quality of personnel training. Combined with the characteristics of craftsman spirit, relying on the big data platform to conduct the whole process of talent training research, analyze the mismatch between

the quality of modern apprenticeship talents and the requirements of craftsman spirit, and the lack of objectivity and comprehensiveness of the evaluation and their reasons. It is conducive to correcting the irrationality in the implementation of the modern apprenticeship system and ensuring the quality of talent training.

Keywords: Craftsman Spirit, Modern Apprenticeship, Talent Quality, Evaluation System, Process Data

引言

高职院校在现代社会中扮演着关键角色，其核心发展目标着重于培养高质量人才，以满足日益增长的现代产业对高素质、高水准技术人才的紧迫需求。为达成这一使命，高职院校采取严谨的人才培养质量管理措施，不遗余力地培育各行业和企业所急需的卓越人才，从而树立高职教育的核心价值，并确保高职毕业生能够顺利就业。随着21世纪的来临，人才竞争进入一个前所未有的白热化阶段。大数据、互联网、人工智能等高科技的持续涌现，导致行业技术不断革新与演进，对人才素质也提出了日益严格的要求。高职教育在这个动态的背景下成为高等教育体系中的重要组成部分，肩负着培养大量合格社会建设人才的重大使命。高职院校的发展应立足于社会需求，确保其培养的人才与产业的实际需要相契合。为此，将人才培养质量置于学校发展的至高位置是不可或缺的。高职教育的生命线在于持续不断地提升人才培养的水准与品质，使其培养出的毕业生能够在日新月异的现代社会中立足并持续为社会发展贡献智慧与创新。

现代学徒制在高职院校广泛引入，但存在人才培养评价体系不完善、缺乏工匠精神特质的问题。这导致企业对评价的参与度不高，从而影响了人才培养质量的提升。为了解决这一问题，建议采用大数据视角构建现代学徒制的“工匠型人才”质量评价体系。通过这一体系，可以诊断并改进学徒制的运行状况与质量，推动人才培养水平的提升，并纠正运行过程中的偏差。

《加快发展现代职业教育的决定》是国务院为促进职业教育发展而发布的重要政策文件。其中，现代学徒制被强调为提高职业教育人才培养质量的重要途径。学徒制作为一种结合校企合作的培养模式，着重注重学生的实践技能和实际工作经验，使其更好地适应职业需求和市场变化。这样的评价方式也激励了合作企业积极参与学生培养，确保培养过程与实际用人需求紧密相连，有助于提高教育的针对性和实效性。政府在2016年的《政府工作报告》中提出了“培育工匠精神”的目标。工匠精神强调了对职业技术技能的追求和崇高境界，这一理念也成为了职业教育的重要价值导向。国家意识到这种精神的重要性，并将其扩展到中小学教育，旨在从小培养学生的动手实践能力和创新思维，以更好地适应未来社会和经济的发展需求。《国

务院办公厅关于深化产教融合的若干意见》更进一步地将工匠精神融入中小学教育的指导意见之中。这一举措将促使学校注重培养学生实际动手能力，让学生在实践中体验知识的应用，同时注重综合素质的提高，以培养更全面发展的人才。因此工匠精神在提高人才培养质量方面扮演着重要的理念指导和价值归属角色。现代学徒制学生的培养质量以工匠精神作为评价指南，不仅符合职业教育的发展趋势，也符合国家经济发展战略转变的中心考量。政府希望通过这样的教育改革举措，培养更多技术熟练、有创新能力、适应市场需求的高素质人才，为国家经济的可持续发展提供有力支持。

内容

现代学徒制是一种创新而有效的人才培养模式，其独特之处在于通过深度校企合作，将理论学习与实践经验紧密结合，为学生打造一个全面成长的平台。这种制度的成功之道在于它充分发挥了学校和企业培养人才方面的优势，让学生在学习过程中不仅仅掌握知识，更重要的是培养了工匠精神和职业素养。

在这个学徒制度中，学生在一定时间内在学校接受系统的理论课程教育，为他们的职业发展奠定坚实的学科基础。与此同时，另一部分时间他们会进入企业实习，亲身感受真实的工作环境和职场需求。这种跟岗实习的安排，让学生可以将课堂上学到的知识应用到实际工作中，培养解决问题和创新能力。而且，学校教师和企业人员共同参与教学，确保了知识传授的质量和实用性，让学生得到了来自不同领域的专业指导，有助于形成全面发展的能力。另一个重要的特点是校企双方共同承担实训场地和设备的费用。这种共同投入不仅展现了学校和企业合作的紧密程度，更重要的是确保了学生接触到最新的行业技术和设备，跟上行业的发展趋势，为他们未来的职业生涯打下坚实基础。学生入学考试也由校企双方联合开展，采用多种方式，如笔试、面试和现场考核等，全面考查学生的学习成果和综合素质。重点考核职业素养和道德情操的培养，这使得学生在专业知识外，也注重发展优秀的职业道德，增强对社会责任的认识。通过这种全新的学徒制度，学校和企业共同努力培养出德才兼备的“工匠型人才”，使学生在职业领域展现出卓越的能力和道德品质。这些“工匠型人才”具备了丰富的实践经验和职业技能，同时还具备了坚韧不拔、敬业奉献的工匠精神，使他们在竞争激烈的职场中脱颖而出。

随着大数据和信息化手段的快速发展，高职教育领域必须紧跟时代潮流，充分发挥信息技术在教学资源共享和评价方面的优势。在现代学徒制的实施过程中，教学运行管理和学徒评价成为至关重要的议题。为了确保现代学徒制人才培养的高质量，借助大数据信息平台成为一种创新且可行的手段。

利用大数据信息平台，我们能够收集来自多方面的评价内容，这包括学生的学习成绩

、实习表现、职业素质、团队合作能力等。通过深入挖掘学徒培养的过程性数据，我们可以更全面地了解学生在学校和企业的表现，并对学习进展进行有效跟踪。同时，通过数据的研究和分析，我们能够揭示学生在实习过程中面临的挑战和机遇，为进一步优化教学计划和实习安排提供有益建议。在学徒评价方面，采取多维度的评价形式尤为重要。网络评价、现场评价和项目评价等多样化的评价方式能够更全面地评估学生的实际工作能力和专业技能。这种客观公正的评价方式有助于发现学生的优势与不足，为个性化教学和针对性辅导提供指导。通过充分利用信息化手段，学校和企业能够更加精准地评估学生的学习成果，为毕业生的就业和职业发展提供更有价值的参考。为了进一步优化现代学徒制，需要采取多种调研手段来深入了解现状和改进方向。除了向学生、教师、学校和企业等主体发送调查问卷外，还可以开展重点访谈和座谈会等形式，与相关利益相关者进行深入交流。通过这样的调研方式，能够全面了解现代学徒制的运行状况，从各方收集到的反馈和意见为课题的研究提供更具参考价值的数据。

经过深入调研，发现现代学徒制在人才培养过程中面临一系列亟需解决的问题。学徒制度与市场需求之间存在脱节，未能充分满足当今社会对“工匠型人才”的实际需求。现代产业的快速发展带来了新的技术和技能要求，但学徒制的人才培养模式仍未完全适应这些变化，导致培养出的学生在实际工作中可能面临不适应的情况。现代学徒制的评价体系存在明显的不足，表现为缺乏客观性和全面性。目前的评价方法相对单一，主要以学校考试成绩为主导，缺少对实际工作表现的全方位评估。这导致评价结果无法真实反映学生在实际岗位上的综合能力，也难以及时发现和纠正学生的不足之处。现有的评价体系缺乏可复制和推广的特点，局限于特定学校或行业，难以在更广泛的背景下得到应用。在试点实施中，现有的考核评价体系存在多方面的不合理和不科学之处。学校和企业之间的评价缺乏紧密联系，评价标准不一致，导致评价结果不准确。企业对学徒的岗位考核过于随意，缺少规范性和客观性。教师与师傅的考核机制不完善，评价结果未能有效体现他们在学徒培养过程中的贡献。评价结果缺乏实际应用，未能为学校和企业提供有针对性的改进措施。为解决上述问题，必须重新构建现代学徒制的考核评价体系。这需要确保评价体系更加贴合实际需求，兼顾学生的理论知识和岗位技能，注重实际工作表现的客观评估。评价方法应该多样化，不仅包括学校考试，还应涵盖实习表现、项目成果、团队合作等方面，从而全面了解学生的综合能力。同时，评价体系的设计应该具备可复制和推广的特点，适用于不同学校和行业，实现制度的普适性。为达成这一目标，需要加强学校、企业和教育部门之间的密切合作，形成统一的评价标准和流程。建立定期沟通机制，确保评价过程的透明和公正。此外，利用现代信息技术，建立大数据信息平台，全面记录学生在学徒培养过程中的表现和成长轨迹，为评价提供更多客观数据支持。通过对现代学徒制的评价体系进行全面改进，将有助于提升学徒制度的人才培养质量和有效性，推动其在各个领域的广

泛应用。同时，这样的改进也将为学生提供更广阔的发展空间，让他们在未来的职业生涯中更好地适应社会需求，成为具备优秀工匠精神的人才。

现代学徒制在高职院校实施过程中存在问题，主要原因是缺乏科学合理的人才质量评价体系，导致了行为偏差。为解决这些问题，本课题旨在探索结合现代学徒制要求的人才培养工匠精神的评价体系，实现技能培养和职业道德的有机结合。新评价体系将涵盖多主体参与、多维度指标、全过程监控，更全面科学地评估学徒的培养质量，确保其全面发展并具备实际应用能力。通过这一改进，现代学徒制可以更好地培养具备工匠精神的优秀人才，适应现代产业的需求，并为社会发展提供可靠支持。在评价体系中，学校和企业之间采用“学校+企业”评价的双元方式。现代学徒制强调校企双方共同培养人才，充分发挥各自的育人优势，实现“共育人才、共管过程、共享成果、共担责任”的目标。这涵盖了五个方面的对接：课程标准与岗位标准、教学标准与生产标准、专业标准与职业标准、学历证书与职业资格证书，以及职业教育与价值观培育的对接。这五个对接是职业教育最本质的特征。在评价体系中，学校和企业应充分发挥主观能动性，确保学业标准与学徒标准的一致性，双方合作形成有效的评价体系。作为学校评价主体，主要针对学生的学业表现进行评价。学生在校期间接受专业课程和素质课程的理论学习，因此教师的评价方式是采取理论评价与技能操作评价相结合的方式。而作为企业评价主体，主要针对学徒的技能进行评价。学徒在企业进行顶岗实习和跟岗实习期间，由企业师傅对他们的岗位技能进行评价，内容包括工作敬业精神、职业技能、团队协作等方面的全面评价，重点考查学生在实际工作中运用专业技能解决问题的能力。

现代学徒制作为一种重要的职业教育和培训模式，为学生提供了在校期间与实际工作相结合的学习机会，从而培养适应市场需求的高素质人才。而第三方评价在这一过程中显得尤为重要，它涉及那些独立于学校和企业的非政府机构，例如行业组织、学生家长、用人单位和社会组织，他们能够对学生的培养质量进行客观而全面的评估。第三方评价的优势在于其独立性，它不受学校或企业内部利益影响，因此能够以更加客观的眼光来审视学生的学习成果和能力发展。评价的内容包括知识结构、工作能力、职业素养和社会认可度等四个方面，这样的综合考察能够更好地了解学生的整体发展情况。其中，知识结构是学生学习的基础，包括通识部分和专业部分。工作能力是学生将所学知识应用于实际工作的能力，它涵盖了岗位胜任力、创新思维和实践能力，三者相辅相成，使学生能够在职场中更好地适应新环境、与团队协作并有效沟通，同时在解决问题时能够展现出创新的能力。而职业素养方面则强调工作敬业精神和道德品质，这些都是职场中不可或缺的重要品质。最后，社会认可度是衡量学生职业能力的一个重要标志，它体现在学生得职业技能证书、获奖情况以及用人单位和家长对学生的认可与满意度等方面。然而，目前的第三方评价体系还存在一些问题，比如评价主体不全面、指标体系不

健全等。因此，需要对评价体系进行优化改进。评价主体应该从行业企业代表、毕业生及家长等多方面进行梳理，确保评价指标的全面性。行业企业代表可以侧重于评估学校专业设置、人才培养方案、课程标准等服务于行业企业的能力指标，而毕业生及家长的反馈则可以更加关注学生的能力成长和满意度调查，这样可以更好地了解学生在学徒制培养过程中的实际表现。通过综合考量各方反馈，完善第三方评价体系，能够更好地确保其客观、全面、有效地评估现代学徒制人才培养质量。这样的改进努力将有助于进一步提高学徒制的质量和实效，推动职业教育与市场需求更加紧密地结合，培养更多适应现代社会发展需求的优秀人才。

济南职业学院一直致力于提高教学质量和培养适应现代社会需求的高素质人才。为了实现这一目标，学校采取了创新性的考核思路，引入了基于第三方评价的方法。这种评价方式不仅有利于学校内部的自我审视，更重要的是吸纳了外部专业机构的独立评估，从而确保了评价的客观性和公正性。其中，“2+1”的人才培养模式和“4+1”的教学模式是济南职业学院独具特色的教育理念。在“2+1”的人才培养模式中，学生将在校学习两年时间，紧密结合专业学习和实践应用，打下坚实的理论基础和技能基本功。之后，学生将走入联盟企业进行为期一年的实习，与企业实际运作紧密结合，拓展实践技能，提高实际操作水平。这种模式有效地弥补了传统教育中理论与实践脱节的问题，使学生毕业时既有扎实的学科知识，又具备实际应用能力。教学质量体系是济南职业学院保障教育质量的重要保障。学校构建了10项标准的教学质量体系，涵盖了教学的各个环节，从专业建设到毕业设计，全方位地把控教学质量。这些标准不仅包含了知识传授和学科训练，还注重学生的综合素质培养，如创新能力、团队合作和沟通技巧等。学校在教学质量体系的指导下，持续改进教学方法和内容，确保学生能够适应社会的发展和变化。为了更好地与企业紧密合作，学校与联盟企业共同制定了四方教学质量评价标准。这些评价标准包含了学生、教师、师傅以及学校本身的综合评估内容。通过联盟企业参与评价，学校可以及时了解到学生在实习过程中的表现和成长情况，也能够获得企业对教学质量和学校教育的反馈意见。这种双向互动的评价模式，使得学校的教学更加贴近实际需求，有利于为社会培养更多高素质的人才。这种合作评价模式不仅仅局限于校内和企业之间的合作，还充分借助第三方评价机构的力量。通过引入外部专业机构进行评估，学校有效地整合了多方资源，建立了全面客观的评价体系。第三方评价机构能够客观公正地对学校的教育质量进行评估，同时也能给予学校宝贵的改进意见和建议。济南职业学院在教学质量评价方面采用了一系列创新措施，包括基于第三方评价的考核思路、特色的人才培养和教学模式，以及涵盖多方的教学质量体系。这些举措的实施不仅有效提升了人才培养的质量和适应性，也为现代学徒制的实施和推进提供了有益的经验。随着这些努力的持续推进，相信济南职业学院将继续在高等职业教育领域发挥重要作用，为社会培养更多优秀的技术人才。

现代学徒制是一种非常有效的教育模式，旨在培养学徒的职业认同感、职业承诺和工作道德。广州铁路职业学院在这一领域展开了深入的探索，并建立了“素养-职业-岗位”三层评价目标模型，以确保学徒的综合素质得到全面评估和培养。评价学徒的“素养”层面是这一评价模型的第一层。在这个层次上，学院着重测评学徒的道德品质、团队合作能力、责任心以及沟通能力等综合素质。这些素质对于学徒未来在职场中的表现至关重要。培养学徒良好的职业道德和团队协作能力，有助于他们成为具有高度责任感和合作意识的优秀职业人才。评估“职业”层面是模型的第二层。这个层次关注学徒在特定职业领域内的专业技能和知识水平。现代职业要求高度专业化，学徒必须掌握与所学专业相关的知识和技能，才能在职场中胜任工作。因此，广州铁路职业学院注重对学徒在各个专业领域的学习成果进行评估，确保他们具备扎实的专业基础。评估学徒在具体“岗位”上的能力和表现，是模型的第三层。这一层次的评价目标是确保学徒能够适应职场的实际需求。学徒在职业生涯中将要面对各种具体的职务和工作任务，因此需要具备灵活性和适应性，能够快速适应新的工作环境并胜任相关岗位。这一层次的评估有助于检验学徒在实际工作中的能力和表现，为他们的职业发展提供针对性的指导和培训。通过“素养-职业-岗位”三层评价目标模型，广州铁路职业学院可以更全面地了解学徒的发展情况，并为他们提供个性化的职业指导和培养计划。这样的综合评价体系不仅有助于提高现代学徒制的培养质量，也能够推动学徒在职业道路上不断成长和发展。同时，这种评价模型的推广与应用，对其他学校和机构也具有借鉴意义，有望促进整个职业教育领域的进步和发展。

为了全面评估学徒的综合素质，采用三层评价模型，注重个人素养、从业心态、职业经验和工作技能等四个方面。这四个维度在广州铁路职业技术学院现代学徒制中，特别针对工程师岗位进行评价，因为学徒从事的工作岗位性质各有不同，因此评价的权重也会因岗位而异。具体的评价内容如下表 1 所示。

现代学徒制试点院校对学生培养质量的重视表现在他们不断探索和实践多元化的评价体系，旨在更全面地了解学生的潜力、能力和发展情况。这种综合评价体系不再仅仅依赖传统的学业成绩，而是将学徒、企业师傅、家长和教师等相关对象纳入考量，涵盖了多个方面，从学术知识到实践技能，从职业道德到个人素养，形成了一套更加全面的评估标准。

学校对学徒的学业成绩进行评价，这是一个重要的参考指标。学业成绩反映了学生在学习过程中的学习态度和学习效果，是学生学习基本能力的体现。然而，学校也深知学业成绩并不能全面衡量学生的发展，因此他们更进一步地关注学徒在实习过程中的表现。通过与企业密切合作，学校让企业师傅对学徒的实际岗位技能和工作表现进行评估。这种实践层面的评价有助于发现学生在真实工作环境中的优势和改进空间。学校也注重对学徒的道德品质和从业心态进行评估。培养良好的职业道德和正确的从业心态对学徒未来的职业发展至关重要。

表1: 学徒考核评价内容

考核目标	考核维度	测评点	考核内容和评价方法
素养层面	从业心态	从业意愿	稳定性和职业发展
		同理心	换位思考的能力
	个人素养	精神面貌	对待人或事的态度
		职业形象	职场的言谈举止
		专业知识	专业基础知识与技术
		协作能力	团队合作能力
职业层面	工作技能	学习能力	学习技术和收集资料的能力
		技术水平	掌握与应用技术的能力
		技术呈现	技术与技能的表达能力
	执业经验	项目规范	了解项目规范
		职业行为	行为与规范的一致性
岗位层面	工作技能	呈现能力	表述项目逻辑的能力
		工作绩效	项目质量与效率
	职业经验	工作常识	了解工作常识的程度
	个人素养	自我展示	展现个人特点的能力

通过对学徒的道德品行和职业态度进行观察和评价，学校能够及早发现潜在问题并及时引导学生健康成长。家长作为学生成长的重要参与者，其意见和支持在学徒制中也得到了充分重视。学校积极收集家长的反馈和意见，了解学生在家庭环境中的发展状况。这样的沟通和合作有助于学校更全面地认识学生，从而为学生提供更贴心的教育和培养方案。教师在学徒制中发挥着重要作用。他们是学生的导师和引路人，负责指导和评估学生的学习和实践过程。学校充分利用教师的专业知识和教育经验，让教师对学生的学习和师徒配合情况进行评估，以确保学生得到良好的指导和支持。通过这种多元化的评价体系，现代学徒制试点院校能够更加全面地了解学生的发展和表现，发现学生的优势和潜力，并及时提供有针对性的培养计划。这样的综合评估有助于提高学徒培养质量，确保学生在现代学徒制中获得全面、均衡的发展。学生不仅在学术知识方面取得成功，还在实践技能和职业道德等方面得到了培养，为他们未来的职业道路打下坚实的基础。这种多元化评价的成功经验不仅在学徒制中适用，也可为其他教育领域提供借鉴，推动整个职业教育体系的进步和优化。

学徒制度一直以来都是传承工匠精神和技艺的重要途径。在现代企业顶岗实习中，学徒有幸能够得到师傅亲自传授的机会，这种一对一的教学模式使学徒能够深入了解岗位操作技能的精髓。然而，这样的教学模式也给学徒评价带来了一定的挑战。为了公正客观地评价学徒的表现，学校和企业需要结合教学模式的特点，为每个不同的工作岗位提供个性化评价。这样的个性化评价可以更加准确地衡量学徒在各自岗位上的学习成果和进步。为此，采用“岗位任务+岗位技能+职业素养+创新能力+实习纪律”综合评价模式是一种行之有效的方式。通过这

种综合评价，学校和企业能够全面了解学徒在实习过程中的表现，不仅关注其岗位技能的掌握情况，还考察学徒在工作中的职业素养、创新能力和遵守实习纪律的表现。这种评价模式对学徒的激励作用非常明显。学徒知道自己在实习期间的表现会受到综合评价，因此更加认真学习，努力将所学知识和技能应用到实际工作中。他们逐渐体会到学徒制度的价值，意识到通过学徒制度可以实现自身的职业发展和进步。这样的激励机制激发了学徒的积极性和动力，让他们在学习和工作中追求卓越。通过这样的评价，学徒不断提高自身的本领，并在工作中超越前辈，成为更出色的工匠。他们不仅继承了传统工匠的技艺和精神，还发扬了工匠精神，将其传承和发展得更加深远。这种个性化评价模式有助于激发学徒的自信心与实践能力，让他们在职业道路上不断进取，成为行业的中坚力量。

在现代学徒制中，课程评价扮演着至关重要的角色，它直接关系到学徒的职业发展和技能提升。校企合作培养学徒的课程是学徒成长的重要桥梁和纽带，旨在夯实其职业技能和理论基础。为了确保学徒获得实用有效的培训，采用工作过程系统化的课程设计思路，将学习与实际工作紧密结合，成为一种有效的教学模式。工作过程系统化的课程设计让学徒在学习过程中直接参与实际工作，将学习内容和实际工作紧密联系在一起。通过多个学习载体反复练习，学徒得以更加深入地掌握实际工作技能。这种课程设计打破了传统的学科体系序列化的知识教学方式，强调将学习过程融入到实际工作中去。这样的教学模式为学徒提供了更为贴近实际的培训体验，让他们在学习过程中能够更好地应用所学知识。在面对这样的创新课程时，课程评价也必须相应进行创新。在校内评价方面，任课教师对学生在完成工作过程系统化任务中的技能熟练程度和完成情况进行评价。学生通过解决简单到复杂的问题，培养知识转化的能力，逐渐掌握实际工作所需的技能。教师扮演着学习过程中的引路人，他们指导学生不断重复工作步骤，让学生从新手逐渐成长为能手。这样的评价模式鼓励学徒通过不断实践和学习，不断提升自身的职业能力。除了教师的评价，师傅也在评价过程中发挥着重要的作用。师傅对学徒的岗位技能熟练程度进行评价，同时评估学徒在“学生—学徒—准员工—员工”成长周期中的进步情况。这样的评价不仅关注学徒的工作表现，更着眼于他们在职业发展中的成长和进步。这种全方位的评价让学徒在学习和实践中得到更加细致和全面的指导，有助于他们实现从学徒到工匠的转变。

创新创业教育在培养高素质、具有工匠精神的人才方面发挥着至关重要的作用。随着社会的快速发展和产业的不断更新，培养具备创新精神和创业意识的人才已成为现代学徒制的迫切需求。创新创业教育不仅有助于学徒在学习期间获得全面的素质培养，还为他们未来成为社会中的领军人才奠定了坚实的基础。该教育注重学生的创新精神、探索精神和主人翁意识。现代企业对员工的需求已不再仅限于基本技能，更强调员工具备创新能力、勇于探索未知领域

和承担责任的意识。因此，创新创业教育在现代学徒制中被赋予重要使命，将学生培养成具备工匠精神和创新创业精神的高素质人才。为了有效评价现代学徒制人才的质量，评价体系需要着重考虑人才培养的创业意识和创新精神。在评价要求上，需要逐步细化，并构建进阶式的创新创业教育体系。随着学徒从“学生—学徒—准员工—员工”的转变，相应的评价体系也由“创新思维—创新意识—创新能力”逐级递进，并相互交叉。这样的评价体系能够全面评估学徒在不同阶段的成长和进步，帮助他们在工学交替的过程中逐步提高自身的创新能力和创业潜力。在学徒期间，评价创新创业教育内容需要根据实际工作岗位进行灵活调整，以确保培养学徒的创新意识和创新能力，同时提高他们的创业能力。评价体系的设计旨在激励学徒在学习和实践中展现出积极的创新精神，鼓励他们对未知领域勇于探索和开拓。通过这样的创新创业教育体系，学徒将更具备适应现代社会发展需要的能力和素质，成为拥有工匠精神、富有创新创业精神的高素质人才。这样的评价体系不仅有益于学徒的全面发展和职业成长，同时也为企业选拔人才提供了重要参考。通过培养具备创新精神和创业潜力的学徒，企业能够获得更多有潜力的中坚力量和未来的领袖，从而为企业的可持续发展提供坚实的人才保障。

结论

本文详细介绍了一个基于大数据信息平台的综合评价体系，旨在以“学校+企业”评价为核心，涵盖了多个重要方面，包括岗位技能评价、校企共建课程评价和创新创业教育评价。这一综合评价体系充分利用第三方评价，形成多元化的过程性评价方式，并建立了“五位一体”的评价机制。通过探索多个考核体系，如校企共建课程考核、双元育人主体考核、教师和师傅考核、岗位技能考核、线上线下考核以及学徒出师考核等，旨在提升现代学徒制“工匠型人才”的培养质量。这个评价体系的构建以社会经济发展对人才的需求为导向，并特别强调“工匠精神”的重要性。这种精神体现了精湛的工艺、敬业的匠心和精益求精的匠德，是培养高技能人才的关键要素。尤其在“中国制造2025”国家战略下，数字化和智能化制造业对高技能人才的需求不断增长，现代学徒制试点院校积极响应，并灵活处理、动态调整评价体系，以适应当下管理理论和自身特色。这个评价体系的构建对推动我国现代学徒制的发展具有重要的现实意义，并能满足国家发展战略的实际需求。通过综合评价体系，学校与企业紧密合作，共同努力培养高素质人才，为学生成为具备工匠精神的优秀人才提供有力保障。这样的评价机制不仅适应现代社会的要求，也促进了我国制造业和产业的可持续发展，为实现国家战略目标作出积极的贡献。

建议

现代学徒制作为一种培养高素质、具有工匠精神的人才的重要教育模式，在人才评价

方面也亟需创新和改革。传统的理论考试评价方式过于单一，难以全面反映学生的综合能力和实际工作表现。因此，采取过程性综合评价方式成为当务之急。这种评价方式的核心是通过多方主体的参与和多维度的评价内容，对学生在学徒制过程中的学习、实践和发展进行全面考核，以更加贴近实际工作需求。在这个评价体系中，学校教师、企业、学生自评、互评和第三方评价共同参与，各自负责不同方面的评价任务，形成“五位一体”的评价机制。学校教师主要负责评价学生在文化素质课程和专业基础课程方面的表现和知识掌握情况；企业评价则着重考察学生在实际工作岗位上的表现、职业技能和工作态度；学生自评和互评鼓励学生主动参与评价过程，反思自己的学习和成长；第三方评价则提供独立客观的审视，确保评价过程的公正性。评价内容也涵盖了多个方面，包括学生在学徒制过程中的工作过程完成情况、职业技能证书获得情况和职业素养表现等。这种综合评价体系强调学生的实践能力、职业技能和道德品质的培养，符合现代社会对人才的要求，特别是在数字化和智能化制造业对高技能人才需求不断增长的背景下，更加贴合实际职业发展需求。为了确保评价体系的有效运行，需要建立教学质量监控体系。这个监控体系应常态化、全面化，实现及时反馈，以确保评价过程规范和公正。评价要求需要进行细化，明确具体的标准和指标，既要考虑可以用量化方法评估的指标，也要巧妙地结合定性和定量指标，确保评价的操作既合理又全面。最终目的在于及时纠正人才培养过程中的偏差，进一步完善人才培养模式。通过及时汇总、梳理和总结各个阶段的评价结果，学校和企业可以更好地了解学生的学习成果和发展情况，为优化培养方案提供有力依据。同时，这样的改革与创新将有助于学生全面发展，培养出更适应现实职业需求的高素质人才，为现代学徒制的发展提供有力保障。综合评价体系的实施将促进学生在学习和实践中展现出积极的创新精神、培养他们对未知领域的勇于探索和开拓精神，从而推动我国现代学徒制的发展并满足国家发展战略的实际需求，具有重要的现实意义。

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Faux-Educational Tourism in Thailand: Unmasking the Misuse of Educational Visa Status

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Abstract: The article explores the phenomenon of "Faux-educational tourism" in Thailand, a newly conceptualized construct, that is better defined as a form of migration with explicit non-academic purpose, but where the visit is legalized through the academic status of a visitor. As such, this work examines the experience of using student visas as a source of prolonged stay in the country and the factors that have an impact on the country's economy.

Keywords: Academic Mobility, Educational Tourism, Faux-Educational Tourism

Introduction

Thailand, well known around the world for its tropical climate, vibrant culture, and hospitality, has long been a beacon for international tourists. It has also gained significant success in developing not only recreational tourism potential, but also the one for educational, medical and sports tourism. However, as popular as it is, Thailand has always had a complex legal framework for expatriates, and over the past decade, a concerning trend of masking one type of travel under another has emerged. We term this trend "faux-educational tourism," and it involves foreign individuals exploiting Thailand's educational visa regulations, ostensibly for learning purposes, but primarily to elongate their stays in the country, thus masking recreational tourism/or nomadism under the guise of academic mobility.

While educational tourism, in its genuine form, can bring substantial benefits to a host country — including economic contributions and cultural exchange — the rise of its faux counterpart presents multiple challenges, including the reputational ones. Not only does it undermine the credibility of genuine educational institutions, but it also strains administrative systems and potentially deprives

genuine students of opportunities.

This research aims to discuss and conceptualize the notion of faux-educational tourism in Thailand. Through data collection, and in-depth analysis, we endeavor to provide stakeholders with insights into this emergent issue. Additionally, we will elaborate on the place of faux-educational tourism in the complex framework of academic mobility.

The study examines the evidence obtained from academically mobile individuals who reside in Thailand. It specifically focuses on individuals who obtain student visas to prolong their stay, in the country while participating in tourist activities.

Research Objectives

1. Conceptualize the notion of faux-educational tourism
2. Investigate any connections between visa misuse (“faux”) and the intentions among faux students.

Through this study our goal is to enhance the comprehension surrounding the motivations and encounters of tourists and individuals posing as students. By doing we intend to gather insights, into the concept of faux-educational tourism and its impact, on international education programs.

Literature Review

The UN definition of mobility clearly states the purpose of residence and avoids temporal aspect and lacks a clear distinction between mobility and migration. Various reasons for mobility or migration were and still are discussed in the literature, the most prevalent being employment, causing labour mobility or migration (Mincer & Jovanovich, 1979; Zucker et al., 2002; Lehmer & Ludsteck, 2011), education, causing student or academic mobility (Stouffer, 1940; Altbach, 1998a,b; Tremblay, 2004; Musselin, 2004; Willis, 2010; Verbick & Lasanovsky, 2007; Choudaha & Chang, 2012; Erden, 2016), tourism (Hunziker & Krapf, 1941; Hall, 2015; Szivas et al., 2003), and family reunion (Maynard et al., 2010). Thus, academic mobility has developed into a distinct body of literature. The term itself is used interchangeably with the term ‘student mobility’, but the definition of academic mobility mostly followed the overarching mobility vs migration linguistic debate (Glorius et al. 2013) and was either defined as ‘migration’ (Lyon, 1912; Raghuram, 2013; Alm & Winters, 2009) or mobility (Morris, 1953; Byram & Dervin, 2009), however the term ‘mobility’ was used more often. There are other classifications of academic mobility too. For instance, the UK Higher Education Statistics Agency (HESA) identifies degree mobility (a mobility for the whole programme duration) and a part programme mobility. A dimension like this, applied to not only higher education, creates more types (Maga & Nicolau, 2018). Significant part of the literature discusses factors affecting academic mobility (Pankin, 1973; Tremblay, 2004; Bosman et al., 2007; Altbach, 1998a, b; Brooks & Waters, 2009a, 2009b;

Sakhieva et al., 2015; Cao et al., 2016; Aba, 2016; Hopkins et al., 2016). The prioritization of economic factors is described (Tremblay, 2004; Cao et al., 2016). In contrast, the academic mobility paradigm has been explored by Altbach's push-pull model (1998 a,b), which differentiates between factors that 'push' students towards academic mobility (low quality and prestige of education at home, high tuition fees at home) and factors that 'pull', attracting students from other locations. It is widely used to explain academic mobility (Li & Bray, 2007; Lam et al., 2011; Cao et al., 2016; Erden, 2016; Lee & Kuzhabekova, 2018). In the 60-70s, a fresh view emerged from academic mobility and tourism literature. Mobile experiences with educational components. Other studies have classified some forms of academic mobility as tourism (Cohen, 1974; John & Gullahorn, 1959; Herman, 1970). According to Cohen (1974), students are tourists who aim at broadening their horizons and deepening knowledge. There have been several attempts to define 'educational tourism' and develop conceptual domains for it, the most well-known belonging to Ritchie (2003) and McGalddery & Lubbe (2017) and Maga and Nicolau (2018). Heckmann (2004) writes about a form of migration resulting from migrants obtaining temporary students visas and overstaying. Liu-Farrer (2009) reports on the so-called 'educationally channeled labour migration' but describes only the category of students obtaining employment in the destination country. However, Ritchie (2000) uses this distinction to separate faux-educational tourists from 'tourism-first' and 'education-first' visitors. Also, faux-students can be long-term visitors, virtually faux-academic migrants. Our study fills a gap in the literature and provides valuable insights into the unique phenomenon of "faux-educational" tourism and its impact on international education programs.

Theoretical Framework and Methodology

This work retains the definition of educational tourism (Maga & Nicolau, 2018); Our framework is modified by connecting migration to mobility (Simini et al., 2012; Gonzáles et al., 2008; Dervin, 2011) based on temporal perspective as a long-term academic mobility (Maga & Nicolau, 2018). Likewise, we do not limit educational tourism to international visitors (Jackson, 1986).

We developed a comprehensive theoretical framework of academic mobility (Pic. 1).

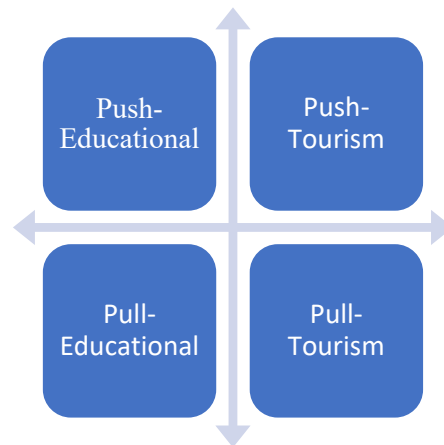
< 1 year			> 1 year		
Academic Mobility					
Educational Tourism			Academic Migration		
Education first	Tourism first		Migration first		Education first
Students	Tourists	Faux-academic mobility		Expats	Students
		Faux-educational tourists	Faux-academic migrants		
Educational tourists		Faux-students		Academic Migrants	

Picture 1: Theoretical Framework of Academic Mobility

Using Altbach's push-pull model (Altbach, 1998), we examine factors affecting educational tourists' choice of destination in ASEAN. We mainly focus on Lam et al. (2011) and Cao et al. (2016) in building our scales, however, see the work referred to regarding academic mobility, not educational tourism, but by defining educational tourism and defining it as a type of academic mobility, so we can draw conclusions.

According to Maga & Nicolau (2020), which interviewed educational tourists in Phuket, Thailand and discovered key factors influencing students' choice of mobility. The questionnaire contained 44 questions. 101 responses were received from academically mobile individuals who travelled to Thailand.

We are using the PLS-SEM method, however Ritchie (2003) divides factors into tourism and education first, so we will add this dimension into the factor matrix:



Picture 2: The Expected Factor Matrix

Data and Sample

The sample of educational visitors in Thailand not limited to only students of higher educational institutions was obtained through volunteer sampling. It also includes a broad category of “education visa” holders. According to UN data (UIS, 2020), Thailand hosts over 30 thousand international students yearly, and WENR reports that Thailand is Southeast Asia's third most popular study destination (WENR, 2018). Obtaining an ED (Education) visa, however, does not necessarily indicate an international student in Thailand, as obtaining an ED visa is often used for illegal residence in Thailand.

The author distributed the survey via an internet community. Identified that the whole faux-academic mobility subsample (19 people, questionnaire translated) was enrolled in language training, so we chose to use “Language training” as a proxy. As per the sample data, no faux-students were

educational tourists, as all stayed in the country for more than 12 months, so they were classified as academic migrants. Also, we'll study what factors affect faux-academic mobility.

We received 101 responses from academically mobile individuals in Thailand. 40% of respondents were from Thailand (domestic educational tourism), others were from Russia, Vietnam, China, etc.

Out of our sample of 68 academic migrants and 24 educational tourists (temporal distinction), 72 visited for degree training, 20 for non-degree training, 19 of which were language training programs.

We used a non-probability voluntary sample. The questionnaire was constructed using Google Forms and distributed via LINE Messenger, Blackboard Collaborate, Facebook, and Telegram messenger to academically mobile individuals, of whom nearly 50% are students at Stamford International University, Thailand and 24% are Russians. The scale used was forced a 4-item Likert scale. The author used a 4-point forced scale to avoid "middle-option bias" (Carp, 1974). The software used for analysis was SAS Enterprise guide 7.1, R, Smart PLS. To mitigate a problem of a small sample we are using the bootstrapping technique and accept lower confidence level (0.9).

The overall Cronbach's alpha was 0.86 for the whole sample and 0.78 for both groups of education-related and tourism-related factors.

Results

Variables

Among the relocation intent variables, we group indicators of local language acquisition (Phillips, 2001) and an intent to seek employment (Tremblay, 2005). As an auxiliary question we will explore the connection between educational tourism and relocation intent. We study relocation intent as an effect of mobility experience and satisfaction with it (Tremblay, 2005; Gopaul & Pifer, 2016), understanding relocation intent is important as immigration of high-skilled educated immigrants is beneficial for the economy (Paserman, 2013; Giovannetti & Lanati, 2017).

Factors breakdown:

EPULL factors, pull-factors related to education:

Low tuition fee in the host location (Naidoo, 2007; Cao, 2015)

Cultural similarity to the home location (Lam, 2012)

Prestige of the mobility to the host location (Cao., 2015)

Host institution provides high quality education (Cao., 2015)

The program offered at the host university is unique and reputable (Gordon & Jallade, 1996)

The level of English in the host country is very high (Lam, 2012)

Better career prospects in the host location than at home (Findlay et al., 2006)

Unconstrained conscious choice of the host location (Maga & Nicolau, 2020).

EPUSH factors, push-factors related to education:

The mobility was not charged additional fee (Cao, 2015)
Grant/scholarship to cover mobility cost was available (Cao, 2015)
Geographical closeness of the host location (Tremblay, 2002; Lam 2012)
Respondent's level of English is very high (Findlay et al., 2006)
Mobility to other countries was too expensive (Maga & Nicolau, 2020)
Mobility to other countries required higher academic performance (Maga & Nicolau, 2018)
Respondent's academic performance in the home location is above average (Findlay et al., 2006)

TPULL factors, pull-factors related to tourism:

The host country has a warm pleasant climate (Hampton, 1998; Ritchie, 2003; Lam, 2012)
Low cost of living in the host location (Cao, 2015)
Accommodation is cheap in the host country (Naidoo, 2007; Cao, 2015)
Host location is cheaper than home location in terms of most purchases (Hampton, 1998)
Transportation costs to the host country are low (Bieger & Wittmer, 2006)
The host university/educational institution is located in an area popular among tourists (Maga & Nicolau, 2020)

TPUSH factors, push-factors related to tourism:

The climate in the host country is much better than in my home country (Maga & Nicolau, 2020)
My friends/fellow students from my home country also participate in this mobility alongside me (Maga & Nicolau, 2020)
My friends/fellow students from my home country went on mobility here before (Maga & Nicolau, 2020)
I can call myself a frequent traveller (Li & Bray, 2007)

EDEXP factors, factors, characterizing education related experience:

Major of mobility (Verbik & Lasanovski, 2007)
Degree status of mobility (Maga & Nicolau, 2020)
Respondent finds studying at the host institution very challenging (Vistad et al., 2016; Wijayanti et al., 2017; Maga & Nicolau, 2020)
I find most of my fellow students very knowledgeable (Wijayanti et al., 2017; Maga & Nicolau, 2020)
Instructors at the host university have a very high level of English (Maga & Nicolau, 2020)
Respondent spent most time studying (Maga & Nicolau, 2020)

TEXP factors, factors, characterizing tourism related experience:

Overall costs experience (Maga & Nicolau, 2020)

Respondent has sufficient time to travel around and enjoy the area (Maga & Nicolau, 2020)

Respondent has visited many local tourist attractions (Lam, 2012)

ESAT factors, satisfaction with education factors:

Satisfaction with the knowledge and the skills respondent acquired during mobility

Instructors here provide very high standard of teaching

Respondent thinks this mobility broadens their horizons

Respondent is satisfied with the mobility experience

TSAT factors, tourism satisfaction factors:

Respondent would like to return to the host country as tourist someday (Alegre & Cladera, 2009)

Respondent would like to explore more of the host country (Nisco et al., 2015; Maga & Nicolau, 2020)

I find the host country a very pleasant place (Alegre & Cladera, 2009)

REL factors, factors characterizing a possible relocation intent:

The host country can be a good place for living (Brett & Stroh, 1995)

Respondent can speak the local language of the host location (Phillips, 2001)

Respondent is learning the local language / was learning during mobility

Respondent is considering finding a job in the host country (Tremblay, 2005)

PROF factors, individual's profile factors:

Respondent's age.

Respondent's gender

Respondent's country of residence

Level of academic program

FAUX-academic mobility factors:

Participation in language training as mobility tool (this tool proves to be the main instrument of visa abuse).

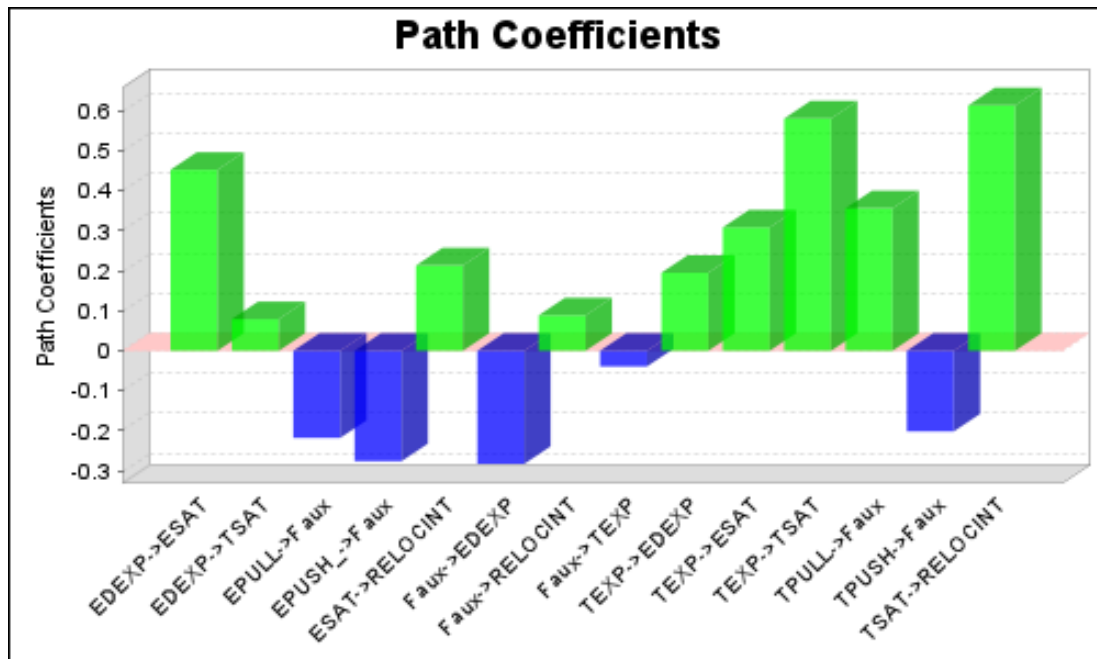
Our study found (Pic. 3 shows) that there are significant differences between education tourism/academic migration and faux-academic mobility. The path coefficients show that the main factors affecting faux-educational tourism are the tourism pull factors, not education related factors (the p-value for this relationship is <0.05).

In the Faux-academic mobility model, pull tourism related factors are significantly related to student visa abuse ($p=0.040$), and such mobility is negatively correlated with education ($p=0.001$), and both push and pull educational factors negatively affect it, meaning that visa abuse is less likely when

the host has stronger educational attractiveness.

We also find that there is a positive relationship between educational visa abuse (Faux) and relocation intent among faux-students (Table 2), but this relationship is seen only indirectly, however there is a direct and strong relationship between tourism satisfaction and relocation intent.

3. A Faux has a negative relationship with educational experience, indicating that such visitors do not engage deeply in educational activities.



Picture 3: Summary of Path Coefficients for Faux-Academic Mobility

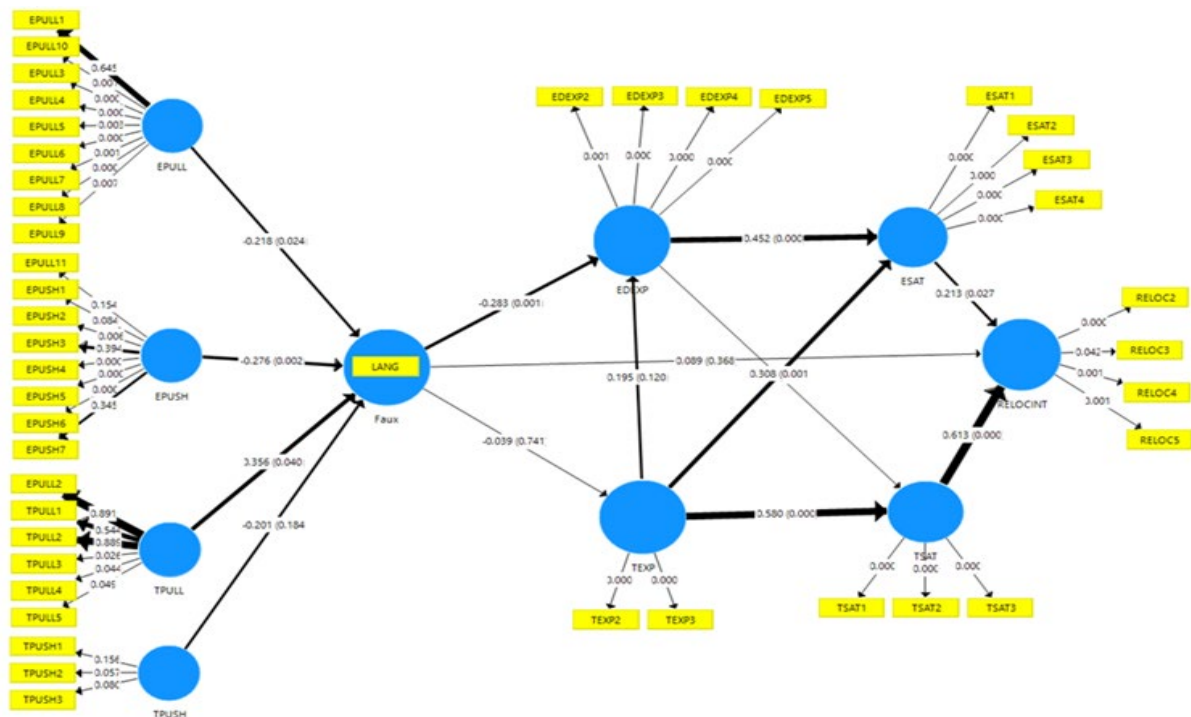
Table 1: Path Coefficients for Faux-Academic Mobility

	Original Sample	t-Statistics	P Values
EDEXP -> ESAT	0.452	5.145	0.000*
TEXP -> TSAT	0.580	7.187	0.000*
TSAT -> RELOCINT	0.613	7.275	0.000*
Faux -> EDEXP	-0.283	3.341	0.001*
TEXP -> ESAT	0.308	3.250	0.001*
EPUSH -> Faux	-0.276	3.181	0.002*
EPULL -> Faux	-0.218	2.267	0.024*
ESAT -> RELOCINT	0.213	2.214	0.027*
TPULL -> Faux	0.356	2.055	0.040*

A negative coefficient shows that Faux-academic migration does not have a significant impact on relocation intent ($p=0.368$), but indirectly (Table 2) there is a relationship between Faux and relocation intent. Figure 5 shows the bootstrapped path model.

Table 2: Indirect Effects for The Model

	Original Sample	T Statistics	P Values
TPULL -> Faux -> EDEXP -> ESAT	-0.045	1.722	0.086
Faux -> EDEXP -> ESAT -> RELOCINT	-0.027	1.769	0.078
EPUSH -> Faux -> EDEXP -> ESAT	0.035	1.883	0.060
TPULL -> Faux -> EDEXP	-0.101	1.963	0.050
EDEXP -> ESAT -> RELOCINT	0.096	2.065	0.039
EPUSH -> Faux -> EDEXP	0.078	2.286	0.023
Faux -> EDEXP -> ESAT	-0.128	2.471	0.014
TEXP -> TSAT -> RELOCINT	0.355	4.796	0.000



Picture 4: Results for Faux-Cademic Mobility

Discussion and Conclusions

Faux-academic migrants generally avoid educational institutions. They are attracted by tourist pull factors. Identified relationships indicate a lack of educational motivation. As such visitors do not intend to relocate, they do not present any migration hazard.

Testing indicates that fake students enroll in non-degree programs, spend less on necessities, and are geographically remote, while real students are usually nearby. A Faux student sees the host location as an attractive place to live, the host institution as not prestigious, and there is little rivalry among peers. The variables that determined the likelihood of visa abuse under the guise of education were friends' influence, popularity of the tourist destination, plans for local employment, cheap transportation to the host area, low cost of living, and geographical location.

Our study connects with the literature on educational tourism and partly supports the tourism-

first/education-first paradigm (Ritchie & Priddle, 2000; Ritchie, 2003), however it contradicts Altbach (1998), Lam (2011), and Cao et al. (2017) in the part that the expectations of higher pull factors were not met.

Our study makes the following contributions:

1. Our research presents evidence showcasing the disparities, in proficiency between educational tourists and academic migrants.

2. We have identified a number of variables that play a role in distinguishing between mobility and faux-academic mobility. These include factors such as proximity to the destination lower expenditure, perception of the host location as a place to live and limited competition from students.

3. By conducting regression analysis we have successfully determined the factors that influence both educational tourism and academic migration.

4. Similarly our analysis using regression reveals the factors that impact individual's inclination towards faux-academic engagements.

These findings offer insights, for institutions and policymakers seeking to comprehend the aspects that attract international students.

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A STUDY ON THE RELATIONSHIP BETWEEN THE FAMILY REARING PATTERNS AND SELF-EFFICACY AMONG STUDENTS AT HUNAN INTERNATIONAL ECONOMICS UNIVERSITY, CHINA

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Abstract: This study aimed to analyze whether there were significant differences in the family rearing patterns and self-efficacy of college students with different background variables by investigating the current state of the family rearing patterns and self-efficacy among college students, and exploring the relationship between family rearing patterns and students' self-efficacy. This study used a questionnaire survey method, using students from the School of Humanities and Arts of Hunan International Economics University as the parent group, and 380 students were randomly sampled as research subjects for this study. Ultimately, 354 valid questionnaires were collected and sorted out, with an efficiency rate of 93.2%.

The research tools used in this study were the family rearing patterns Scale prepared by Gong (2005) and the Self-Efficacy Scale designed by Wang, Hu, and Liu (2001). Research results showed that family rearing patterns of college students were significantly correlated with their self-efficacy; family rearing patterns had a significant predictive effect on self-efficacy; college students of different genders and parents with the highest level of education had significant differences in their the family rearing patterns; and college students of different genders and grades with the highest level of education had significant differences in their self-efficacy.

Keywords: High School Students, The Family Rearing Patterns, Self-Efficacy

Introduction

Research Background

Along with the development of economic standards, citizens' quality continued to improve, family education was also receiving more attention from a broader range of groups. Parents would actively learn more scientific and positive family rearing patterns. Of course, due to individual differences and the influence of the regional cultural atmosphere, different families would show different family rearing patterns, and there would also be upbringing problems, such as excessive doting, too much emphasis on academic performance, or lack of educational resources, etc. (Miao,

2020). Parental education methods were essential to the healthy growth of young children. Parents' words, actions, and education methods determine the quality of family education, which is related to young children's mental health and overall development (Wang & Fu, 2020).

Some studies have shown that some college students have low self-efficacy, lack self-confidence, and are prone to self-doubt and interference from the outside world (Ou, 2022). This study argued that to help college students improve their self-efficacy, we need to start with the influencing factors of self-efficacy. Therefore, from the perspective of family rearing patterns, this study explores whether different types of family rearing patterns can cause different effects on students' self-efficacy. On the one hand, empirical research provided a theoretical basis for parents to choose the correct way of the family rearing patterns, and quality talents provide scientific support.

Research Problems

- (1) What were the current of college students' the family rearing pattern?
- (2) What was the current of college students' self-efficacy?
- (3) What were the differences in family rearing patterns for students with different background variables (gender, registered permanent residence, grade, and the highest level of parental education)?
- (4) What were the differences in students' self-efficacy with different background variables (gender, registered permanent residence, grade, and the highest level of parental education)?
- (5) What was the relationship between college students' family rearing patterns and self-efficacy?
- (6) How did college students' family rearing patterns affect self-efficacy?

Objective of the Study

- (1) To investigate and understand the current the family rearing patterns for college students.
- (2) To investigate and understand the current state of college students' self-efficacy.
- (3) Through a survey of current college students' family rearing patterns, to analyze the differences in family rearing patterns of college students with different background variables (gender, registered permanent residence, grade, and the highest level of parental education).
- (4) Through a survey of current college students' self-efficacy, to analyze the differences in self-efficacy of college students with different background variables (gender, registered permanent residence, grade, and the highest level of parental education).
- (5) To analyze the relationship between college students' family rearing patterns and self-efficacy.
- (6) To analyze the effect of college students the family rearing patterns on self-efficacy.

Scope of the Study

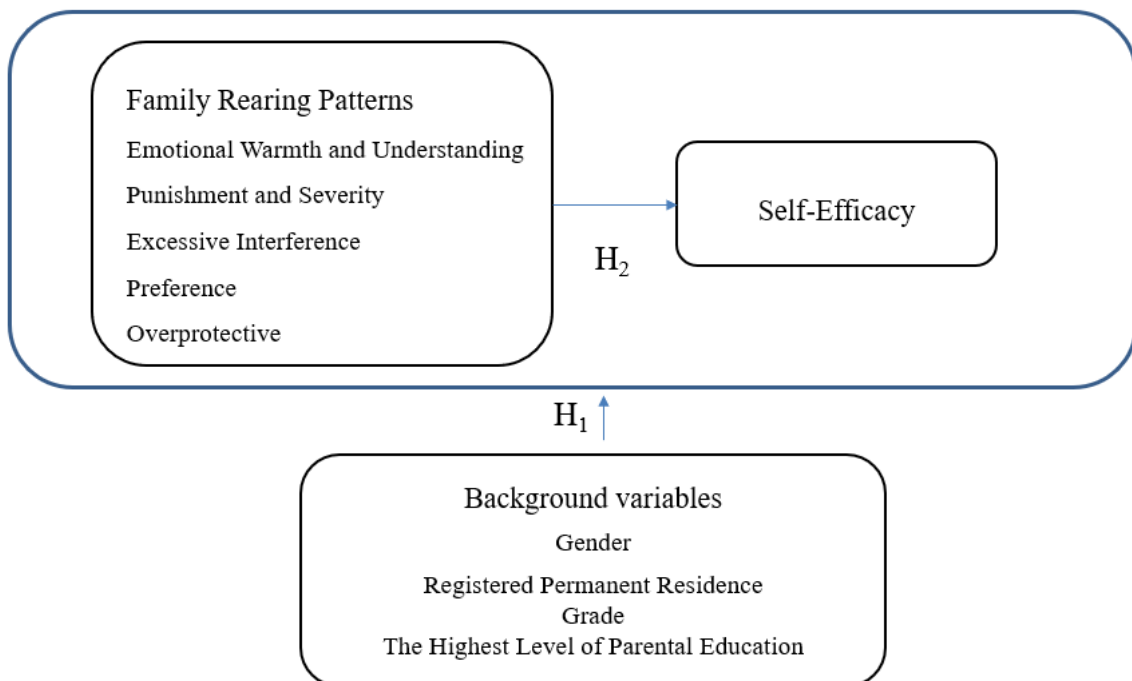
In this study, 380 students from the School of Humanities and Arts of Hunan International Economics University were randomly sampled as research subjects for this study. The Hunan

International Economics University is located in Changsha City, Hunan Province. It was a private general undergraduate college established with the approval of the Ministry of Education. The former name of the college was the Shaonan College of Arts and Sciences, founded in 1997 and changed its name to the Hunan International Economics University in 1998. More than 5400 students in the College of Humanities and Arts of Hunan International Economics University are the parent group. According to the research of Krejcie & Morgan (1970), when the total number is 5000, 380 are more reasonable. A total of 380 questionnaires were distributed in this study, and 354 valid sample data were collected, with an efficiency rate of 93.2%.

Research Significance

The research checked the relevant literature and found not much research on family rearing patterns for college students. Among them, there was even less research on the relationship between family rearing patterns and self-efficacy among college students. The research results obtained through empirical measurement can provide theoretical basis and data support for the same type of scholars' research and enrich the existing related theoretical system. This study investigated the current of family education methods and self-efficacy of students and the relationship between the two. Through a summary analysis of the obtained data, existing problems were discovered, the reasons for this situation were thoroughly discussed, and targeted suggestions were put forward to help students improve their level of self-efficacy through proper family rearing patterns.

Theoretical Framework



IV: The family rearing patterns were an independent variable, including five dimensions: emotional warmth and understanding, punishment and severity, excessive interference, preference,

overprotection. The family rearing patterns scale compiled by Gong (2005) was adopted.

DV: Self-efficacy was a dependent variable and a single-dimension variable. The self-efficacy scale compiled by Wang et al. (2001) was used.

Hypotheses

H1: There was a significant difference in family rearing patterns and self-efficacy among college students with different background variables.

H1.1: There were significant differences in the family rearing patterns among college students with different background variables.

H1.1-1: There were significant differences in the family rearing patterns for college students of different genders.

H1.1-2: There were significant differences in the family rearing patterns for college students in different registered permanent residence.

H1.1-3: There were significant differences in the family rearing patterns for college students in different grades.

H1.1-4: There were significant differences in the family rearing patterns for college students of different parents with the highest level of education.

H1.2: There was a significant difference in college students' self-efficacy with different background variables.

H1.2-1: There were significant differences in self-efficacy among college students of different genders.

H1.2-2: There was a significant difference in self-efficacy among college students in different registered permanent residences.

H1.2-3: There were significant differences in self-efficacy among college students in different grades.

H1.2-4: There was a significant difference in self-efficacy among college students with the highest level of education from different parents.

H2: The way college students were raised at home has a regressive effect on their self-efficacy.

H2.1: There was a significant correlation between college students' family rearing patterns and self-efficacy.

H2.2: The college students were raised at home has a significant predictive effect on self-efficacy.

Literatures Review

Foreign scholars Mohammadi & Kavosi et al. (2018) believed that individuals could form a correct and complete sense of self after adulthood, so they can quickly adapt to social life and stress.

This was inseparable from the positive effects of an individual's native family and childhood. This was also mentioned in a study by Mohammadi & Kavosi et al. In adulthood, individuals who were more favorable in terms of behavior and self-awareness and had a higher level of self-efficacy tended to have a better childhood and a more harmonious relationship with their parents; in contrast, in adulthood, individuals with negative attitudes and behaviors often do not establish healthy parent-child relationships during childhood, and the family rearing patterns determines Whether the parent-child relationship was healthy or not.

It can be seen from this that in student growth, family rearing patterns play a vital role. What kind of family rearing patterns parents choose, how to handle incidents, attitude towards affairs, and interest in learning all directly or indirectly impact students. At the same time, parents' attention to children affects young children's self-efficacy. Parents pay enough attention to young children, young children feel support and recognition from parents, and gradually improve their self-efficacy; If parents often snub young children, young children's needs were not responded to, question their abilities, gradually refuse to accept tasks and self-efficacy decreases (Lee & Tsai, 2020).

A study by Huang (2020) found that students' self-efficacy and emotional warmth factors and rejection factors in home teaching methods had significant predictive effects on self-efficacy. Among them, emotional warmth had a positive predictive effect on self-efficacy, and rejection had a negative predictive effect on self-efficacy. Research by Shen (2020) pointed out that emotional warmth allows children to experience more care, trust, understanding, and encouragement so that children experience fewer feelings of frustration and thus gain a higher self-efficacy. At the same time, the Li (2020) showed that the warmth dimension in the family rearing patterns was significantly correlated with self-efficacy. It as a positive predictive effect on students' self-efficacy.

In summary, a direct or indirect correlation existed between how students were raised at home and their self-efficacy. Therefore, this study conducted an empirical study on the relationship between family education methods and self-efficacy of students in the School of Humanities and Arts of Hunan International Economics University. Through a questionnaire survey method, the actual relationship between the two was discussed, so as to enrich the research results of students' the family rearing patterns and self-efficacy. It also provided data support and theoretical basis for the same type of research to help students improve their level of self-efficacy and comprehensive and healthy development.

Research Methodology

This study used the family rearing patterns Scale compiled by Gong (2005). The scale was compiled and revised based on the background of Chinese culture. It was also the result of the Ministry of Education's 2005 "Tenth Five-Year Plan" research results. The scale divided the family rearing

patterns into five dimensions: emotional warmth and understanding, punishment and severity, excessive interference, preference, and overprotection. There were 16 topics in total, using a 5-point scoring method.

This study used a self-efficacy scale revised by Wang et al. (2001). The questionnaire has a total of 8 questions. The scale used a 5-point scoring method.

Use descriptive statistics to analyze the mean value of each variable to understand the basic situation of the sample data. An independent sample t was used to test whether there were significant differences in the family rearing patterns and self-efficacy of students under variables of different genders and domicile locations. Using one-way variance, the research analyzed whether there were significant differences in family rearing patterns and self-efficacy among college students in different grades and background variables of the highest level of parental educations. Using Pearson to analyze the relationship between the overall self-efficacy of college students and the various dimensions and overall, the family rearing patterns and dimensions, the study understood whether there was a significant correlation between the two, and prepared for further exploration of their influence. The purpose of regression analysis discovered the influence between dependent variables and independent variables, analyzed the predictive power of college students' the family rearing patterns on self-efficacy, and analyze the predictive power of college students' family rearing patterns on self-efficacy in various dimensions.

Findings and Conclusions

A total of 380 questionnaires were distributed in this study, and 354 valid sample data were collected, with an efficiency rate of 93.2%. Of the 354 valid samples, 4 background variables including gender, registered permanent residence, grade, and parents' highest level of education were examined.

Table 1: Demographic Background Statistics Table (N=354)

Background Variables	Grouping	Frequency	Percentage (%)
Gender	Male (1)	74	20.9
	Female (2)	280	79.1
Registered Permanent Residence	Town (1)	141	39.8
	Rural (2)	213	60.2
Grade	Freshman (1)	177	50.0
	Sophomore (2)	81	22.9
	Junior (3)	96	27.1
The Parent's Highest Level of Education	Elementary School and below (1)	36	10.2
	Middle School (2)	151	42.7
	High School (3)	94	26.6
	College and above (4)	73	20.6

College students' family rearing patterns were generally in the upper middle level. In summary,

in the process of growing up, college students currently feel emotional warmth and understanding, harshness of punishment, and excessive interference at a moderate level, while they feel a moderate level of preference and excessive protection. The overall mean of self-efficacy of college students was above average.

Table 2: Analysis of the Current of College Students' Family Rearing Patterns and Self-Efficacy (N=354)

Dimensions	Min	Max	M	SD
Emotional Warmth and Understanding	1.00	5.00	3.69	.86
Punishment and Severity	1.00	5.00	3.87	.88
Excessive Interference	1.00	5.00	3.60	.93
Preference	1.00	5.00	3.01	.96
Overprotection	1.00	5.00	3.02	.99
The Family Rearing Patterns	1.00	5.00	3.41	.69
Self-Efficacy	1.00	5.00	3.52	.76

Overall, there was a significant gender difference in college students in family rearing. Among them, males score relatively higher than females. It can be seen that there were differences in the way parents raise their children. Parents gave males more time and energy and a variety of different types of family rearing methods in the process of raising children. And there were significant differences in self-efficacy among college students in terms of gender, with males scoring relatively higher than females. The level of self-efficacy of males was higher than that of females.

Table 3: Analysis of the Current of College Students' Family Rearing Patterns and Self-Efficacy (N=354)

Dimensions	Male (N=74)		Female (N=280)		T	Sig
	M	SD	M	SD		
Emotional Warmth and Understanding	3.83	0.85	3.66	0.86	1.550	.124
Punishment and Severity	3.85	0.92	3.87	0.87	-0.235	.814
Excessive Interference	3.66	0.85	3.59	0.95	0.572	.568
Preference	3.35	0.96	2.92	0.94	3.469	.001
Overprotection	3.50	0.98	2.89	0.96	4.827	.000
The Family Rearing Patterns	3.62	0.73	3.36	0.67	2.935	.004
Self-Efficacy	3.74	0.80	3.46	0.73	2.890	.004

Overall, there was no significant difference in the way college students feel about family rearing in terms of the location of their registered permanent residence. There was not much difference in the way students from rural or urban areas feel about the family rearing patterns. And there was no significant difference in self-efficacy of college students in terms of registered permanent residence.

Table 4: Comparison of T-Test Differences with the Registered Permanent Residence (N=354)

Dimensions	Rural (N=213)		Town (N=141)		T	Sig
	M	SD	M	SD		
Emotional Warmth and Understanding	3.69	0.83	3.70	0.91	-.094	.925
Punishment and Severity	3.90	0.85	3.823	0.92	.793	.428
Excessive Interference	3.62	0.91	3.58	0.97	.464	.643
Preference	3.00	0.98	3.03	0.92	-.346	.730
Overprotection	3.13	1.02	2.85	0.93	2.618	.009
The Family Rearing Patterns	3.44	0.69	3.37	0.68	.858	.391
Self-Efficacy	3.55	0.73	3.47	0.79	.947	.344.

Overall, there was no significant difference in family rearing in terms of grade, that was, there was no difference in the type of family parenting given by parents to students in different grades. There were significant differences in self-efficacy among college students in terms of grades. The results showed that freshman and sophomore students scored relatively higher than junior students.

Table 5: Comparison of ANOVA Differences with Grade (N=354)

Dimensions	① Freshman (N=177)		② Sophomore (N=81)		③ Junior (N=96)		F	P	LSD
	M	SD	M	SD	M	SD			
Emotional Warmth and Understanding	3.69	0.87	3.78	0.94	3.62	0.77	.726	.485	
Punishment and Severity	3.87	0.88	3.82	0.95	3.91	0.82	.214	.807	
Excessive Interference	3.51	0.97	3.57	0.94	3.81	0.82	3.297	.038	③>①
Preference	2.99	0.97	3.10	1.01	2.98	0.89	.451	.637	
Overprotection	2.99	0.85	3.31	1.03	2.82	0.98	5.696	.004	③>①②
The Family Rearing Patterns	3.38	0.69	3.49	0.78	3.40	0.59	.691	.502	
Self-Efficacy	3.54	0.78	3.67	0.72	3.33	0.71	4.614	.011	①②>③

The self-efficacy was significantly positively correlated with the dimension of emotional warmth and understanding, the dimension of punishment, severity, the dimension of excessive interference, the dimension of preference, and the dimension of excessive protection; the self-efficacy was significantly positively correlated with the overall the family rearing patterns of teachers.

Table 6: Correlation Matrix of Family Rearing Patterns and Self-Efficacy (N=354)

	1	2	3	4	5	6	7
1. Emotional Warmth and Understanding	—						
2. Punishment and Severity	.645**	—					
3. Excessive Interference	.559**	.643**	—				
4. Preference	.519**	.472**	.477**	—			
5. Overprotection	.279**	.185**	.074**	.505**	—		
6. Family Rearing Patterns	.787**	.768**	.725**	.840**	.575**	—	
7. Self-Efficacy	.666**	.448**	.398**	.468**	.389**	.632**	—

*P<0.05, **P<0.01, ***P<0.001

Conclusions

(1) The family rearing patterns for college students were generally in the upper middle level. In the process of growing up, students felt emotional warmth and understanding, harshness of punishment, and excessive interference at a moderate level, and felt a moderate level of preference and overprotection.

(2) College students' self-efficacy was generally above average.

(3) The results of this study showed that there were significant differences in the family rearing patterns for college students of different genders and with the highest level of education. The specific difference results are compared to females only, males feel that their parents give them more preference and overprotective family rearing patterns in the process of growing up; their parents had the highest level of education at college or above, and students can feel that their parents give them emotional warmth and understanding, punishment, severity, excessive interference, preference, etc.

(4) The results of this study showed that there were significant differences in self-efficacy of college students of different genders, grades, and parents with the highest level of education. The specific difference results were the males had a relatively higher level of self-efficacy than females; freshman and sophomore students had a relatively higher level of self-efficacy than junior students; their parents had the highest level of education in college and above, and students' self-efficacy levels were relatively higher than those of their parents who had the highest level of education in elementary school and below, middle school, and high school.

(5) The results of this study showed that the overall self-efficacy of college students was significantly positively correlated with overall family rearing patterns and all dimensions. Among them, the overall self-efficacy was relatively correlated with emotional warmth and understanding of the family rearing patterns.

(6) The results of this study showed that family rearing patterns had a significant predictive effect on the self-efficacy of college students. Among them, the emotional warmth and understanding family rearing patterns dimension has the strongest predictive power on the self-efficacy of college students, followed by the dimension of overprotective family rearing patterns.

Recommendations

Starting from family environmental factors. College students should pay more attention to students in our daily lives, encourage students at the right time as much as possible, and abandon the educational methods where parents scold their children (Li, 2018). The students should be given a certain amount of space to play freely, and when students achieve achievements, give sincere blessings; and when students fall into difficulties and setbacks, they should promptly apply help within their capabilities to set scientific goals for students, so that students can experience the joy of success, and

give them a good self-efficacy.

Starting from school factors. Schools can actively carry out practical teaching to help students obtain successful experiences in practice as much as possible, reduce feelings of low self-esteem, improve overall quality, cultivate a sense of social responsibility, accelerate the socialization process of college students, raise their affirmation of their abilities and confidence in their future lives, and help enhance their self-efficacy. College students also need to pay attention to setting examples. Role models should be close to students. The closer they were to students, then they had achieved success due to their own efforts, so students can also experience success by imitating role models, thus enhancing their self-efficacy.

Start from individual student factors. The main tasks of college students at the university level include completing their studies, accurate self-positioning, and clarifying the direction of employment, etc., all of which were inseparable from a sufficiently clear and clear self-understanding. A clear self-knowledge and accurate environmental assessment were an expression of a high level of self-efficacy. In the process of completing the main tasks of the university, college students continuously form a complete system of perception and evaluation of things. The skills of this system can also help college students enhance their self-esteem and self-confidence, thus forming an objective self-perception, and being able to continuously correct their self-understanding according to the requirements of the external environment.

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虚拟仿真在服装款式设计课程教学中的创新与实践

INNOVATION AND PRACTICE OF VIRTUAL SIMULATION IN THE TEACHING OF FASHION STYLE DESIGN COURSE

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摘要: 随着科技的不断发展, 虚拟仿真技术在教育领域得到了广泛应用。本文以《服装款式设计》课程为背景, 通过对虚拟仿真技术的引入和应用, 探讨了教学方法的创新与实践。本文首先分析了传统教学方法的不足之处, 然后介绍了虚拟仿真技术在服装款式设计教学中的应用, 包括虚拟创意设计、虚拟制版、虚拟试衣、和虚拟秀场预期效果展示等。接着本文详细阐述了虚拟仿真+《服装款式设计》课程的教学方法创新和实践, 包括课堂教学、实践训练和评估评价等方面。最后, 通过对教学实践的调查和分析, 本文对虚拟仿真+《服装款式设计》课程的教学效果进行评估, 并提出了进一步完善和发展的建。

关键词: 虚拟仿真, 服装款式设计课程, 教学方法创新, 实践研究。

Abstract: With the continuous development of technology, virtual simulation technology has been widely applied in the field of education. This article focuses on the course "Fashion Style Design" and explores the innovation and practice of teaching methods through the introduction and application of virtual simulation technology. The article first analyzes the shortcomings of traditional teaching methods and then introduces the application of virtual simulation technology in clothing style design teaching. This includes virtual creative design, virtual plate making, virtual fitting, and virtual runway expected effect display. Next, the article elaborates on the innovation and practice of teaching methods for the virtual simulation + "Fashion Style Design" course. This includes classroom teaching, practical training, and evaluation. Finally, through investigation and analysis of teaching practice, this article evaluates the teaching effectiveness of the virtual simulation + "Fashion Style Design" course and

proposes suggestions for further improvement and development.

Keywords: Virtual Simulation, Clothing Style Design Course, Innovative Teaching Methods, Practical Research

引言

虚拟仿真技术在教育领域的应用正日益受到关注和重视。特别是在服装款式设计课程教学中，虚拟仿真技术为学生提供了一个创新的学习环境和实践平台。通过虚拟仿真技术，学生可以在虚拟现实的环境中进行服装款式设计的实践操作和审美创作，提高他们的设计能力和创新意识。

近年来，虚拟仿真技术在教育领域得到了广泛应用。它通过模拟真实的环境和场景，使学生更直观看到预期设计效果，对不满意部分可以及时调整创意，直到调整到自己满意为止，这种便捷高效牵引式、沉浸式的学习体验，会大大激发学生对学习积极性。《服装款式设计》课程作为一门实践性较强的专业课程，对学生的创新能力和实践能力要求较高。本文以《服装款式设计》课程为背景，通过对虚拟仿真技术的引入和应用，探讨了教学方法的创新与实践。

服装款式设计是服装设计专业中的重要课程之一，它培养学生的创造力、审美能力和实践技能。随着科技的不断发展，虚拟仿真技术在教育领域中的应用也越来越受到关注。虚拟仿真技术为服装款式设计课程的教学提供了全新的可能性，通过虚拟环境中的实践操作，学生可以更加直观地理解和掌握设计过程，提高设计效率和产品质量。因此，探索并创新《服装款式设计》课程的教学方法是当下教育改革的重要课题之一。

本文旨在探讨虚拟仿真在服装款式设计课程教学中的创新与实践。首先，介绍虚拟仿真技术的基本概念和应用特点。然后，探讨虚拟仿真在服装款式设计课程中的应用方式和教学效果。最后，总结虚拟仿真在服装款式设计课程教学中的创新与实践所带来的益处和挑战，并提出相关建议。

通过本文的研究，我们希望能够为教育者和教学实践者提供有关虚拟仿真在服装款式设计课程教学中的创新与实践的参考和借鉴，进一步推动虚拟仿真技术在教育领域的应用和发展。

研究目的

本研究的目的是探讨虚拟仿真在服装款式设计课程教学中的创新与实践。具体而言，研究旨在：

- 研究虚拟仿真技术在服装款式设计课程中的应用方式。通过分析和比较不同的虚拟仿真工具和软件，了解其在服装款式设计教学中的具体应用场景和方法，探讨如何将虚拟仿真技

术有机地融入到课程中，提高学生的实践能力和创新能力。

- 探究虚拟仿真在服装款式设计课程中的教学效果。通过实证研究和案例分析，评估虚拟仿真技术在服装款式设计教学中的实际效果和影响。通过对学生的学习成果、学习动机和学习体验的评估，判断虚拟仿真在提升学生学习兴趣和学习效果方面的优势。

- 分析虚拟仿真在服装款式设计课程教学中的创新与实践带来的益处和挑战。通过对教师和学生的访谈和调研，了解虚拟仿真技术在教学实践中的具体应用情况，分析其在提升学生创新能力、拓展教学资源、促进学生合作与交流等方面的优势和潜在挑战。

- 提出虚拟仿真在服装款式设计课程教学中的创新与实践的建议和策略。基于研究结果和分析，针对虚拟仿真在教学实践中的问题和挑战，提出相应的解决方案和教学策略，为教育者和教学实践者提供参考和指导，推动虚拟仿真技术在服装款式设计课程教学中的应用与发展。

文献综述

虚拟仿真技术在服装设计教学中的应用

目前，一些学者对虚拟仿真技术在服装设计教学中的应用进行了研究。刘蕾（2019）在《教育教学论坛》期刊中探讨了虚拟仿真技术在服装设计教学中的应用（张明，2020），并强调了其对学生创新思维和设计能力的促进作用。张明（2020）在《中国高等教育研究》期刊中研究了虚拟仿真技术在服装款式设计教学中的应用（中华人民共和国教育部，2019），并提出了相应的教学方法和策略。这些研究为我们深入探讨虚拟仿真技术在《服装款式设计》课程中的应用提供了有益的启示。

同时，教育部发布了《关于一流本科课程建设的实施意见》（2019）（Harvard, 2013），提出了一流本科课程建设的要求和指导，为我们推动《服装款式设计》课程的教学改革提供了政策支持。此外，国内外的一些教育机构和大学也在推动教育改革中采用新的教学模式和技术。例如，哈佛大学推出的SPOC（Small Private Online Course）项目（Harvard X Set To Launch Second SPOC）利用互联网和虚拟平台为学生提供个性化和灵活的学习体验以及基于慕课、专属在线课程（SPOC）或其他在线课程（熊育婷，2021），运用适当的数字化教学工具，结合本校实际对校内课程进行改造，安排20%-50%的教学时间实施学生线上自主学习，与线下面授有机结合开展翻转课堂、混合式教学，打造在线课程与本校课堂教学相融合的混合式“金课”（王树梅，2021；Li，2020）。

在“互联网+教育”的基础上，通过混合式教与学，高效地获取知识，提升能力。因此，以赋能为导向，通过一流课程混合式教学“金课”为载体，打造新的教学模式势在必行（王珠珠，2018）。

新服装建设和赋能教育需求

Li (2020)从新服装建设和赋能教育需求的背景入手, 深入分析大学服装课程改革面临的新形势, 提出大学服装专业课程改革的新要求和新思路, 重点从重构教学内容、改革教学方法和强化支撑条件 3 个方面探讨大学服装专业课程改革的趋势和方法 (关凤丹, 2023)。

还有学者针对传统课堂教学的“一言堂”问题和服装专业教学模式的特殊性, 分析课程教学特点, 提出基于“赋能教育”的混合教学模式设计方法。该教学模式以信息化教学工具为依托, 在线上学习和线下翻转过程中实现学生自学能力的引导, 并通过教学反馈提升教师授课能力 (王曙燕, 2020)。

老师面对“教什么?”、“怎么教?”、“谁来教?”; 学生应该“学什么?”、“怎么学?”、“向谁学?” 这些问题需要教育工作者在不断的实践过程中逐步探索、总结。石云 (2022), 王馨雨 (2021) 和李思仪 (2021), 基于实验教学目标 and 内容的分层设计的基础上研发了开放的服装设计在线实验平台。

陆俞志 (2023) 开发了虚拟仿真实验的网络教学平台, 结合当前国内服装虚拟仿真实验教学的研究和实践情况, 构建了服装虚拟仿真实验教学体系, 对实验教学目标和内容进行了分层设计, 让普通学生学得更扎实、好的学生走得更远。研发了开放的服装虚拟仿真在线实验平台, 使得实验教学能够随时随地开展, 不受时空限制。通过实践, 学生参与实验的主动性增强, 服装设计的设计与应用能力得到了有效训练和提高, 促进了实验资源的积累和共享。

而论文分析服装设计课程混合式教学实践, 它提出基于 MOOC+SPOC 的混合式教学思路, 探讨混合式教学目标与思路、混合式教学辅助平台的选择、线上线下教学环节设计、教学效果评估与总结等方面, 说明教学效果, 总结存在的问题并提出建议 (王瑞芸, 2022; 王巧, 2023)。在国内外, 服装设计与教学一直是备受关注的热门话题之一。具体而言, 在以下方面存在较大差异:

- 课程设置和教学内容: 国外大多数服装院校注重理论知识与实践技能的平衡, 同时强调创新设计。而国内大多数服装院校则更注重实践能力的培养, 忽略理论知识的系统、深入学习。
- 师资力量: 国外服装院校拥有较高水平的教学力量, 大多数教师都拥有博士学位及以上。而国内则存在多数教师未获得博士学位、教学经验欠缺等问题。
- 教学方式和手段: 国外教学普遍注重实践技能的培养, 以学生自主学习和团队合作为主要手段; 而国内则主要以教师授课和学生单独练习为主。

总的来说, 国外服装设计与教学在课程设置、教学内容、师资力量、教学方式等方面较为完善, 注重理论与实践的融合, 关注学生创新能力的培养; 而国内服装设计与教学则需要

更进一步的大力改革，加强师资队伍建设和完善课程设置、拓宽教学手段，以便培养更多有创新精神的人才。

传统的《服装款式设计》课程教学方法主要以理论讲述和实践操作为主。然而，如果学生想看到自己到设计效果，则只能将创意设计制作成真实产品才能看见预期设计效果。由于课程的特殊性，学生在实际操作中可能会面临一些困难和挑战。例如，学生需要根据设计要求绘制款式图，但是在绘制过程中可能存在绘画技巧不熟练、图纸比例不准确等问题。此外，学生需要对创意设计稿进行手工制版，缝制试衣和模特展示等，但是传统的实践操作往往受到时间和空间的限制，无法满足学生的需求，另外还有不可逆性及不可及时调整修改创意设计，如果采用虚拟仿真技术则可以及时调整创意，一直到学生满意为止。

服装款式设计课程的特点

服装款式设计课程针对课程特点：理解难，动手难；学生特点：服装设计基础薄弱，生源差异大，自主学习能力缺乏等问题；教学要求：新型服装背景下，突出学生能力与价值的塑造。利用智能信息化手段从多个维度重构课程教学体系，教学内容体现前沿性与时代性，强调广度和深度，适当科学“增负”。培养学生的创新设计思维、科学思维和解决复杂工程问题的能力，灵活的把思政案例、科学前沿、学科竞赛、企业面试等多个元素融合在教学过程中，在已有慕课资源基础上，重点建设经典例题讲解慕课、题库、湘绣实验平台、服装数字虚拟平台等信息化资源。采用线上线下混合式教学模式，通过自建，收集和共建的丰富线上资源补充教学，从而促使学生提高自主学习能力；多个高阶元素的有机植入增强学生的专业认同感和学习积极性；并逐步在教学各个环节中推进层次化教学来填补学生的生源差异；科学的过程考核达成了教学闭环的持续改进。最终实现赋能教育与混合式教育的有机融合促使教学质量与教学效果的提高。

虚拟仿真技术在《服装款式设计》课程中的应用

虚拟仿真技术在《服装款式设计》课程中的应用不仅可以提高学生的学习体验，还可以帮助他们更好地理解和掌握相关知识和技能。以下将详细介绍虚拟仿真技术虚拟试衣和虚拟秀场方面的应用。

首先，虚拟试衣是虚拟仿真技术在《服装款式设计》课程中的重要应用之一。传统的试衣过程需要实际的服装样品和人体模特，耗时且成本较高。而虚拟试衣技术可以在虚拟环境中进行试衣操作，学生可以通过调整款式和尺寸，实时观察服装的效果。他们可以尝试不同款式的搭配，比较不同尺寸的效果，从而提前发现和解决潜在的设计问题。虚拟试衣技术还可以模拟不同材质和质感的服装效果，帮助学生更好地理解面料的特性和应用。通过虚拟试衣，学生可以快速调整设计方案，提高设计效率。

其次，虚拟制版是虚拟仿真技术在《服装款式设计》课程中的另一个重要应用。在传统的制版过程中，学生需要掌握精确的比例和制版技巧，才能完成准确的设计图纸。而虚拟制版技术可以提供一个虚拟画板，学生可以在上面进行绘图操作。虚拟画板可以自动调整比例，使学生的设计图纸更加准确。同时可将虚拟绘制好到版片在虚拟排版系统进行排版，可以精准对面料对耗材做出精准对预算，虚拟制版技术方便存档，保存和分享学生的设计作品，方便学生之间的交流和展示。通过虚拟制版学生可以更加自由地表达自己的创意和想法，提高设计的创新性和个性化。

此外，虚拟模特是虚拟仿真技术在《服装款式设计》课程中的另一个重要应用。传统的模特秀场展示需要实际的人体模特和服装样品，限制了学生的创作和展示。而虚拟模特技术可以在虚拟环境中展示虚拟制作后对成品，可以及时看到预期设计效果。学生可以将设计好的服装样品与虚拟模特进行搭配展示，观察服装在不同身材和动作下的效果。虚拟模特技术还可以模拟不同场景和灯光效果，帮助学生更好地理解服装在实际环境中的表现。通过虚拟模特，学生可以更加直观地感受到服装的时尚感和质感，提高设计的整体性和舞台效果。

综上所述，虚拟仿真技术在《服装款式设计》课程中的应用可以提供更加直观、生动的学习体验。通过虚拟试衣、虚拟绘画和虚拟模特等方面的应用，学生可以更好地理解和掌握相关知识和技能，提高设计效率和质量。虚拟仿真技术的应用还可以激发学生对服装设计的兴趣，培养他们的创造力和审美能力。因此，在《服装款式设计》课程的教学改革中，应积极探索和应用虚拟仿真技术，创新教学方法，提升教学质量，

虚拟仿真+《服装款式设计》课程的教学方法创新与实践

虚拟仿真+《服装款式设计》课程的教学方法创新主要包括课堂教学、实践训练和评估评价等方面。在课堂教学中，教师可以利用虚拟仿真技术进行案例分析和设计讲解，激发学生的学习兴趣和创新能力。在实践训练中，学生可以通过虚拟仿真技术进行试衣操作、绘图练习和模特展示，提高实践能力和创新能力。在评估评价中，教师可以通过虚拟仿真技术对学生的设计作品进行评估和评价，为学生提供及时的反馈和指导。

树立具有时代特征的现代教育思想与观念，主动适应服装经济发展需要，遵循高层次技术应用性人才培养成长规律，以优化人才培养目标规格，优化人才知识、能力、素质结构为主线，通过对已有教学成果的集成、整合和深度开发，全面推进服装技术应用性人才培养模式探索、课程体系重组、教学内容精选优化、教学手段方法更新的系统化综合性教学改革。培养具有创新、创业竞争能力，掌握服装高新技术，培养“一精多通，一专多能”的高质量服装专业人才。

在新服装和“互联网+教育”的背景下，针对大学生服装设计基础比较薄弱、自主学习

能力缺乏、生源差异大，教学过程中学生抱怨的“一听就会，一动就废”等问题，本课题的总的研究与改革目标是：坚持“知行合一”设计原则，以课程知识大单元循环为基础，构建了赋能教育与混合式教育深度融合的教学生态圈，设定以下研究与改革目标，如图 1 所示：



图 1：项目研究与改革目标

在课程教学目标设置上，结合课程特点和专业要求，强调以学生为中心的赋能教育。课程目标坚持知识、能力、素质的有机结合，培养学生解决复杂问题的综合能力和超前思维。

在教学内容上，突出主题课程的标准，强调广度和深度，突破习惯性认知模式，培养学生深入分析、大胆质疑、创新的精神和能力。前沿科技内容与案例教学相结合，体现课程的“高度”；将专业拓展内容与小组讨论相结合，体现课程的“广度”；将课程内容的重点难点与探索式教学相结合，体现课程的“深度”；专业面试、学科竞赛与课程资源案例建设相结合，体现了课程的“热度”。

在教学实施中，强调能力目标的培养贯穿于课程教学的全过程，单一的教育模式不能满足课程教学的要求。因此，利用课程平台建立MOOCs等多种课程资源辅助教学，形成“线上”与“线下”相结合的线上教学与传统教学优势相结合的教学方式。简单易懂的基础知识由学生在课前通过观看MOOCO视频自主学习，而抽象难懂的理论则由教师在课堂上进行整理、探索和整合。通过两种教学组织形式的有机结合，引导课程学习由浅入深再到深度学习，实现赋能教育与混合式教育的深度融合。建立一个以“赋权”为导向的教学生态系统。生态圈从“重构教学内容”、“丰富教学资源”、“重构教学环境”、“整合教学方法”、“精准学情分析”五个维度，实现服装款式设计与虚拟仿真的混合改革。教育因素的有机结合形成了教学的闭环，提高了教学效果。

• 重构教学内容：坚持“知行合一”的设计原则，将简单易记的知识内容设置为在线自学内容，并针对课堂教学内容的重点和难点，融入专业知识，如 学科前沿和竞赛。同时，打破思想政治教育与专业教育孤立的“孤岛效应”，将“立德树人”全方位融入数据结构课程

，确保教学难度，重构教学内容。保证教学质量的基础。

- 丰富教学资源：采用“知行合一”的模式建设信息资源。“知”——加深学生对理论知识的掌握，“行”——提高学生的动手能力。知识巩固包括知识点和实例微视频、虚拟运行动画、自练题库；实践能力包括服装设计虚拟仿真集成平台和服装模块库。

- 重构教学环境：从“物理”、“资源”、“交互”三个维度重构教学环境。物理教学空间（智慧课堂）：进行小组讨论和参与式教学活动；资源教学空间（SPOC课程资源）：学生根据自身情况选择性获取学习模块，实现分层教学目标；互动教学空间（学通APP）：开展的教学活动包括通知、讨论、答疑、签到、答题、评选、测试、投票等，互动教学空间线上线下实现课前、课中、课后无缝衔接课堂。

- 融合教学方法：基于超星和CG（Computer Graphics）两大教学平台，融合多种教学法，构建线上线下混合式课堂。其中：理论教学：线上线下混合+BOPPPS教学法；小班讨论：线上线下混合+翻转课堂；课程实验：线上线下混合+翻转课堂+项目驱动PBL。BOPPPS是一种教学设计方法，包含六个教学环节，即导言（Bridge-in）、目标（Outcome）、前测（Pre-test）、参与式学习（Participation）、后测（Post-test）和总结（Summary）。Project-based Learning (PBL) 是指“基于项目的学习”或“基于问题的学习”。

- 精准的学习情况分析：所有学生的学习记录都记录在课程平台上并打分。通过平台采集评估数据，分析学生的学习行为和学习效果，为学习情境诊断和综合评价提供支持。课程教学体系存在正反馈的“教学闭环”，为课程学情分析、预警和督导提供依据。

教学实践的调查和分析

为了评估虚拟仿真技术在《服装款式设计》课程中的教学效果，本文进行了一项调查，并从学生的角度分析了调查结果。调查的参与者是一所大学服装设计专业的学生，他们在教学过程中使用了虚拟仿真技术进行学习和实践。

调查结果显示，学生对虚拟仿真技术在《服装款式设计》课程中的应用表示满意。超过80%的学生认为虚拟仿真技术提供了更加直观和实践的学习体验。他们通过虚拟试衣、虚拟绘画和虚拟模特等功能，可以在虚拟环境中进行实际操作，比较不同设计方案的效果。学生们指出，虚拟仿真技术使他们能够快速、准确地进行设计调整，并能够更好地理解服装款式的特点和表现。

此外，学生还表示，虚拟仿真技术激发了他们的学习兴趣和创新能力。超过90%的学生认为虚拟仿真技术使他们更加主动和积极地参与课堂学习。他们可以通过虚拟绘画进行自由创作，尝试不同的设计风格和表达方式。虚拟仿真技术还提供了互动和合作的机会，学生可以与同学们分享和讨论自己的设计作品，从中获得灵感和反馈。

在教学实践中，虚拟仿真技术还促使学生更加注重实践能力的培养。学生们表示，通过虚拟仿真技术，他们可以实际操作和模拟不同场景，提高自己的设计实践能力。他们可以在虚拟环境中进行试衣和展示操作，观察和评估服装的效果。这种实践性的学习方式使学生更加了解服装的流线和质感，提高设计作品的整体性和舞台效果。

然而，调查中也发现了一些问题和挑战。部分学生认为虚拟仿真技术的操作和学习曲线较陡峭，需要一定的时间和精力去适应和掌握。同时，虚拟仿真技术的设备和软件也需要不断更新和维护，以保证教学的顺利进行。这些问题需要教育机构和教师们的支持和投入，提供必要的培训和设备支持，以促进虚拟仿真技术在教学中的应用。

通过对虚拟仿真+《服装款式设计》课程的教学实践进行调查和分析，本文评估了虚拟仿真技术在教学中的效果。调查结果显示，学生对虚拟仿真技术的应用表示满意，并认为这种教学方法能够提高设计效率和设计质量，激发学习兴趣和创新能力。然而，虚拟仿真技术的应用也面临一些挑战，需要教育机构和教师们的支持和投入。因此，教育机构和教师应积极推动虚拟仿真技术在《服装款式设计》课程中的应用，不断改进教学方法和提升教学质量，以培养更具创造力和实践能力的服装设计专业人才。

发现的问题和挑战

虚拟仿真+《服装款式设计》课程的教学方法创新与实践已经取得了一定的成效，但在进一步完善和发展中仍然存在一些问题和挑战。为了更好地应对这些问题和挑战，以下提出了一些建议。

首先，加强师资队伍建设是实施虚拟仿真技术教学的重要环节。教师在教学中起着关键的指导和引导作用，因此，他们需要具备扎实的服装设计知识和丰富的实践经验。同时，教师还需要具备较高的虚拟仿真技术应用能力，能够熟练操作相关软件和设备，灵活运用虚拟仿真技术进行教学。因此，学校可以加强教师的培训和学习，提高他们的专业素养和技能水平，使其能够更好地应对虚拟仿真教学的挑战。

其次，完善教学资源和设备是提高虚拟仿真教学效果的关键。学校可以投入更多的资金和资源，提供高质量的虚拟仿真环境和设备支持。这包括虚拟试衣软件、虚拟绘画工具和虚拟模特等相关软件和设备。同时，学校还可以建立虚拟仿真实验室，为学生提供一个良好的学习和实践场所。通过提供更好的教学资源和设备支持，可以更好地满足学生学习的需求，提高教学效果。

此外，加强教学管理和评估也是推进虚拟仿真教学的重要环节。学校可以建立相关的教学管理机制，制定教学计划和教学大纲，明确教学目标和要求。同时，学校还可以加强对教

师的教学管理和指导，定期进行教学评估和反馈，及时发现和解决教学中的问题。通过加强教学管理和评估，可以提高教学质量，确保虚拟仿真教学的有效实施。

最后，学校还可以积极开展与行业合作，加强实践环节的设置。与行业合作可以为学生提供更多的实践机会和实际案例，使他们能够更好地将虚拟仿真技术应用于实际的服装设计中。学生可以参与到实际项目中，与真实的客户和厂商进行合作，锻炼自己的实际操作能力和团队合作能力。通过与行业的合作，学生能够更好地了解行业的需求和趋势，提高自己的就业竞争力。

虚拟仿真+《服装款式设计》课程的教学方法创新与实践已经取得了一定的成效。然而，为了进一步完善和发展，学校可以加强师资队伍建设，提高教师的虚拟仿真技术应用能力；完善教学资源和设备，提供更好的虚拟仿真环境和设备支持；加强教学管理和评估，促进教学质量的提高。通过这些努力，可以进一步提升虚拟仿真+《服装款式设计》课程的教学效果，培养更具创造力和实践能力的服装设计专业人才。

研究结果与结论

本文通过对虚拟仿真+《服装款式设计》课程的教学方法创新与实践进行研究，探讨了虚拟仿真技术在教育领域的应用。研究表明，虚拟仿真技术能够有效提高学生的学习效果和实践能力。虚拟仿真+《服装款式设计》课程的教学方法创新与实践为教育教学改革提供了一种新的思路和方法。

- 提高教学质量：通过将“虚拟仿真+”技术应用于《服装款式设计》课程，可以提高教学质量，使学生更加深入地理解和掌握相关知识。虚拟仿真+《服装款式设计》预期结果。

- 激发学生兴趣：虚拟仿真技术可以为学生提供更加直观、生动的学习体验，从而激发他们对服装设计的兴趣。

- 提高学生实践能力：通过虚拟仿真技术，学生可以在虚拟环境中进行服装款式设计实践，提高他们的实践能力。

- 促进产学研结合：将“虚拟仿真+”技术应用于《服装款式设计》课程，有助于促进产学研结合，为服装行业培养更多优秀的设计人才。

- 创新教学方法：通过将“虚拟仿真+”技术应用于《服装款式设计》课程，可以为其他课程的教学方法创新提供有益的启示。

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RESEARCH ON IMPROVING THE QUALITY OF FAMILY EDUCATION USING NEW MEDIA TECHNOLOGY

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Abstract: This study aims to explore how to use new media technology to optimize the quality of family education and meet the needs and development of modern family education. Through a comprehensive understanding of the application status and characteristics of new media technology in family education, surveying parents and educators' perceptions and attitudes towards new media technology, analyzing the impact of new media technology on the quality of family education, and investigating how to use new media technology reasonably and effectively to optimize the practice and outcomes of family education. This research provides scientific guidance and effective strategies for family education. The study adopts a combination of questionnaire surveys and in-depth interviews, targeting parents and educators to gather information about the usage, perception, and experiences of new media technology in family education. Additionally, it analyzes the factors affecting the impact of new media technology on family education and explores how to effectively utilize new media technology to enhance the effectiveness of family education.

The research results show that the application of new media technology in family education is becoming increasingly prevalent, and both parents and educators have generally positive attitudes towards it. New media technology provides a rich variety of educational resources and avenues for family education, strengthening communication between parents and their children and enhancing the quality and effectiveness of family education. However, there are also issues such as information overload and online security concerns that need to be addressed. It is necessary to strengthen media literacy education for parents and educators and develop a reasonable plan for the use of new media technology in family education. This research holds significant theoretical and practical significance as it contributes to promoting the deep integration of new media technology with family education, improving the quality of family education, and has important implications for both theory and practice.

Keywords: New Media Technology, Family Education, Education Quality

Introduction

1. Research Background

Family education is an important part of children's growth and development, and has an important impact on their physical and mental health, learning ability, and social skills. However, with the continuous development of society and the advancement of science and technology, the traditional family education model has some limitations, such as low efficiency of information transmission, unbalanced educational resources, single interaction methods, etc. Traditional family education is facing new challenges and opportunities. The rise of new media technology has provided new means and possibilities for family education, such as smartphones, tablet computers, social media, online education platforms, etc., which have brought more convenience and choices to the practice of family education.

In the context of new media technology, the improvement of the quality of family education has become an important issue. Parents and educators can use new media technology to obtain more educational resources, expand educational methods, and enhance communication between parents and children. However, the use of new media technology also brings some new problems and challenges, such as information overload, network security, interference of the virtual world to real life, etc., all of which need to be studied and discussed in depth. Therefore, this study aims to explore how to use new media technology to optimize the quality of family education to meet the needs and development of modern family education. Through an in-depth understanding of the application status and characteristics of new media technology in family education, research parents and educators' cognition and attitude towards new media technology, analyze the impact of new media technology on the quality of family education, and explore how to use new media reasonably and effectively Technology to optimize the practice and effect of family education, so as to provide scientific guidance and effective strategies for family education.

To sum up, this paper discusses in-depth the use of new media technology to optimize the quality of family education, and provides useful theoretical and practical guidance for family education practice and policy formulation by studying the application methods, effects and influencing factors of new media technology in family education. The results of the research are expected to provide valuable reference and guidance for decision makers, parents and educators in the field of family education, promote the deep integration of new media technology and family education, and promote the continuous improvement of the quality of family education. At the same time, it will also help promote the application and innovation of new media technology in other educational fields, and contribute to educational reform and development.

2. Research Problem

What is the actual application of new media technology in family education? Are parents and

educators actively adopting new media technologies to support homeschooling?

Does the use of new media technology have a positive impact on the quality of family education? Can it provide richer educational resources and promote cooperation between families and schools, educators and parents?

Which new media technologies are widely used in family education? How to effectively use these technologies to improve the quality of family education?

3. Research Objective

The objectives of this research are as follows:

Investigate and analyze the current status of using new media technologies in family education, including usage frequency, methods, and tools, to gain a comprehensive understanding of the application of new media technologies in family education.

Evaluate and study the effectiveness of using new media technologies in the process of family education, exploring the impact of new media technologies on the quality of family education, including their effects on children's academic performance, behavior habits, and social skills.

Conduct an in-depth analysis of the advantages and limitations of new media technologies in family education, exploring their potential and constraints in promoting the quality of family education, and proposing relevant strategies and recommendations.

4. Research Significance

4.1 Theoretical Significance

By studying the application of new media technology in family education, we can deepen the understanding of educational technology theory and explore its impact mechanism on educational practice and learning outcomes. It provides new ways of communication and interaction, explores the impact of new media technology on parent-child relationship, deeply understands the role and mechanism of parent-child relationship in family education, and explores the impact of new media technology on the learning process and learning outcomes, providing new evidence and thinking for the development of educational learning theories. The research on using new media technology to optimize the quality of family education has important theoretical significance for the development of educational technology theory, parent-child relationship research, educational learning theory and socialized learning theory. Research can promote the expansion and deepening of relevant theories, and provide new perspectives and thinking for theoretical research in the field of family education.

4.2 Practical Significance

By using new media technology, parents can better interact and communicate with their children, provide personalized learning resources and educational support, thereby improving the quality and effectiveness of family education, expanding learning opportunities, and promoting extensive participation in family education. The application of new media technology has brought new

teaching models and educational tools to family education, which can stimulate the vitality of educational innovation. This research can explore the innovative application of new media technology in family education, provide reference and enlightenment for the reform and development of the education field, and provide guidance and support for the practical work of family education.

Literature Review

New media technology is a tool and means of educational technology, which has the characteristics of interactivity and timeliness, making learning and communication more convenient. Professor Gong, C.B. (2016) of Communication University of China pointed out in "Introduction to New Media" that new media mainly provide users with video, sound, text and other information and entertainment services through network media, mobile media and interactive electronic media. Information digital processing technology and network media technology for dissemination. These characteristics provide strong support for the development of educational technology.

The definition of new media educational technology was determined by Barbara, B. Seels & Rita, C. Richey. (1994) in the book "Educational Technology: Definition and Scope of the Field" under the auspices of AECT. It is believed that educational technology aims to promote learning and involves the theory and practice of the design, development, utilization, management and evaluation of processes and resources. The emergence of new media has had a profound impact on the design, development, utilization, management and evaluation of learning processes and resources. New media technology has enriched learning resources, and the Internet provides a large number of learning materials and sharing platforms. Diversified learning processes such as online classrooms, micro-teaching, and distance learning break through space constraints and enable online communication and learning. New media technology has improved the teaching evaluation system, such as computer marking and electronic test questions on the website, and has broadened the forms of homework communication, such as WeChat and Weibo. Zhang, S.G. (2014) summarized the impact of new media on educational technology, including providing learners with rich and diverse learning resources, creating personalized learning, accelerating the update of educational content, and promoting communication and teaching feedback between teachers and students. The rapid development and popularization of information network makes new media an important part of our life and study, and promotes the development and innovation of educational technology.

Many researchers have conducted in-depth research on the influence and application of new media technology in family education. Huang, J.W. (2015) discussed the impact of information technology on family education, and pointed out the issues that need to be paid attention to under the influence of information technology. Wang, J.W. (2016) took parent education micro-videos as an entry point, studied the application of micro-videos in family education, investigated parents' satisfaction with

micro-videos through questionnaires and interviews, and promoted parents to acquire more family education knowledge, improve family education literacy and scientific parenting methods. Ji, H.J. (2009) put forward suggestions for optimizing family education by using modern information technology from the aspects of society, parents and teachers, such as establishing an air university to popularize family education knowledge, developing family Internet management software, and building an online parent school. Zhang, L.P. (2018) analyzed the family reasons for adolescents' over-reliance on the Internet from the perspective of social networks, and proposed strategies to deal with family education problems, considering society, family and school. Bai, L.S. & Qu, J.Z. (2017) discussed in detail how to use information technology to effectively expand parent training channels. Zhang, Y. (2007) pointed out that network technology is a double-edged sword in family education, and proposed the principles of applying network technology, social control and strategies for developing family education. Chen, Y.Z. (2017) proposed that parents should keep pace with the times, pay attention to the cultivation of young people's information literacy, respect the wishes of young people and improve their own quality, minimize the negative impact of the Internet on young people, and give full play to the positive and positive role of the Internet. These studies provide useful inspiration for using new media technology to optimize the quality of family education.

Through the combing of literature, the works of foreign family education and the practice of some countries have reference value for the development of theory and practice of family education in my country. Educational technology has had multiple impacts in the field of family education. For example, micro-videos and micro-classrooms provide parents with the convenience of learning family education knowledge online, broaden learning channels, and realize timely interaction with teachers and children. As a tool of educational technology, new media technology constantly updates family education methods and methods, expands educational resources, and broadens educational platforms and channels. These researches and practices provide new ideas and broader development space for optimizing the quality of family education.

Research Methods

Literature review: By consulting relevant literature, understand and analyze existing research results, theoretical viewpoints and practical experience, and provide theoretical basis and background knowledge for research. Interview method: Through face-to-face or remote interviews, conduct in-depth exchanges and discussions with family educators to understand their views and opinions on the application and experience of new media technology in family education.

Research Results

This study will explore how to use new media technology to optimize the quality of family

education. Specifically, it includes studying the application methods and effects of different types of new media technologies in family education, such as the Internet, social media, and online education platforms. The study will deeply analyze the impact of new media technology on family education, and explore how to use new media technology to provide rich educational resources and learning opportunities, and promote the individuation and effectiveness of family education.

The research will focus on the quality assessment of home education, aiming to measure the effectiveness and effectiveness of home education. By evaluating the application of new media technology in family education, we can understand the impact of new media technology on the quality of family education, and propose effective evaluation indicators and methods. The research will explore how to evaluate the overall quality of family education and the role of new media technology in it, so as to provide a basis for the improvement and promotion of family education.

The research will focus on the specific strategies and practices of family education, and explore how to use new media technology to optimize family education. The research will conduct an in-depth study of the needs and challenges of family education at different stages, and propose corresponding strategies and measures. Through investigation and empirical research, the research will explore the application mode, effectiveness and feasibility of new media technology in family education practice, and provide specific suggestions and guidance for the actual operation of family education.

Research will explore the importance of family education participation and support. Research will focus on the role and role of parents and other family members in home education, and their participation and support in the educational process utilizing new media technologies. The research will explore how to encourage and promote the active participation of family members, establish a good family education atmosphere, and improve the quality and effect of family education.

To sum up, the research content will focus on the application of new media technology in family education, focusing on family education quality evaluation, family education strategies and practices, family education participation and support, etc., aiming to explore how to use new media technology to optimize the quality of family education, and provide practical guidance and policy recommendations.

Conclusions

Positive impact of new media technology on family education: The research results show that the use of new media technology can effectively optimize the quality of family education. By using the rich resources and communication channels provided by new media platforms, parents can better interact and educate their children, and improve the effectiveness and participation of education.

Application strategy of new media technology: The study found that in the process of using new media technology to optimize family education, some specific application strategies can achieve better results. For example, using the learning resources provided by online education platforms, parents

can customize personalized learning plans for their children; use social media platforms to establish family education communities to promote communication and mutual assistance among parents.

The effect of improving the quality of family education: The research results show that by using new media technology to optimize the quality of family education, the effect of family education has been significantly improved. Children's academic performance, self-development and social skills are all positively affected. At the same time, parents' educational participation and satisfaction have also increased.

Academic and practical suggestions: Based on the research conclusions, put forward relevant academic and practical suggestions to guide family education practice and policy formulation. For example, it is recommended that family education institutions and education practitioners strengthen new media education training for parents to improve their application skills and education awareness; it is recommended that the government increase support and promotion of new media education resources and provide more high-quality resources for family education.

These research conclusions help to understand the role of new media technology in optimizing the quality of family education, provide the basis and guidance of empirical research, and provide an important reference for the practice and policy formulation of family education.

Suggestions

Family education, social education and school education should form a positive interaction and cooperate with each other to jointly promote the all-round development of children. In the new media era, we should make full use of the advantages of new media to make family education more colorful, so that society and schools can better support and help the development of family education, and jointly create a good educational environment to provide more opportunities and possibilities for children's growth.

From the Perspective of Parents:

The "National Medium and Long-term Education Reform and Development Plan (2010-2020)" pointed out that "the important role of family education in the growth of children must be fully utilized". The family is regarded as the first lesson in life, and the goal of family education is locked on the parents for the first time. Parents are the main body in family education, and parents play a vital role, which is the most important and crucial link.

Parents should receive training and education about new media technology, and understand how to use new media technology reasonably and safely to support children's learning and growth. You can formulate family media usage norms with your children, specify usage time and content restrictions, and ensure the healthy application of new media technologies in family education. Children should be encouraged and guided to participate with themselves when using new media technology, so as to

enhance the interaction and communication between parents and children. It is necessary to actively participate in the learning process of children, understand the problems and confusion children encounter in the application of new media technology, and provide timely guidance and help. Parents should advocate the correct values of using new media technology, guide children to correctly understand the advantages and limitations of new media technology, and avoid indulging in the virtual world. Actively encourage children to innovate and explore in new media technology, and encourage them to use new media technology to solve problems and enrich learning experience.

Through the active participation and correct guidance of parents, new media technology will play a better role in family education and promote the all-round development and growth of children. The support and guidance of parents is one of the important factors to optimize the quality of family education.

From the Perspective of Students:

In homeschooling, it is very important to put students at the center. Parents should guide children to develop self-awareness so that they can learn independently and manage themselves, and provide them with a good learning and growth environment based on the needs and interests of students. At the same time, children's individual differences should also be respected, and children should be encouraged to choose a development direction that suits them according to their own strengths and interests.

Students should be aware that new media technology is a tool that needs to be used correctly, avoid addiction and over-reliance, and maintain good study and living habits. And use new media technology to formulate a reasonable study plan, arrange study time and tasks, and improve study efficiency and performance. Actively seek various learning resources and learning innovations, such as online education platforms, educational apps, etc., enrich learning content and methods, make learning videos, participate in online learning communities, etc., to increase learning interest and motivation. Students should use social media healthily, avoid excessive addiction, maintain real social relationships, and avoid the disconnection between the virtual world and real life.

In the process of using new media technology to optimize the quality of family education, students should actively participate in it, use new media technology correctly, and play an active role in learning and growth. At the same time, students should also consciously avoid the negative impact of new media technology and maintain a healthy learning and lifestyle.

School Perspective:

Educational institutions can set up online courses, provide educational apps, etc., to provide parents and students with diversified and high-quality educational resources; they can build interactive platforms to maintain timely communication with parents and students, answer questions, and understand the needs of parents and students; they can organize Parent education activities to help

parents use new media technology correctly and understand the impact of new media technology on family education; it can train teachers to master new media technology, improve teachers' information-based teaching ability, and better use new media technology to assist teaching; it can build The online learning community allows parents and students to exchange learning experiences, share experiences, and make progress together; it can encourage teachers to innovate and practice in teaching, use new media technology to provide more diverse and interesting teaching content, and stimulate students' interest in learning.

In the process of using new media technology to optimize the quality of family education, educational institutions should pay attention to the optimization of educational resources and the construction of interactive platforms. Improvement in education.

Social Perspective:

The social and online environment also has an impact on a child's development. Society should provide children with a good growth environment and create conditions conducive to their learning and growth. As a representative of new media, the Internet brings both convenience and challenges. To build a benign ecosystem, children must be guided to use the Internet correctly and avoid the adverse effects of the Internet.

The society can invest in the construction of an auxiliary platform for family education, provide a variety of educational resources and tools, and help parents better use new media technology to assist family education; organize family education promotional activities to convey to the public the positive impact of new media technology on family education , to encourage parents to actively use new media technology to improve the quality of education; to support the innovative development of educational institutions, to encourage educational institutions to use new media technology to promote the improvement of family education; to increase opportunities for family education and training, and to provide targeted new media technology training , let parents and students understand how to use new media technology correctly; establish a family education evaluation system, regularly evaluate the quality of family education, and encourage parents and students to improve the educational effect through new media technology; can strengthen research on family education and explore new media technology The best practice in family education promotes the continuous improvement of the quality of family education.

Building a benign family, school, society and network ecosystem requires the joint efforts of parents, educational institutions, all sectors of society and the government. Only through multi-party cooperation and synergistic effects can we achieve the optimal quality of family education in the new media environment, provide strong support for the all-round development of each student, and jointly promote the development and progress of family education.

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SCIENTIFIC TRAINING OF CHILDREN'S DANCE BASICS**Juan Qi ^{1*}, Jinling Zhang ², Chunfeng Yang ³**¹ Shandong Yingcai University² Shandong Yingcai University³ Shandong Yingcai University

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Abstract: Children aged 4-14 years old, good musculoskeletal flexibility and strong plasticity, is the key period of dance basic skills training, but this period is the formation of bones and muscles in children's physical development, improper training may cause damage to the child's body or irreparable damage. And the basic dance skills training is far less interesting than the dance works themselves, especially for those children who are inattentive and play-oriented, the training of the basic dance skills is bitter, tiring and very boring. How to make the training of children's dance basic skills scientific, safe, interesting and effective is the voice of dance teachers, parents, institutions and even the whole society at this stage. Therefore, under the premise of not violating the law of children's growth and development, we strive to seek a space for "quantification" and "degree" of training content and methods in the training of children's dance basic skills, and the operation of training is more targeted, safe and operable.

Keywords: Children's Dance, Basic Training, Scientific Training

Introduction**1. Research Background**

The earliest country to advocate and develop popular dance education was the United States, which officially proposed the idea that "education without arts education is incomplete" with the promulgation of the "National Standards for Arts Education" in 1994. In the United States, dance education in the K-12 stage extends from kindergarten to high school and is supported by corresponding legal policies and monitoring systems. In the People's Republic of China, the Ministry of Education clearly pointed out in the "Opinions on Promoting the Development of School Arts Education" that arts education plays a unique and important role in fostering students' moral character, and school arts education is the primary means and content of implementing aesthetic education. Among various forms of arts education, dance is highly favored by parents due to its low entry barriers, diverse genres, broad audience, and significant advantages in cultivating children's physical coordination, emotional

expression, and comprehensive learning abilities. Learning and performing dance require not only passion but also persistent efforts over time. Fundamental dance skills form the core strength supporting dance performance, the essential conditions for conveying the dancers' inner emotions, and the crucial carrier of inheriting the essence of dance. Solid dance foundation not only ensures accurate expression but also brings full expression and tension in performance. While allowing children to showcase dance through a few movements and performances is not the primary purpose of dance, training in fundamental dance skills has a decisive influence on children's comprehensive development, body posture shaping, performance confidence building, and formation of artistic literacy. Therefore, employing scientific methods and strengthening fundamental dance training for children hold great practical significance in cultivating their dance interest, posture, confidence in performance, and artistic literacy.

2. Research Objectives

In recent years, as art education has gained increasing attention, dance education has been accessible to nearly 80% of girls aged 4 to 14 in urban areas. However, in the rapidly growing number of training institutions, two extremes have emerged, one overemphasizing fundamental dance training and the other being overly critical of it. This has led to parents, who may lack a comprehensive understanding, adopting either overly demanding or overly cautious attitudes. Currently, dance training and teaching are trending towards diversification, and a collaborative educational force is formed between parents and teachers. Modern environments have also created a conducive learning atmosphere for children. However, the rapid development has also given rise to various issues. In the fields of sports science and dance, research perspectives on children's physical fitness and movement abilities are relatively singular. However, children's growth and development are not balanced and uniform, and dance training should not focus solely on certain aspects while neglecting others. This research aims to analyze the content, methods, and training intensity of children's fundamental dance training, encouraging more dance teachers and parents to attach importance to such training. It provides a reference for kindergarten, dance training classes, dance performance groups, dance enthusiasts, and others engaged in children's dance work. The goal is to apply this research result in practice, effectively addressing the current status and problems of fundamental dance training for children, and serving children and society as a whole.

3. Research Content

3.1 Research Questions

What are the training content and methods for children's dance fundamentals? How can we ensure that the training process and outcomes of children's dance fundamentals complement each other? How can children's dance training be clear in its objectives and effective in its execution? How should the evaluation criteria for children's dance fundamentals be established?

3.2 Research Subjects

The study will focus on 200 children aged 4-14 years randomly selected from dance training institutions in Jinan, Shandong Province, China. The research will particularly address the setting of training objectives, targeted measures during the training process, and the establishment of an evaluation system for the outcomes of children's dance training, aiming to provide directions and methods for improving children's dance training.

4. Research Methods

4.1 Literature Review Method A comprehensive review of domestic literature in the past decade related to children's dance training, teaching methods, learning outcomes, and trends was conducted. The sources for literature search included relevant books in libraries, dissertations on children's dance fundamentals in online databases, as well as literature and information on kindergarten teaching reforms and training of early childhood dance educators in universities.

4.2 Case Study Method In-depth analysis of individual children's dance learning processes and outcomes was conducted to understand individual differences and training effects.

4.3 Observation Method Various aspects and perspectives of children's dance classes were observed, recorded, and analyzed. Observations were not only visual but also auditory, aiming for a comprehensive and multi-sensory understanding of children's performances and experiences.

Literature Review

1. Policy Perspectives

In 1994, guided by the vision of 'Goals 2000: Educate America Act,' the U.S. government passed the ambitious education reform plan. This plan incorporated the arts as a 'core subject' in American basic education, encompassing music, visual arts, drama, and dance. This recognition signifies that arts courses hold the same importance as other academic disciplines within the educational system.

Similarly, the relevant departments of the People's Republic of China have issued several policy documents, such as "Guidelines for Arts Education in Schools" (Jiaotiyi [2014] No. 1), "Guidelines for Arts Education in Schools" (Jiaotiyi [2015] No. 5), and "Circular of the General Office of the State Council on Printing and Distributing the National Fitness Program (2016-2020)" (Guobanfa [2015] No. 71). The promulgation of these documents formally incorporates arts education into the national policy framework. This signifies the reaffirmation of the importance of aesthetic education.

In the comprehensive quality evaluation, the Ministry of Education explicitly defines five aspects for assessment: ideological and moral character, academic performance, physical and mental health, artistic accomplishments, and social practices. Among these aspects, artistic accomplishments refer to students' interests, talents, and achievements in music, fine arts, dance, drama, and other artistic

activities.

2. Book Category

The book "Dance Physiology" (Author: Wen Rou, 2004) elaborates on the rules of growth and development in children and adolescents, the physiological and anatomical characteristics of various organ systems, and the development patterns of physical fitness. The author emphasizes that dance training for children and young girls should be moderate and appropriate, adhering to scientific methods.

The feasibility trial "Bristol Girls' Dance Project: Results and Process Evaluation" (Authors: George, Sabel, and Cooper, 2012) proves that providing dance education to 11-12-year-old girls is feasible and has a series of positive effects on them when engaged in after-school dance learning.

"Dance" (Author: Jin Qingling, 2013) is a specialized textbook for preschool education, providing detailed instructions on dance training movements and methods suitable for pre-school-age children while highlighting the importance of aesthetic education.

3. Paper Category

Li Xueqiang (2015) emphasized that with increasing age, the body's functions may decline, muscles and ligaments may lose elasticity, and overall body flexibility may decrease. To extend one's dance career, persistent practice of flexibility and its development is necessary. Wang Hui (2017) discussed the correlation and compatibility between the theory of physical fitness and children's dance education. The author emphasized the application of physical fitness theory to children's dance teaching from the perspectives of training principles, adherence to regularities, and pursuit of goals, using measurement and lesson design methods. Zhang Shouwen (2018) believes that ages 7-9 are the first stage of strength training, and dynamic exercises should be used to develop localized and general body strength. Ages 10-13 are characterized by rapid growth, and efforts should be made to improve relative and absolute strength in children. From ages 7 to 13, the priority should be given to developing children's explosive strength. Qiao Yanbing (2019) pointed out the prevalence of pseudo-science in many children's dance training programs, leading to a lack of proper teaching systems and materials for numerous training institutions. As a result, it is crucial for children's dance education to seek genuinely suitable teaching materials and methods.

Content

1. The setting of basic dance skills for children

1.1. Curriculum Content Setting

When designing the curriculum content for children's dance fundamentals training, it is important to arrange it appropriately based on the children's age, physical fitness, and learning abilities.

The following are the main elements that may be included in the curriculum content: Basic

movements and postures: Teaching children proper standing positions, basic steps, turns, and arm postures, etc.

Sense of rhythm and musical understanding: Cultivating children's perception and understanding of music rhythm, enabling them to dance in sync with the music.

Flexibility and coordination: Increasing children's body flexibility and coordination through stretching exercises and dance movements.

Balance and posture control: Training children's sense of balance, enabling them to maintain stable postures and balance during dancing.

Dance techniques: Gradually teaching children relevant dance techniques and movements based on the dance genre.

Performance ability: Cultivating children's self-confidence on stage and their ability to express themselves through dance.

1.2. Semester Content Setting

The setting of semester content should be based on the duration of the semester and the progress of children's learning, ensuring a gradual increase in difficulty to maintain coherence and progression. For example:

Beginner stage: Learning basic movements and postures, developing rhythm sense and body flexibility.

Intermediate stage: Further learning dance techniques and combination movements, improving dance expression and coordination.

Advanced stage: Learning more complex dance combinations and stage performance techniques, engaging in dance composition and performances.

1.3. Class Content Setting

Class content should emphasize diversity and fun to attract children's attention and enthusiasm. The following are possible class content settings:

Dance games: Designing various fun dance games to help children learn dance fundamentals while playing.

Dance movement exercises: Gradually teaching basic dance movements and skills, enabling children to grasp the essentials of dance.

Dance combination practice: Organizing children to learn simple dance combinations, allowing them to showcase their dance skills on stage.

Dance performances: Arranging small-scale dance performances, providing children with opportunities to showcase their dance achievements among peers.

Dance creation: Encouraging children to engage in simple dance creation, nurturing their dance imagination and creativity.

In conclusion, the setting of children's dance fundamentals training content should consider their physical development and interests comprehensively. It should focus on cultivating their interest and performance abilities in dance while maintaining a fun and diverse class environment, allowing children to learn and grow joyfully.

2. Training Methods for Children's Dance Fundamentals

2.1 Body Training Methods Gamified Body Exercises:

Encouraging children to practice standing posture, footwork, and basic dance movements through various fun games, such as imitating animal movements or role-playing. Training in Dance Poses: Teaching children correct standing and sitting postures, as well as graceful and natural arm movements for elegant performances. Body Coordination Exercises: Cultivating children's body coordination through simple dance combinations, helping them perform dance movements more smoothly.

2.2 Flexibility Training Methods Gentle Stretching Exercises:

Using gentle stretching methods to help children relax their bodies and gradually increase muscle flexibility to improve flexibility. Progressive Approach: Progressing flexibility training gradually based on individual differences to avoid overstretching and potential injuries. Flexibility Games: Designing fun games that encourage children to participate in flexibility exercises, such as picking up small objects or drawing large circles.

2.3 Physical Fitness Training Methods Basic Strength Exercises:

Basic strength training: By engaging in simple strength exercises such as push-ups, sit-ups, etc., it helps children to strengthen their core muscles and muscles in their limbs.

Balance Training: Designing various balance exercises, such as one-foot standing or walking on a balance beam, to help children develop a sense of balance.

Body Awareness Training: Helping children become more aware of different parts of their bodies and movements to improve their dance expression.

The above methods should be conducted under the guidance of professional dance teachers to ensure safety and effectiveness. Additionally, it's essential to adjust training time and frequency based on children's physical response and interests, maintain the training's enjoyable nature, and allow children to cultivate dance fundamentals happily.

3. Children's Dance Fundamentals Training Supplementary Issues

3.1 Balance of "Intensity" and "Volume"

In children's dance fundamentals training, it is essential to strike a balance between the "intensity" and "volume" of training, referring to the training's intensity and frequency. Overtraining can place excessive physical and psychological burdens on children, increase the risk of injuries, and even lead to a decline in their interest in learning. Therefore, it is crucial to arrange the training content

and schedule reasonably, ensuring that children have sufficient rest and recovery time. The key is to adapt the training to the children's age, physical fitness, and level of interest, progressively advancing the training and adjusting the intensity and frequency based on each child's individual circumstances. Additionally, encouraging children to actively participate in training and maintaining their interest in dance creates a relaxed and enjoyable atmosphere, enhancing the effectiveness of the training.

3.2 Addressing Unexpected Situations During Training

During children's dance fundamentals training, unforeseen situations may arise, such as fluctuations in the children's emotions, physical discomfort, or accidental injuries. When facing such circumstances, the trainer should respond promptly. Firstly, it is essential to remain calm and promptly communicate with the children to understand the situation. In cases of physical discomfort or injuries, relevant training should be immediately halted, and necessary first aid or medical assistance provided. Secondly, paying attention to the children's emotions and psychological state, engaging in timely communication to understand their feelings, and providing psychological support and reassurance ensure they receive adequate care and support during the training. Finally, adjusting training content and pace, when necessary, based on each child's circumstances, helps avoid excessive pressure and ensures the smooth progress of the training.

3.3 "Individualized Approach" in Training

As each child may start at a different point and progress at a varying pace in dance fundamentals training, adopting an "individualized approach" to teaching is crucial. Trainers should pay attention to the individual differences of each child, understanding their physical characteristics, learning styles, and interests, and tailor training plans accordingly. This involves flexibly adjusting training content and difficulty, providing personalized guidance and assistance based on the children's developmental stage and learning abilities. Additionally, encouraging children to showcase their strengths and potential, finding suitable directions and development goals within dance training, enables each child to achieve maximum growth and progress during the training.

4. Evaluation of Children's Dance Fundamentals Training Effects

4.1 Formative Assessment

Formative assessment primarily focuses on monitoring the children's learning progress and performance during the training process. This type of assessment should be continuous, timely, and specific, emphasizing concrete observations and improvement measures. By observing and recording, trainers can assess the children's understanding and learning progress in dance fundamentals, understand their motivation and attitudes towards learning, and promptly identify and address any issues with guidance and assistance. Formative assessment can be conducted by observing whether the children execute dance movements correctly, possess stability, and exhibit coordination during training. Tracking the children's learning progress, recording their reactions, and noting improvements

throughout the learning process are crucial. Engaging in communication with the children to understand their feelings and feedback about the training, including their satisfaction with the course content and teaching methods, is also essential.

4.2 Summative Assessment

Summative assessment focuses on evaluating the actual learning outcomes and progress achieved by the children over a specific period. This assessment is typically conducted after a designated time frame to comprehensively evaluate the children's learning effects and training results. Summative assessment can be done through organizing periodic small dance performances, allowing the children to demonstrate the dance skills and movements they have learned. Regular skill tests can be administered to check if the children have grasped the key points of dance fundamentals. Additionally, assessing the children's performance and achievements in dance competitions or performances is essential.

4.3 Sustainable Development

Evaluation Sustainable development evaluation primarily focuses on children's sustained progress and development potential during long-term training. This evaluation involves examining children's learning attitudes, interests, and ongoing dedication to dance. By observing and assessing children's learning and training process over an extended period, trainers can determine whether they possess the potential and motivation for continuous development and whether they are likely to continue delving deeper into dance studies. Sustainable development evaluation can be achieved by tracking children's learning attitudes and level of involvement to understand whether they maintain a strong interest in dance. Observing whether children demonstrate a trend of continuous improvement and potential during training. Encouraging children to participate in dance competitions and performances to develop their performance skills and self-confidence while also identifying and nurturing potential outstanding dancers.

Conclusions

Based on theoretical research, this study sought practical exploration in the field of children's dance basic skills training, aiming to delve into the underlying issues related to objectives, content, methods, and evaluation, as well as the attribution of these issues. Ultimately, targeted strategies for children's dance basic skills training were proposed. However, regardless of the strategies, the principle of putting 'children first' must be upheld. Setting goals, implementing strategies, and evaluating outcomes should all adhere to this principle. Kindergarten teachers and dance instructors in training institutions should conduct teaching with clear objectives and appropriate methods. For children, efforts should be made to minimize pain, discomfort, and undue pressure during training, achieving more significant training results and laying the foundation and preparation for future dance learning. While

conducting research and practice, it is essential to frequently pause and reflect on whether we have stayed true to our initial intentions and whether we have followed the developmental principles of children. We should not solely pursue results or achievements at the expense of disregarding children's developmental patterns, and we should not merely advocate 'children first' without fulfilling the mission of children's basic skills training, which could lead to delays or deviations in the development of such training."

Recommendations

Dance instruction is both abstract and concrete. The external movements are concrete, while muscle control and force application are abstract aspects that require the guidance of teachers. Especially for younger children, concrete teaching is vital. Sometimes, through vivid descriptions, children can quickly find the points of force application, making learning more efficient. For example, using imagery such as squeezing a balloon, pulling out a radish, or blossoming a flower can be helpful. Transforming abstract knowledge into vivid imagery is something teachers should continually consider and accumulate during instruction.

Dance instruction should be scientific, as the bones and muscles of children are delicate and their strength is limited. It is essential to progress step by step, avoiding forced pressure, which could affect the normal physical development of children. Regarding skill practice, it is not merely about having flexibility; it requires having the ability to perform. In other words, skill practice should only begin when muscle control is sufficient, as the safest condition is when muscles envelop the bones. Otherwise, it could lead to dangerous situations and potential injuries. During practice, props like walls, mats, and yoga bricks can be used to provide support. Using props effectively not only protects children but also assists in achieving more effective training.

Dance instruction should also be tailored to individual students. Each child has different physical qualities, flexibility, and comprehension abilities. It is essential not to use a uniform standard to measure progress. Instead, tailor teaching strategies according to each child's circumstances, allowing them to progress without unnecessary detours.

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A STUDY ON THE LEADERSHIP OF COLLEGE STUDENTS IN MUSIC COLLEGE AT HUNAN INTERNATIONAL ECONOMICS UNIVERSITY, CHINA

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Abstract: This study used students from the Conservatory of Music of the Hunan International Economics University to understand the current state of leadership of students from the Hunan International Economics University. A questionnaire survey was conducted using a convenient sampling method. According to the Morgan table sample size requirements, 322 valid questionnaires were recovered. Through statistics on the basic status of students' leadership at the School of Music of the Hunan International Economics University and the differential impact of different background variables.

The overall leadership level of students at the School of Music of the Hunan International Economics University was high. There were significant differences in students' leadership at the Hunan International Economics University with different background variables. In terms of gender, the leadership level of male students was higher than that of girls; in terms of grade, fourth-year students have a higher level of leadership than freshman and sophomore students, and third-year students have a higher level of leadership than freshmen; in terms of whether to work as student cadres, students who work as student cadres have higher levels of student leadership than students who were not student cadres. There were no significant differences in student leadership between different majors and the birthplace of students.

Keywords: Music Major Students, Student Leadership

Introduction

Currently, colleges in many European and American countries include the leadership development of college students as an important part of talent development in national talent development plans. At the same time, it requires lifelong leadership education (Zhou et al., 2022). The current theoretical research results showed that leadership was an important force that could guide the direction of social change and promote the progress and development of social culture. As the mainstay

of future social development, leadership training for college students was of great practical significance and was very necessary. The comprehensive development of leadership education for college students was not only beneficial to improving the overall quality and personal abilities of individual students but also to improving the quality education system of colleges, broadening the educational horizons of colleges, and providing high-quality exploration paths for innovative educational concepts in colleges (Zeng & Zhao, 2017).

There was a big difference in institutional factors between students at the School of Music of the Hunan International Economics University and undergraduate students in general, and leadership development influenced by a combination of internal and external factors has a great effect on students' cognition, emotion, and behavior. Therefore, institutions with certain special characteristics should scientifically formulate strategies for cultivating students' leadership based on students' actual cognitive level and comprehensive ability. In our country, student leadership development not only meets the needs of talent development but was also the goal of university education reform and development. Leadership was a personal quality that was often overlooked but was also very advanced and very important. Developing the leadership of college students also has a certain effect on improving other abilities and qualities. High-quality talents were the potential and driving force for China's future economic development and national revitalization. As educators in contemporary institutions of higher learning, we should take responsibility and cultivate more highly qualified, capable, and well-developed elite talents to achieve the great rejuvenation of the Chinese nation. This study thoroughly explored the leadership of college students and their differences in student characteristics, proposes effective strategies for higher and private education departments in China to promote the development and training of student organizations, and comprehensively enhanced the leadership development of college students.

Research Objectives

According to the above research questions, the research objectives of this study mainly include:

(1) To investigate the overall leadership level of students at Hunan International Economics University. (2) To determine differences in students' leadership at the Hunan International Economics University with different background variables (gender, grade, major, worked as student cadres or not, and birthplace).

Literature Review

Leadership research of college students at home

According to the research on leadership abroad, judging from the English lexical level, leadership could be traced back to the term leader. Different researchers defined leadership differently. Gardner (1990)'s research on leadership focused on his monograph "On Leadership", where he

explained the meaning of leadership. He believed that the process of leading an individual or team to encourage members within an organization through their role models or persuasiveness to achieve organizational goals was leadership. In this process, the individual leader or team was the absolute protagonist and played a central role. Zhang (2005) proposed that the evaluation coordinates of leadership should be composed of a combination of dimensions such as leadership methods, leadership style, and leadership thinking. Wang (2005), on the other hand, believed that the leadership system included information processing ability, decision-making ability, execution ability, appeal, coordination, etc.

Success experiences of contemporary American college students in leadership education

In recent years, some scholars have conducted research on content related to foreign leadership at different levels. From a research perspective, the scholars mainly researched several major fields, such as an overview of college students' leadership development in American colleges, leadership education for different groups, individual leadership plans, and a comparison of leadership education in the two countries. For example, in their research, Weng & Fang (2007) affirmed the teaching organization form, admissions system, curriculum, teaching management, and teaching staff of American college students' leadership. Kong & Lin (2013) describe the leadership education practices of American college students who were deeply affected by models of social change and leadership challenges based on field research at many colleges in the US. The Li & Bai (2014) study confirmed the effective methods and methods provided by educational practice activities focusing on civic education in cultivating the values and developing abilities of American college students. Through field research, Yang & Ni (2015) introduced and analyzed the purpose, significance, content, and methods of leadership education for American college students.

Students are autonomous in cultivating the leadership of middle school students.

According to research by Yu et al. (2019), college students need help with leadership: poor theoretical foundations and perceptions, low leadership efficiency, and a vague sense of active leadership. Gao (2019) believed that the problems with college students' leadership include a lack of scientific theoretical support, unclear work plans, and poor leadership effectiveness. In addition, although the way, method, and attitude of students' "dealing with the world" can reflect students' interpersonal communication ability, emergency response-ability, and problem-solving ability to a certain extent, they blindly ignore the essential goal of leadership education. Therefore, Li & Zhong (2018) mentioned in their study that the leadership development of college students should be based on theoretical research related to leadership, guided by correct values, introduce multiple actors such as society, communities, and families to collaborate, explore more training methods and strategies, and establish and improve training systems. These were the problems and challenges colleges in China may face in developing college students' leadership. In addition, many scholars have also discussed, analyzed, and summarized the influencing factors of college students' leadership. Among them, Luo

(2010) proposed that talent, family, and experience were the three major factors that influence college students' leadership; Zhang (2012) summarized the influencing factors of college students' leadership, namely cognitive ability, personality traits, motivation for achievement, and practical experience; while Zhang et al. (2020) believed that learning about leadership theory, student organization development, multiple actors participating in writing, and differences in individual abilities and talents were the main factors affecting college students' leadership.

Methodology

This study used students from Hunan International Economics University as research subjects. Data was collected objectively to research the current leadership situation of university students and further understand the current leadership situation of students. The sampling method used in this study was convenient. According to Krejcie & Morgan's (1970) sample size requirements, the number of students enrolled at the Hunan International Economics University was 1,200, and it was quite reasonable to sample 322 questionnaires, with an effective recovery rate of 93.06%. The Student Leadership Questionnaire, prepared by Wang (2019), has been widely implemented and applied in many institutions of higher learning, and its credibility could be effectively guaranteed. The scale was developed based on students' leadership challenge models. The scale adopts Likert's five-level score, and the scoring requirements were 5 points. The higher the overall score, the higher the students' leadership level. The Cronbach alpha coefficient was 0.970. The overall credibility of the questionnaire reached an ideal level. Therefore, this study's "Student Leadership" questionnaire has good credibility and reliability. Descriptive statistics: M, SD assessed the current leadership situation of students at the Hunan International Economics University and made a descriptive analysis. Difference analysis (independent sample T-test): To determine the differences in the leadership of college students in terms of gender, worked as student cadres or not, and place of origin. Analysis of differences (ANOVA test): To determine the results of differences in student leadership in terms of grades and majors.

Results

Demographic Analysis of the Respondents

This study had 322 valid questionnaires. Regarding gender, the number of males was 132, accounting for 41.0%, and the number of females was 190, accounting for 59.0%. The number of females participating in the survey was higher than that of males. This was close to the ratio of male to female students at the Conservatory of Music; in terms of grade, there were 79 freshmen, accounting for 24.5%, and 78 sophomore students, accounting for 24.3%, with 70 junior students, accounting for 21.7%, and 95 senior students, accounting for 29.5%. The number of students in each grade was relatively average. Regarding majors, 93 students majoring in musicology, accounting for 28.9%, 120 students majoring in dance, 37.2%, and 109 students majoring in preschool education, accounting for 33.9%. The number of majors participating

in the survey was quite similar. Regarding whether to work as student cadres, the number of people working as student cadres was 84, accounting for 26.1%, and the number not employed as student cadres was 238, accounting for 73.9%. Regarding the birthplace of students, the number of people in urban was 119, accounting for 37.0%, and the number of people in rural areas was 203, accounting for 63.0%. The distribution ratio of student sources was the same as the actual situation in music schools.

Table 1: Statistics on the Basic Situation of Survey Subjects

Background variables	Triage	N	Percentage%
Gender	Male	132	41.0%
	Female	190	59.0%
Grade	Freshman	79	24.5%
	Sophomore	78	24.3%
	Junior	70	21.7%
	Senior	95	29.5%
Specialty	Musicology	93	28.9%
	Dance	120	37.2%
	Preschool education	109	33.9%

Statistical Analysis Results

The overall average value of student leadership was 3.67, and the average value of each dimension was higher than 3.51, reaching a relatively high level, among which the average value of the dimension of aggressiveness was the highest., the average values of the dimensions of leadership awareness and decision-making execution ability were low. As a result, students' overall leadership level at the School of Music of the Hunan International Economics University was high.

Table 2: Descriptive Statistics on the Current State of Student Leadership

Dimension	N	M	SD
Self-awareness	322	3.61	0.770
Self-management	322	3.70	0.769
Interpersonal relationships	322	3.78	0.739
Enterprising spirit	322	3.80	0.775

Hypotheses Test Results

The overall t-value of students' leadership was 4.419, and the sig value was 0.000, less than 0.05, reaching a significant level. The sig values in all dimensions were less than 0.05, reaching significant levels. The average value of males was greater than that of females. As a result, there were significant differences in student leadership between genders, with male students having higher levels of student leadership than females.

Table 3: Analysis of Differences in Student Leadership by Gender

Dimension	Gender	N	M	SD	T	Sig.
Self-awareness	Male	132	3.82	0.681	4.439***	0.000
	Female	190	3.46	0.793		
Self-management	Male	132	3.88	0.673	3.532***	0.000
	Female	190	3.58	0.809		
Interpersonal relationships	Male	132	3.95	0.655	3.535***	0.000
	Female	190	3.66	0.773		
Enterprising spirit	Male	132	3.97	0.662	3.383**	0.001
	Female	190	3.69	0.826		
Leadership awareness	Male	132	3.81	0.768	4.554***	0.000
	Female	190	3.39	0.874		
Execution decisions	Male	132	3.82	0.760	4.552***	0.000
	Female	190	3.41	0.858		
Student leadership	Male	132	3.87	0.643	4.419***	0.000
	Female	190	3.53	0.741		

Note: *** $p < 0.001$, ** $p < 0.01$

Table 5: Analysis of Differences in Student Leadership in Different Majors

Dimension	Professional	N	M	SD	F	Sig.
Self-awareness	Musicology	93	3.56	0.759	0.748	0.474
	Dance	120	3.57	0.830		
	Preschool education	109	3.68	0.709		
Self-management	Musicology	93	3.69	0.731	0.747	0.474
	Dance	120	3.65	0.796		
	Preschool education	109	3.77	0.772		
Interpersonal relationships	Musicology	93	3.74	0.730	0.389	0.678
	Dance	120	3.77	0.728		
	Preschool education	109	3.83	0.763		
Enterprising spirit	Musicology	93	3.75	0.722	1.402	0.248
	Dance	120	3.76	0.854		
	Preschool education	109	3.90	0.721		
Leadership awareness	Musicology	93	3.56	0.788	0.486	0.616
	Dance	120	3.51	0.877		
	Preschool education	109	3.62	0.893		
Execution decisions	Musicology	93	3.51	0.733	0.738	0.479
	Dance	120	3.56	0.916		
	Preschool education	109	3.65	0.849		
Student leadership	Musicology	93	3.64	0.672	0.798	0.451
	Dance	120	3.64	0.769		
	Preschool education	109	3.74	0.709		

The overall F value of students' leadership was 7.592, and the sig value was 0.000, less than 0.05, reaching a significant level. The sig values in all dimensions were less than 0.05, all reaching significant levels. Multiple comparison results showed that the average value of third-year college students was greater than that of freshmen, and the average of fourth-year students was greater than that of sophomores and freshmen. Therefore, it showed significant differences in students' leadership in different grades. The leadership level of fourth-year students was higher than that of freshman and

sophomore students, while third-year students have a higher leadership level than freshmen. (Table 4).

Table 4: Difference Analysis of Student Leadership in Different Grades

Dimension	Grade	N	M	SD	F	Sig.
Self-awareness	Freshman	79	3.33	0.942	5.864**	0.001
	Sophomore	78	3.56	0.610		
	Junior	70	3.76	0.739		
	Senior	95	3.76	0.689		
Self-management	Freshman	79	3.46	0.865	5.408**	0.001
	Sophomore	78	3.63	0.679		
	Junior	70	3.86	0.762		
	Senior	95	3.86	0.704		
Interpersonal relationships	Freshman	79	3.51	0.882	7.664***	0.000
	Sophomore	78	3.68	0.570		
	Junior	70	3.91	0.755		
	Senior	95	3.99	0.641		
Enterprising spirit	Freshman	79	3.55	1.001	6.056**	0.001
	Sophomore	78	3.72	0.571		
	Junior	70	3.93	0.744		
	Senior	95	4.00	0.658		
Leadership awareness	Freshman	79	3.30	1.020	5.181**	0.002
	Sophomore	78	3.48	0.813		
	Junior	70	3.68	0.817		
	Senior	95	3.76	0.703		
Execution decisions	Freshman	79	3.25	0.960	7.799***	0.000
	Sophomore	78	3.49	0.684		
	Junior	70	3.72	0.839		
	Senior	95	3.81	0.772		
Student leadership	Freshman	79	3.40	0.875	7.592***	0.000
	Sophomore	78	3.59	0.548		
	Junior	70	3.81	0.713		
	Senior	95	3.86	0.635		

Note: *** $p < 0.001$, ** $p < 0.01$

The overall F value of student leadership was 0.798, and the sig value was 0.451, which was greater than 0.05, and did not reach a significant level. The sig values of each dimension were greater than 0.05, which did not reach a significant level. The leadership of students in different majors was the same. (Table 5)

Discussion

This result was consistent with the basic composition of student leadership and the actual development process. Compared with understanding oneself, self-management, and interpersonal relationships at the basic level of student leadership, the improvement of leadership awareness and decision execution has always been a weak link for college students who lack practical experience and

have yet actually to enter society. As Wang et al. (2018) mentioned in the study of student leadership, students need to improve their comprehensive ability through continuous cultivation and experience and accumulate experience in handling matters. Promote the strengthening of leadership awareness and the improvement of decision-making ability, thereby reaching a higher level of leadership.

The results showed that males scored higher than females in overall student leadership and all dimensions. That was, the level of male student leadership was superior to that of females. Another person who came to this conclusion was Li (2019). The reason for this was some extent, related to the influence of traditional Chinese social concepts and cultural backgrounds. Even though more females were becoming independent and excellent in today's society, the influence on females' self-understanding, self-growth, and planning was still huge under the limitations of the traditional male-dominated social concept.

Similarly, as grades increase and leadership become more in-depth, senior students may obtain relatively higher leadership results, which objectively improve college students' leadership. Of course, this may be related to the selected area and number of subjects in this study, and further verification was needed. Student leadership levels showed little difference in the different major's students studied. The reason for this may be that most of the majors at the Conservatory of Music fall into the art category. The education students receive on professional skills training and artistic cultivation. Their levels of perception, values, and ways of thinking were all relatively similar, so there were no obvious differences in students' leadership levels. Students who work as student cadres during college have more opportunities to participate in actual student leadership activities. It was also very important to provide students with more opportunities to exercise their leadership to master practical leadership experience in planning, organizing, and solving problems. The findings of this study were consistent with the findings of Jiang Shan's (2015) study. The reason for this may be that there were differences in the environment in which students from different birthplaces grow and enjoy various resources, so the development characteristics and advantages were also different. As a result, student leadership was similar from place to place of origin.

Conclusions

This study explored students' current level of student leadership at the Conservatory of Music of the Hunan International Economics University and the differences in student leadership under student demographic variables. Based on research results and combined with previous research results, it provided insights and suggestions for college student leadership development research. Based on the research results, the summary findings of the study were as follows:

Conclusion 1: The overall leadership level of students at Hunan International Economics University was high. Conclusion 2: There were significant differences in students' leadership at the Hunan International Economics University with different background variables. In terms of gender, the

leadership level of male students was higher than that of females; in terms of grade, fourth-year students have a higher level of leadership than freshman and sophomore students, and third-year students have a higher level of leadership than freshmen; in terms of whether to work as student cadres, students who work as student cadres have higher levels of student leadership than students who were not student cadres. There were no significant differences in student leadership between different majors and the birthplace of students.

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The Influence of Technology Trust on the Intention to Use Informatization Teaching of Junior Middle School Teachers in Henan Province: The Mediating Effect of Self-efficacy of Integrating Technology

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Abstract: This study is based on the construction of a theoretical model in which self-efficacy of integrated technology is an intermediary variable, and technology trust affects junior high school teachers' willingness to use information technology in teaching. 362 teachers from several junior high schools in Zhengzhou City, Henan Province were used as samples to study them. Using SPSS software for analysis, it focuses on the impact of technology trust on teachers' willingness to use information technology and the mediating role of teachers' self-efficacy in integrating technology into the two mechanisms. And pay attention to the improvement of teachers' ability to provide technical support to students, and encourage teachers to use information-based teaching technology to give strategic suggestions to improve junior high school teachers' willingness to use information-based teaching.

Keywords: Junior High School Teachers, Willingness to Use Information-Based Teaching, Self-Efficacy of Integrating Technology, Teacher Professional Development

Introduction

Educational informatization has become one of the important research topics in the field of education and scientific research. Li (2019) pointed out that using the cloud classroom as a network technology tool for educational poverty alleviation can help teachers in poor areas in terms of educational resources, in terms of thinking, professional knowledge, skills, and development from the inside out. As one of the important tools to promote the progress and development of education in modern times, education informatization can not only improve the efficiency of teacher education and teaching, help teachers' professional development but also provide a convenient way to promote education fairness and eliminate differences in education imbalance between regions.

However, some current studies have shown that the more complete the technical infrastructure, the more teachers' willingness to use technology and the level of application ability constitute an

important factor hindering technology application (Schmitz et al, 2022). The factors that affect teachers' willingness to use information-based teaching are not only teachers' own technical knowledge and professional ability, but also "technology trust" (Wang, 2017), because technology trust can predict teachers' willingness to use technology.

This study intends to explore the formation mechanism of teachers' willingness to use digital technology and behavior, in order to provide some basis and reference for future research and provide some suggestions for improving teachers' willingness to use digital technology.

Research Objectives

1. To study the overall current level of technology trust among junior high school teachers in Henan Province.
2. To study the overall status quo level of self-efficacy of integrating technology among junior high school teachers in Henan Province.
3. To study the overall status quo level of teachers' willingness to use information-based teaching among junior high school teachers in Henan Province.
4. To study the differences in technology trust, teachers' willingness to use information-based teaching, and self-efficacy of integrating technology under different demographic variables.
5. To study the relationship between technology trust, technology-integrated self-efficacy, and teachers' willingness to use information technology in teaching.
6. To study the mediating effect of technology-integrated self-efficacy on technology trust and teachers' willingness to use information-based teaching.

Literature Review

1. Technology Trust

Technology trust is another kind of people's trust in technology, which has narrow and broad expressions. In a narrow sense, technological trust is a positive subjective evaluation of people's actions on technological products that will complete their entrusted affairs. In a broad sense, technology trust refers to people's trust in physical technology, trust in information carried by technology, and trust in technology manufacturers, designers, and providers. Therefore, teachers' technology trust not only has the commonality of trust or technology trust, but also has the uniqueness of teachers' technology trust.

This study defines teacher technology trust as, in an educational context, teachers' trust in educational information technology, such as hardware technology (computers, tablets, electronic whiteboards, etc.), software technology (such as PPT, WeChat) or technical systems (such as MOOC, WeChat, etc.) Positive expectations for the function, reliability, and benefits of lessons, the willingness and intention to use technology, and the ability to creatively use technology to achieve the pursuit of educating people (Wang, 2017).

2. Self-efficacy of Integrating Technology

Self-efficacy was first proposed by the American psychologist Bandura (1977) in his social cognitive theory, which refers to the individual's perception or belief about whether he can take adaptive behavior in the face of environmental challenges. When we have strong expectations about the outcome of an action and the outcome is predictable, our motivation to engage in this activity is greatly enhanced (Bakar et al., 2020). Zimmerman (2000) believes that self-efficacy is an important concept in educational psychology, personality psychology, and clinical psychology.

In recent years, many researchers have begun to pay attention to the mechanism and influencing factors of teachers' self-efficacy in integrating technology under the perspective of TPACK. TPACK is a question of what to teach (teaching content), how to teach (teaching methods and strategies), and students' learning when teachers choose technology improvement in teaching practice (He Kekang, 2012; Zhan Yi, 2010). Others believe that integrating technology self-efficacy refers to teachers' judgments on whether they can integrate information technology into classroom teaching and use technology effectively, and can be used to measure teachers' beliefs in the success of integrating technology into teaching (Zhao, 2023).

3. Willingness to use information technology in teaching

Many scholars have realized that the indispensable process of implementing the ability in the final teaching is the information-based teaching behavior. According to the TAM model, usage attitude is the main constraint on behavior. Use intention is affected by perceived usefulness, attitude towards use, and perceived ease of use (Jiang Fengjuan and Liu Xiaoxuan, 2021). Therefore, some scholars have focused their research on the direction of teachers' willingness to use information-based teaching. Other researchers believe that students' recognition of information platforms is the main driving force for teachers to transform their use intentions into teaching behaviors, while insufficient mastery of information tools and methods limits the consistency between use intentions and behaviors (Wang, et al., 2020).

However, through the analysis of the existing literature, the research topic focuses on the problems of using the method to improve the strategy, and the objects of the analysis and research are mostly concentrated on teachers in primary and secondary schools, high schools, and vocational colleges. This study examines the current situation of teachers' willingness to use information-based teaching in central China, analyzes its weight dimensions, and provides a basis for follow-up research.

Methodology

In this study, the researchers used a quantitative approach. Researchers will collect questionnaires about teachers' technology trust, willingness to use information-based teaching, and self-efficacy of integrating technology among teachers in Zhengzhou junior middle schools in Henan, and

conduct data analysis. According to Krejcie & Morgan's (1970) abbreviated sample size table, the total sample size for this target is 400. The first part of the questionnaire in this study is a survey of the personal background of junior high school teachers; the second part is a questionnaire about teachers' trust in technology; the third part is a questionnaire about the self-efficacy of integrating technology; the fourth part is about teachers' informatization Questionnaire of willingness to use in teaching..

Results

The researchers surveyed ten public junior middle school teachers in Zhengzhou, Henan, to assess the current status of teachers' technology trust, willingness to use information technology in teaching, and self-efficacy in integrating technology. The researchers distributed 400 questionnaires and recovered 400 questionnaires; the recovery rate of the questionnaires was 100%.

It can be seen from Table 1 that all 8 items of reliability, functionality, benefit, ST, SS, STC, EOE, SOE, and willingness to use are all significant, and there is a positive correlation between willingness to use.

Table 1: Pearson Correlation Coefficient Table of Each Variable Subdimension

No.	Variable Dimensions	1	2	3	4	5	6	7	8	9
1	Reliability	1								
2	Feature	0.434**	1							
3	Helpful	0.288**	0.426**	1						
4	ST	0.329**	0.317**	0.230**	1					
5	SS	0.260**	0.295**	0.385**	0.284**	1				
6	STC	0.243**	0.389**	0.243**	0.408**	0.346**	1			
7	EOE	0.329**	0.301**	0.276**	0.358**	0.447**	0.402**	1		
8	SOE	0.282**	0.267**	0.195**	0.321**	0.346**	0.461**	0.369**	1	
9	TWIT	0.480**	0.494**	0.500**	0.420**	0.568**	0.519**	0.515**	0.444**	1

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

It can be seen from Table 2 that there is a positive correlation between technology trust and self-efficacy; there is a significant positive correlation between technology trust and willingness to use.

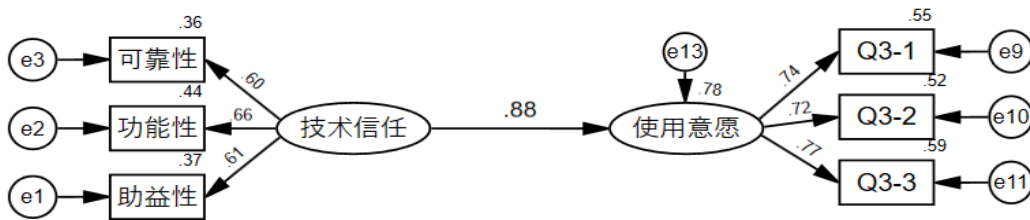
Table 2: Pearson Correlation Coefficient Table of Each Variable

	Technology Trust	Integrating Technology Self-Efficacy	Teachers' Willingness to Use Information Technology in Teaching
Technology Trust	1		
TSET	0.531**	1	
TWIT	0.638**	0.698**	1

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

Through correlation analysis, it has been confirmed that there is a significant positive correlation among the leading research variables, and the three dimensions of technology trust have a significant positive impact on the willingness to use; the three dimensions of technology trust have a significant positive impact on the self-efficacy of integrated technology. significant positive impact.

To further explore the mechanism of technology trust on teachers' willingness to use information-based teaching, this study established a direct effect model (M1) of technology trust on teachers' willingness to use information-based teaching (hereinafter referred to as "willingness to use"). As shown in Figure 1



Picture 1: The Direct Effect Model of Technology Trust on Teachers' Willingness to Use Information-Based Teaching (M1)

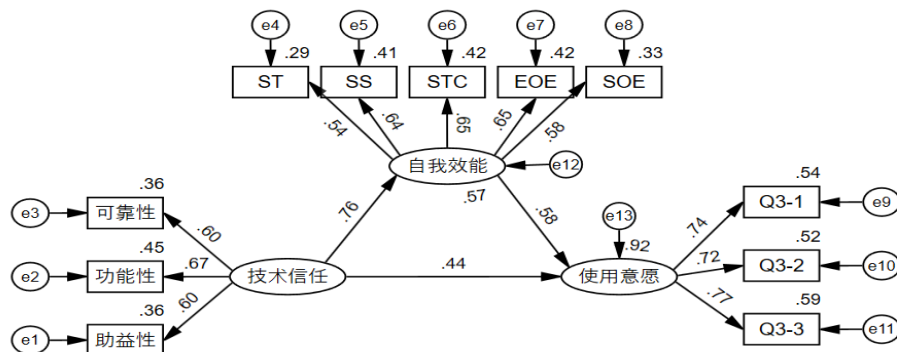
As shown in Table 3, trust in technology has a direct and significant positive impact on willingness to use.

Table 3: Path Table of The Direct Effect Model of Technology Trust on Teachers' Willingness to Use Information-Based Teaching

Path	Estimate		C.R.	S.E.	P
	non-normal	normal			
Trust in technology → willingness to use (direct effect)	1.181	0.884	8.736	0.135	***

*p<0.05, **p<0.01, ***p<0.001

As shown in Figure 2, the mediating effect model (M2) established in this study.



Picture 2: The Mediating Effect Model (M2) of the Self-Efficacy of Integrated Technology

It can be seen from Table 4 that there is a significant positive impact among technology trust, self-efficacy of integrating technology, and teachers' willingness to use information technology in teaching.

Table 4: Path Table of Mediation Effect Model

Path	Estimate		C.R.	S.E.	P
	non-normal	normal			
Technological trust → self-efficacy	0.657	0.757	6.874	0.096	***
Self-efficacy → Willingness to use	0.895	0.577	5.119	0.175	***
Technology trust → willingness to use (indirect effect)	0.599	0.445	4.063	0.147	***

*p<0.05, **p<0.01, ***p<0.001

As shown in Table 5: After the self-efficacy of integrated technology is added as an intermediary variable, it weakens the direct effect of technology trust on teachers' willingness to use information-based teaching, and plays a mediating role in it.

Table 5: Path Comparison of Direct Effect and Mediating Effect Models

Path	direct effects model		mediation model	
	standard path coefficient	P	standard path coefficient	P
Trust in Technology → Willingness to Use	0.884	***	0.445	***

*p<0.05, **p<0.01, ***p<0.001

Table 6 shows that in the mechanism of technological trust on usage intention, self-efficacy has a significant mediating effect.

Table 6: Bootstrap Analysis Table of The Mediation Effect of Self-Efficacy of Integrated Technology

Effect category	Path	Effect size	SE	95% confidence interval		
				lower limit	upper limit	P
Mediation effect	Technology trust→self-efficacy→use intention	0.589	0.005	0.352	1.408	0.004*

*p<0.05, **p<0.01, ***p<0.001

Discussion

This study explores the influence of technology trust on the willingness to use information-based teaching of public junior high school teachers in Zhengzhou City, Henan Province under the mediating effect of integrated technology self-efficacy at medium to high level.

Suggestion: First of all, school administrators in public junior high schools should pay attention to the necessary content, teaching, and technical knowledge reserves of teachers, focus on improving teachers' ability to integrate technology and curriculum, and enhance teachers' confidence in using

technology to control teaching. Secondly, while public junior high schools pay attention to the daily work system and teachers' performance, they should also pay attention to encouraging teachers to improve their academic qualifications, broaden the horizons of teachers' education, deepen teachers' understanding of educational technology, and improve technology trust and self-efficacy of integrating technology. Finally, junior high school teachers should actively participate in technical training, teaching seminars, teaching competitions, teaching observation meetings, and other activities organized by schools and other education departments, accumulate experience in practice, feel the teaching advantages brought by technology, and enhance confidence in using technology.

Conclusions

Research value

This study will provide empirical data and some practical information and suggestions for public junior high school teachers, administrators, and future researchers on the influence of technology trust on teachers' willingness to use information technology in teaching. These research methods and steps will provide a reference for future research, and provide a reference for the training of public junior high school teachers in my country's current compulsory education sector, school evaluation of teachers and strategies for improving education quality, and the development path of independent professionalization of public junior high school teachers.

Recommendations for future research related to this study

Although this study underwent rigorous research methodology and data collection, there are still some limitations that can be addressed in future studies. First of all, this research is only carried out on public junior high schools in Henan Province, and may not be able to explain some situations in other regions. Future research can choose different types of schools and schools in other regions to carry out; second, this research adopts the method of an online questionnaire survey. There may be data collection bias in the case of completely autonomous data collection, which will affect the external validity of the results; third, the sample size of this study is not very large, some are single, and the results may increase with the increase of sample size in the future. will vary.

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STUDY OF ENGLISH LEARNING HABITS OF STUDENT FROM ZHENGZHOU BUSINESS SCHOOL, HENAN, CHINA

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Abstract: The aim of this article is to understand the current status of English learning habits among college students at Zhengzhou Business College, as well as to assess the level of these habits and explore the differences in learning habits based on different demographic factors. A quantitative research approach was employed through a questionnaire survey conducted on 318 undergraduate students who enrolled in the second semester of the 2022-2023 academic year at Zhengzhou Business College. The study analyzed the current situation and level of learning habits concerning different factors, such as gender, grade, learning motivation, and teaching style. The study found that. First, overall, the level of English learning habits among college students is high. Second, when comparing the learning motivations of college students based on different gender, grade, learning motivation, and teaching style, significant differences were observed. Female students exhibited higher learning habits than male students on the whole. Differences in learning habits were also evident among students of different grades, learning motivations, and teaching styles. Finally, the article reflects on, discusses, and provides recommendations based on the research results. It suggests that teachers should strive to stimulate students' interest in English learning and actively guide them to adopt scientific English learning methods. The school should also strengthen the integration of English learning with students' majors. Additionally, students should pay attention to developing the habit of listening to and comprehending English effectively.

Keywords: Learning English education, Study Habits, Zhengzhou Business School

Introduction

At present, the exploration of English learning habits in our country is primarily focused on middle and high school students, with relatively limited exploration into the habits of college students (Guo Hongyu, 2016). In the study of learning English, habits have always been considered one of the individual difference factors worthy of in-depth analysis. They play a significant role in acquiring English language skills and serve as a driving force for tackling long-term and demanding learning

tasks. Habits compel students to relentlessly strive towards their set goals (Margaret C. Wang, 1990). Therefore, learning habits are one of the factors determining English learning performance.

The development of modern society has made English increasingly ubiquitous. Many cutting-edge scientific and industrial products are initially translated into English and widely applied to other languages, highlighting the importance of the English language. Therefore, current education should treat students' learning seriously. It should emphasize both their self-directed learning abilities and consider learning English as a long-term goal. However, in most universities today, especially among undergraduate students in private universities, English classes lack clear objectives, diverse and engaging content, and varied teaching methods. This disparity leads to a significant difference between their educational approach and the traditional emphasis on specialization in established universities.

With the development of globalization, English has become a widely used language around the world, serving as a highly influential communication tool in today's society. China's education system has also incorporated English into its curriculum. In recent years, with the government's support for education, the development of private universities has been rapidly increasing, enhancing their influence. In the global context, English, as an important subject, holds different characteristics in various regions. Due to the practical focus of English education in private universities and relatively weaker emphasis on theory and academia, certain differences might exist. In higher education institutions, the core of English courses lies in helping students master a solid foundation of English skills and apply these skills in everyday communication. Through these efforts, our aim is to better prepare them for future societal demands and equip them with stronger adaptability in their future workplaces. In order to keep up with the ever-changing society, we are committed to nurturing students' comprehensive English skills and instilling in them a habit of lifelong learning.

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Learning habits can be seen as a positive, continuously improvable, and cultivable learning ability. They not only help learners gain a clearer understanding of study material but also ignite their

interest in learning, thereby making the learning process more efficient. Developing learning habits not only improves learners' study conditions but also aids them in thinking more deeply, leading to more effective completion of learning tasks. University students face new environments, interpersonal interactions, teaching methods, and a process of adapting to college life that affects their psychological state. University learning habits differ from those of earlier stages. Universities place more emphasis on self-directed learning. Changes in university students' learning habits have a significant impact on their learning. Good learning habits positively enhance learning activities (Wu, 2017). Hence, paying attention to university students' learning habits is crucial for shaping their academic performance and overall learning journey. University marks a fresh starting point. As learning deepens, many students embrace challenges, explore with courage, and witness improvements in their learning habits. Their learning objectives become clear, initiative increases, resistance to online gaming decreases, and self-discipline improves. These improvements result in enhanced learning outcomes. Zhengzhou University of Commerce students exhibit some issues in their English learning habits, such as neglecting English courses, lacking self-awareness in learning English, lacking good study habits, and using ineffective methods for learning English. Exploration of English learning habits among Zhengzhou University of Commerce students is relatively limited, highlighting the urgent need to fill this gap in literature.

Research Objectives

The following objectives guide the direction of the research.

1. What are the characteristics of demographic variables, such as grade level, gender, learning motivation, and teacher style, among students at Zhengzhou University of Commerce.
2. To determine the level of in-service adults' online learning motivation, including their intrinsic motivation and extrinsic motivation levels.
3. To compare the differences in the level of learning motivation of online learners in Hundun University compared with their demographic factors.

Literature Review

Firstly, in the study of habit formation, habit cognition is an essential part of learning habits, focusing on characteristics like automation and stability. Su and Jin (1999) pointed out that through repeated practice and training, people can cultivate an effective self-directed learning style that suits specific contexts. Shen (2007) further emphasized that excellent learning habits not only enhance students' learning abilities but also establish their long-term learning capabilities. During middle school, cultivating excellent learning habits is not only important but also feasible. These habits typically encompass subjectivity, regularity, autonomy, and emotional attachment. These habits are primarily manifested in mastering classroom content and professional knowledge. Establishing healthy learning habits requires long-term, continuous effort that must align with individuals' intrinsic needs and their

impact on physical and mental well-being. Wu (2017) believes that good learning habits refer to the positive development of individuals' learning activities without the need for willpower or external supervision. Focusing on habit cognition plays a role in learning efficiency. This "positive push toward formalization" provides an effective teaching approach, such as the "Student Learning Behavior Guidelines," which requires them to set clear learning objectives, establish precise learning procedures, engage in continuous learning, and achieve optimal learning outcomes. Lu (2007) mentioned that children with this "positive push toward formalization" have strong reading desires, resolute willpower for reading, self-directed and active learning behavior, an active and enjoyable process, all of which contribute to the formation of effective reading habits. Emphasizing habit cognition is linked to attitudes, methods, and approaches to learning. Feng's (2002) research indicates that the learning habits of 253 high school students change according to their age groups but also exhibit distinct preferences. Moreover, aspects like pre-class preparation, classroom activities, post-class reflection, and metacognition directly or indirectly influence their academic performance. Guan, (2016) underscores that good learning attitudes and effective methods provide lasting motivation, leading to a stable behavioral pattern.

Secondly, classroom habits are gradually formed stable behavioral patterns in learning, serving as a key factor in determining academic performance (Wang & Qu, 2023). Benjamin Bloom's (1981) research provided a platform for many Western scholars to deeply explore the feasibility of learning behaviors and established a comprehensive survey with an "Attitude Questionnaire" to measure the connections among three dimensions involving behaviors, emotions, and thinking patterns mentioned in the "Skills Questionnaire." By utilizing the Study Habits Inventory (SHI) and Study Behavior Inventory (SBI), users' time, reading strategies, content, and reading outcomes can be measured, leading to a better understanding of knowledge points and improved reading effectiveness. SHI measures users' time and reading strategies, while SBI measures users' reading outcomes, including previewing new lessons, reading texts, writing papers, and exam preparation. As global political, economic, social, or cultural changes occur, traditional Western teaching habit measurement standards may not fully meet China's needs. Therefore, it is necessary to develop more comprehensive surveys to delve into the influences of various teaching habits, such as classroom behaviors, post-class activities, and reflective abilities. Scholars like Margaret C. Wang (1990) pointed out that children's learning is influenced by various factors, including their cognitive characteristics, family environment, teachers' teaching methods, school cultural atmosphere, and societal development trends. They deeply explored the impact of the school environment on students' learning habits and found that effective implementation of pre-class preparation, classroom activities, and reflective learning plays an essential role in forming students' learning habits.

Through Ma's (2022) questionnaire survey and chi-square analysis, we can clearly observe that the learning habits of most university students are quite good, with girls standing out in particular.

However, many university students haven't developed effective pre-reading habits, lack active pre-class preparation, often resort to using their phones. Additionally, their seat preferences, note-taking habits, ability to answer questions in advance, and cases of going out can directly or indirectly impact their exam performance.

Wang (2022), through analyzing the English learning situation of current middle school students, discovered an effective method for cultivating students' English learning habits, with the aim of enhancing their oral expression skills. Zeng (2017) emphasized that parents should attach more importance to their children's Chinese learning habits, striving to create a conducive home environment, strengthening the school-home cooperation, timely communication with teachers, encouraging children to actively participate in the classroom, establishing comprehensive reading plans, and learning actively from excellent role models around them. Yao (2022) pointed out that in current English classrooms in Henan, various challenges arise due to the lack of appropriate teaching materials. For example, the absence of a suitable classroom atmosphere leads to students' learning obstacles, resulting in an overall decline in the classroom's quality. Through this investigation, it's found that in Chinese language classrooms of lower primary grades in China, students' language fluency is insufficient, which hampers their mastery of language skills.

Methodology

This study is quantitative research that aims to investigate the English learning habits of students at Zhengzhou Business College. It utilizes a questionnaire survey to analyze and compare the learning habits of students with different backgrounds. The survey focuses on various aspects of learning habits, including habit awareness, pre-class learning habits, in-class habits, post-class habits, and reflective learning habits. The data collected through the survey will be analyzed using descriptive analysis, frequency, percentage, mean, and standard deviation to determine the demographic variables of the students and their learning habits. Furthermore, t-tests and one-way ANOVA will be employed to compare the differences in learning habits among students with different backgrounds.

Through a literature analysis, the study explores relevant theories and research related to English learning habits among university students. This helps in understanding and grasping the current state of learning habits among students at Zhengzhou University of Commerce. Based on this understanding, the study then formulates its research questions.

Through a literature analysis, the study explores relevant theories and research related to English learning habits among university students. This helps in understanding and grasping the current state of learning habits among students at Zhengzhou University of Commerce. Based on this understanding, the study then formulates its research questions.

The data collected from the survey is organized and summarized. Comprehensive data analysis is conducted to explore the current state and level of learning habits among students at Zhengzhou

University of Commerce. This analysis aims to cater to the evolving demands of society, achieve multidimensional development of students' abilities, and ultimately help students develop a lifelong awareness of English learning. The study concludes by presenting appropriate strategies and recommendations to achieve these goals.

This study collected data through a questionnaire survey, using both offline and online methods. For the offline approach, the research team distributed and collected the questionnaires during student training sessions. As for the online approach, the questionnaires were designed using the platform "Question Star" and disseminated through applications like WeChat and QQ.

The participants in this study were selected from students at Zhengzhou Business College. A total of 357 questionnaires were distributed, and 342 questionnaires were collected. After excluding invalid questionnaires, the final number of valid questionnaires was 318, resulting in an effective response rate of 92.98%, which meets the statistical requirements.

Results

In today's context, research on college students' study habits has become quite common and rapidly developing. It has become a focus of attention in various research fields, and scholars from both domestic and international backgrounds have conducted in-depth research on related theories and causal factors. This article focuses on the study of college students at Zhengzhou Business College and has achieved certain research results by analyzing their current study habits. It can provide some reference opinions for supporting college students' learning.

Discussion

During the research process, During the research process, 318 questionnaires were collected in the form of online questionnaire. The data in the first part of the questionnaire was used to understand the demographic background information of the Zhengzhou Business College students, corresponding to the first question in the research question. Namely: What are the demographic factors of the Zhengzhou Business College students? What about their gender, grade, learning motivation, and teacher style? According to the data filled in the questionnaire, there are 106 male respondents, accounting for 51.5%; 100 of them were female, accounting for 48.5%. The number of male and female respondents in this study was relatively balanced. Regarding grade distribution, 106 students were from higher grades, representing 51.5%, and 100 students were from lower grades, representing 48.5%. The number of respondents from different grades was relatively even. Concerning learning habits, 106 students exhibited a strong learning style, accounting for 51.5%, while 100 students adopted a laid-back learning style, representing 48.5%. The number of respondents with different learning habits was relatively balanced. As for teacher styles, 106 students preferred a more authoritative teacher style, accounting for 51.5%, while 100 students preferred a more relaxed teacher style, representing 48.5%. The number

of respondents with different teacher styles was relatively even.

The results of the descriptive analysis indicate that the level of study habits among students at Zhengzhou University of Commerce is categorized as high. When considering the individual sub-dimensions, including habit recognition, pre-class learning habits, in-class habits, post-class habits, and reflective learning habits, the average values for these aspects are all above 3.7. The overall motivation level reaches 3.79. Therefore, the general study habits of the students at Zhengzhou University of Commerce are classified as high. Analyzing the average values further, the highest score is observed in the item "I have a habit of reading English novels and magazines in my spare time", while the lowest score is associated with the item "To improve learning efficiency, I have a habit of having other classmates supervise my classroom performance"

The results of the differential analysis show that there are significant differences in study habits among university students of different genders, different grades, different levels of study motivation, and different teaching styles of instructors.

The survey results of this study reveal that there is a relatively small difference in the proportion of male and female university students, with the number of males slightly higher than females. There is a higher number of senior students, indicating a relatively concentrated group that forms the backbone of societal development. Overall, the level of study habits is high. Habits are automatic behavior patterns formed through long-term practice, which occur without external supervision or conscious effort. Habits are established through repetitive practice, becoming stable patterns of thinking, language, and behavior. They are acquired after birth and represent a stable driving force.

Analyzing the process of habit formation reveals that it involves specific situations where individual actions form a reflex chain system that becomes stabilized in the brain's cortex, closely connected to the nervous system. Whenever the same stimulus occurs again, the conditioned reflex chain system automatically appears, leading individuals to perform the same actions. Learning habits are relatively stable automated behavior patterns developed through repeated practice in learning situations. In essence, they represent consistent learning methods and strategies frequently exhibited by individuals. Once learning habits are established, learning becomes a necessity and can save time and effort. By following automated habits, individuals can effortlessly acquire more knowledge (Feng, 2002).

Through this study, comparisons were made regarding the level of study habits among college students of different genders, grades, learning motivations, and teacher styles, and the following findings were made:

- 1). There is no significant difference in the overall study habits, habit recognition, pre-class study habits, in-class habits, post-class habits, and reflective learning habits between male and female college students.
- 2). There are significant differences in study habits among college students of different grades.

The possible reason is that with the rise in students' grades, their level of study habits continuously improves, and senior students show a significant preference for study habits.

3). There are significant differences in English learning habits among college students with different learning motivations. The reason for this is that the formation of study habits is not only influenced by cognitive factors but also related to social background factors. In the process of forming study habits, motivation is a key factor. If motivation is strong, and there is a high sense of self-efficacy, students can quickly develop study habits.

4). There are significant differences in the study habits of college students with different teaching styles. The reason for this is that students are greatly influenced by external factors in the process of forming study habits, which requires teachers to guide them. Teacher guidance should not only positively influence the nature and content of students' study habits but also serve as role models to influence students' study habits in a subtle and nurturing way.

5). This demonstrates that whether students can develop good study habits is inherently connected to their individual characteristics and also relies on the training provided by teachers. In particular, teachers should intervene in students' inappropriate study habits during their everyday teaching, promptly correct any issues found in students' study habits, promote improved learning efficiency, and enhance students' learning initiative. This can also lighten the burden on teachers and allow them to devote more energy to the study of teaching methodologies.

Conclusions

Research on the Study Habits of College Students at Zhengzhou Business College includes the following aspects:

1. In this survey, there were slightly more male college students, but the difference between males and females was not significant.

2. Overall, the level of college students' English study habits is high.

3. Comparative analysis of the differences in study habits among college students of different genders, grades, learning motivations, and teacher styles. 1). College students of different genders show significant differences in their study habits. Overall, female students have higher study habits than male students. 2). College students of different grades exhibit significant differences in their study habits. The study habit level of higher-grade college students is higher than that of lower-grade students. The pre-class study habit, in-class study habit, and post-class study habit of higher-grade college students are higher than those of lower-grade students. However, the post-class study habit of lower-grade college students is higher than that of higher-grade students. 3). College students with different learning motivations also demonstrate significant differences in their study habits. College students with strong learning motivations have higher overall study habits, habit recognition, pre-class study habits, in-class study habits, post-class study habits, and reflective learning habits compared to college students with

more laid-back learning motivations. 4). College students under different teacher styles exhibit significant differences in their study habits. There are significant differences in overall study habits, habit recognition, pre-class study habits, in-class study habits, post-class study habits, and reflective learning habits among college students with different teacher styles. Through multiple comparisons, it can be observed that college students with a more authoritative teacher style have higher study habits than those with a more laissez-faire teacher style.

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RESEARCH ON THE RELATIONSHIP BETWEEN COLLEGE STUDENTS' EMOTIONAL INTELLIGENCE, POSITIVE CHARACTER AND LEADERSHIP BEHAVIOR IN JIANGSU PROVINCE

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Abstract: First, different background variables have some impact on these factors. Second, there is a significant positive correlation between emotional intelligence and college students' leadership behavior, positive character qualities, and emotional intelligence. This means that higher emotional intelligence correlates with higher levels of leadership behavior and positive character qualities. Third, positive character qualities play a partial mediating role between college students' emotional intelligence and leadership behavior. Emotional intelligence not only directly affects leadership behavior but also indirectly affects leadership behavior through its effect on positive character qualities. Based on the relevant research, the thesis proposes corresponding suggestions, starting from the education management department to the implementation in various universities.

Keywords: University Students, Emotional Intelligence, Leadership Behavior, Positive Personality Traits

Introduction

Additionally, there has been limited exploration in foreign literature on the impact of emotional intelligence on leadership behavior, as well as a lack of research examining the interrelationship between emotional intelligence, positive character traits, and leadership behavior (Kaplan et al., 2010). Strengthening college students' leadership behavior could enhance their organizational coordination and overall management abilities, promote the construction of a positive learning environment, reduce the strain and job stress of teaching staff, and increase individual innovation and effectiveness (Kuranchie & Affum, 2021). Based on the above content, it is evident that college student leadership is of paramount importance. Effectively promoting emotional intelligence development during the process of cultivating college student leadership abilities is a crucial direction and goal for enhancing student development.

Significance of Study

College students' leadership behaviors are one aspect of their leadership performance during their time in higher education. The leadership of college students not only pertains to their personal development but also has implications for the sustainable development of educational institutions.

Conducting research on the emotional intelligence and leadership behaviors of college students, while incorporating positive character traits as mediating variables, is of practical significance. It helps us understand the inherent connections among these factors, explore the ways of fostering leadership behaviors, and promotes the practical development of leadership education for college students. By exploring the above questions, this study aims to further enrich the theoretical basis of college students' development in the areas of emotional intelligence, leadership, and positive character traits. The research findings will provide practical guidance and information on empirical examples for school teachers, administrators, and future researchers. The methods and procedures used in this study can also serve as a reference for future research. Additionally, this study offers guidance on cultivating the leadership of college students and establishing a positive school environment in higher education in China.

Research Objectives

- (1) To understand the current status of emotional intelligence among college students in universities.
- (2) To understand the current status of positive character traits among college students in universities.
- (3) To understand the current status of leadership behavior among college students in universities.
- (4) To understand the differences in emotional intelligence, positive character traits, and leadership behavior among college students with different background variables.
- (5) To explore the correlation between emotional intelligence, positive character traits, and leadership behavior among college students.
- (6) To examine the mediating role of positive character traits in the relationship between emotional intelligence and leadership behavior among college students.

Literature Review

In 2006, Kerr et al. found that emotional intelligence significantly predicts the levels of leadership effectiveness among leaders (Guan et al., 2009). Herbst et al. (2008) conducted a study to explore the relationship between preferred thinking styles, emotional intelligence, and effective leadership. Han (2018) conducted a meta-analysis on the relationship between leader emotional intelligence and leadership effectiveness, finding a significant positive correlation between leader emotional intelligence and leadership effectiveness in psychological, behavioral, and performance aspects. Since the initial proposal of emotional intelligence, scholars have been investigating the relationship between emotional intelligence and personality traits. Zhao (2018) found a significant positive correlation between emotional intelligence and personality traits among private university

students. Intelligence, sensitivity, and independence were significantly correlated with emotional intelligence and personality traits, while sophistication and anxiety were negatively correlated with them. Derue et al. (2011) conducted a meta-analysis on the relationship between personality traits and leadership behaviors. Their research identified that certain positive character traits can effectively predict leadership effectiveness. Cheng (2016) studied the effect of personality traits on leadership among student groups, using the Big Five personality theory. The results showed that openness, conscientiousness, and extraversion have a positive impact on leadership, while neuroticism has a negative impact on leadership. Based on the reviewed literature on measuring leadership tools, this study developed the Emotional Intelligence Scale (EIS), abbreviated as EIS, by Schutte et al. (1998), which was built upon Mayer and Salovey's emotional intelligence model to align with the research nature of the topic. The focus of this study, the researcher chose the Chinese version of the Self SLPI (SLPI-Self) translated by Tao (2014). In this study, the "Positive Personality Traits Scale for College Students" was used, which was created by Du (2009).

According to the feedback from existing literature and the above analysis, this study finds that although the research topic covers a wide range, studies on the correlation between emotional intelligence and leadership behavior among college students are relatively scarce. Currently, studies on positive character traits in the fields of management, psychology, and medicine are more in-depth, and studies on using positive character traits as a mediator variable are relatively mature. However, literature in the field of education, both domestically and internationally, lacks research on this subject. This study takes college students in Changzhou city, Jiangsu province as the research object and investigates the correlation between emotional intelligence, positive character traits, and leadership behavior among college students in Jiangsu province. This study can provide supplementary information for research in this field, provide theoretical support for educational management, and serve as a reference for related research on college students.

Difference Analysis

This study focuses on college students in Jiangsu Province, China. Established and validated scales developed by previous researchers were used to construct the predictive questionnaire. The first section collects personal background information, including gender, educational background, student grade, family background, major category, and holding positions. The second section comprises the emotional intelligence questionnaire, the third section includes the college student leadership behavior questionnaire, and the fourth section consists of the positive character qualities questionnaire. A total of 411 questionnaires were collected, and after screening, 400 valid questionnaires were obtained with a questionnaire validity rate of 97.32%. The mature content, reliability, and validity of the scales were confirmed through data analysis. The data analysis methods employed in this study included descriptive statistics, analysis of variance, correlation analysis, and regression analysis.

Based on the α reliability analysis of the three component scales for emotional intelligence,

positive character traits, and leadership behavior, as well as the overall questionnaire reliability data, it can be seen from the previous section that the Cronbach's Alpha values for each scale item are all greater than 0.8, indicating that there is high internal consistency between the variables of the scales, demonstrating good reliability of the questionnaire.

Table 1: Reliability Analysis

Dimension	Corresponding Items	Number of Items	Sample Size	Cronbach's Alpha
Emotional Intelligence	Q7-Q39	33	400	0.904
Leadership Behavior	Q40-Q69	30	400	0.920
Positive Character Traits	Q70-Q157	88	400	0.969

The researcher compiled three questionnaires for measuring the emotional intelligence, positive character traits, and leadership behaviors of college students, which were first reviewed by the supervisor and carefully revised according to the supervisor's comments. In addition, three college students were invited in advance to complete the questionnaires and provide feedback, which were incorporated into the final version. Therefore, the questionnaire demonstrated good content validity.

Table 2: Validity Analysis

Dimension	Corresponding Items	Number of Items	Sample Size	KMO	Bartlett's Test of Sphericity
Emotional Intelligence	Q7-Q39	33	400	0.821	0.000
Leadership Behavior	Q40-Q69	30	400	0.871	0.000
Positive Character Traits	Q70-Q157	88	400	0.773	0.000

Results

Table 3 shows the use of independent samples t-tests to study the differences in emotional intelligence, student leadership behaviors, and positive personality traits across gender. As shown in the table, samples of different genders did not demonstrate significant differences ($p > 0.05$) in emotional intelligence, student leadership behaviors, and positive personality traits. This suggests that samples of different genders show consistency in their emotional intelligence, student leadership behaviors, and positive personality traits, without significant differences.

Table 3: Analysis of Gender Differences in Emotional Intelligence, Student Leadership Behaviors, and Positive Personality Traits among Students

	Gender (Mean \pm Standard Deviation)		t	p
	Female(n=235)	Male(n=165)		
Emotional Intelligence	4.02 \pm 0.37	4.04 \pm 0.43	-0.456	0.649
Student Leadership Behaviors	4.03 \pm 0.41	4.10 \pm 0.41	-1.474	0.141
Positive Personality Traits	4.10 \pm 0.40	4.13 \pm 0.41	-0.916	0.36

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

According to Table 4, there were no significant differences in emotional intelligence, student leadership behavior, and positive personality traits among the samples of different grades ($p > 0.05$), indicating that the samples of different grades showed consistency rather than differences in emotional intelligence, student leadership behavior, and positive personality traits.

Table 4: Analysis of Differences in Emotional Intelligence, Student Leadership Behavior, and Positive Personality Traits among Students of Different Grades

	Grade (Mean ± Standard Deviation)				F	P
	Freshman (n=19)	Sophomore (n=83)	Junior (n=134)	Senior (n=164)		
Emotional Intelligence	3.92±0.73	3.95±0.47	4.07±0.34	4.06±0.35	2.399	0.068
Student Leadership Behaviors	3.89±0.86	4.01±0.47	4.11±0.35	4.06±0.33	2.295	0.077
Positive Personality Traits	3.95±0.78	4.09±0.42	4.14±0.35	4.12±0.36	1.445	0.229

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

According to Table 5, there were significant differences in emotional intelligence, student leadership behavior, and positive personality traits among the samples of different majors ($p < 0.05$), indicating that the samples of different majors showed differences in emotional intelligence, student leadership behavior, and positive personality traits.

Table 5: Analysis of Differences in Emotional Intelligence, Student Leadership Behavior, and Positive Personality Traits among Students of Different Majors

	Major Category (Mean ± Standard Deviation)			F	P
	Liberal arts and history majors (n=148)	STEM majors (n=213)	Arts and sports majors (n=39)		
Emotional Intelligence	4.05±0.38	4.05±0.42	3.86±0.26	4.129	0.017*
Student Leadership Behaviors	4.07±0.38	4.08±0.44	3.88±0.31	4.45	0.012*
Positive Personality Traits	4.11±0.39	4.16±0.39	3.85±0.38	10.625	0.000**

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

According to Table 6, there were significant differences in emotional intelligence, student leadership behavior, and positive personality traits among samples with different experiences of holding positions ($p < 0.05$), indicating that the samples with different experiences of holding positions showed differences in emotional intelligence, student leadership behavior, and positive personality traits.

According to Table 7, there were significant differences in emotional intelligence, student leadership behavior, and positive personality traits among samples from different regions of origin ($p < 0.05$), indicating that the samples from different regions of origin showed differences in emotional intelligence, student leadership behavior, and positive personality traits.

Table 6: Analysis of Differences in Emotional Intelligence, Student Leadership Behavior, and Positive Personality Traits among Students with Different Experiences of Holding Positions

	Held Positions (Student Cadres) (Mean ± Standard Deviation)		t	p
	Yes(n=337)	No(n=63)		
Emotional Intelligence	4.05±0.38	3.92±0.45	2.403	0.017*
Student Leadership Behaviors	4.10±0.35	3.85±0.60	3.146	0.002**
Positive Personality Traits	4.15±0.35	3.90±0.55	3.503	0.001**

Note: *p<0.05, **p<0.01

Table 7: Analysis of Differences in Emotional Intelligence, Student Leadership Behavior, and Positive Personality Traits among Students from Different Regions of Origin

	Hometown (Mean ± Standard Deviation)		t	p
	Rural areas (n=122)	Urban areas (n=278)		
Emotional Intelligence	3.87±0.52	4.10±0.31	-4.536	0.000**
Student Leadership Behaviors	3.90±0.49	4.13±0.35	-4.806	0.000**
Positive Personality Traits	3.91±0.50	4.20±0.31	-5.882	0.000**

Note: *p<0.05, **p<0.01

Table 8 shows the results of independent samples t-tests to examine the differences in emotional intelligence, student leadership behaviors, and positive personality traits between only children and non-only children. As observed from the table, there were no significant differences ($p>0.05$) in emotional intelligence, student leadership behaviors, and positive personality traits between only children and non-only children. This indicates that different samples of only children and non-only children exhibited consistency in emotional intelligence, student leadership behaviors, and positive personality traits, and there were no significant differences between the two groups.

Table 8: Analysis of Differences in Emotional Intelligence, Student Leadership Behavior, and Positive Personality Traits among Only Children and Non-Only Children

	Only Child (Mean ± Standard Deviation)		t	p
	Yes (n=228)	No (n=172)		
Emotional Intelligence	4.02±0.40	4.05±0.40	-0.828	0.408
Student Leadership Behaviors	4.09±0.39	4.02±0.43	1.548	0.122
Positive Personality Traits	4.14±0.36	4.07±0.44	1.644	0.101

Note: *p<0.05, **p<0.01

Correlation Analysis

According to Table 9, the specific findings are as follows: The correlation coefficient between students' leadership behavior and emotional intelligence was 0.738, with a significant level of 0.01. This indicates a significant positive correlation between students' leadership behavior and emotional

intelligence. The correlation coefficient between students' leadership behavior and positive character traits among college students was 0.829, with a significant level of 0.01. This suggests a significant positive correlation between students' leadership behavior and positive character traits among college students.

Table 9: Correlation Analysis of Students' Emotional Intelligence, Leadership Behavior, and Positive Character Traits among College Students

Pearson Correlation	Mean	SD	1	2	3
1. Student Leadership Behavior	4.059	0.411	1		
2. Emotional Intelligence	4.031	0.399	0.738**	1	
3. College Students' Positive Personality Traits	4.113	0.399	0.829**	0.821**	1

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

Regression Analysis

As shown in Table 10, a linear regression analysis was conducted with emotional intelligence as the independent variable and leadership behavior as the dependent variable. It can be seen from the table that the model formula is: Leadership behavior = 0.993 + 0.761*emotional intelligence. The model R-square value is 0.545, which means that emotional intelligence can explain 54.5% of the variation in students' leadership behavior. When conducting the F-test on the model, it was found that the model passed the F-test ($F = 476.344$, $p = 0.000 < 0.05$). This indicates that emotional intelligence is indeed related to students' leadership behavior. Finally, specific analysis shows that the regression coefficient of emotional intelligence is 0.761 ($t = 21.825$, $p = 0.000 < 0.01$), which means that emotional intelligence has a significant positive effect on students' leadership behavior.

Table 10: Regression Analysis of Students' Emotional Intelligence, Leadership Behavior, and Positive Character Traits among College Students.

	Non-standardized coefficients		Standardized coefficients	t	p
	B	Standard error	Beta		
(Constants)	0.993	0.141	-	7.034	0.000**
Emotional Intelligence	0.761	0.035	0.738	21.825	0.000**
R ²	0.545				
Adjusted R ²	0.544				
F-value	F(1,398)=476.344,p=0.000				

Mediation Analysis

Based on the findings presented in Table 11, the following results are observed: coefficient a of 0.822 is significant, coefficient b of 0.704 is significant, and coefficient c' of 0.182 ($P < 0.05$, confidence interval does not include 0) is also significant. Furthermore, the product of coefficients a and b has the same sign as coefficient c'. Therefore, the results indicate that positive character traits

among college students partially mediate the relationship between emotional intelligence and students' leadership behavior.

Table 11: Mediation Analysis of Students' Emotional Intelligence, Leadership Behavior, and Positive Character Traits among College Students.

	Student Leadership Behaviors	Positive Personality Traits	Student Leadership Behaviors				
Constant	0.993**(7.034)	0.800**(6.896)	0.430**(3.524)				
Emotional Intelligence	0.761**(21.825)	0.822**(28.693)	0.182**(3.657)				
Positive Personality Traits			0.704**(14.123)				
Sample Size	400	400	400				
R ²	0.545	0.674	0.697				
Adjusted R ²	0.544	0.673	0.695				
F-value	F (1,398) = 476.344, p=0.000	F (1,398) = 823.277, p=0.000	F (2,397) = 456.659, p=0.000				
	Direct Effect of C	A Path Coefficient	B Path Coefficient	Indirect Effect of A*B	Total Effect of C	Indirect Effect of A*B 95% Boot CI	Conclusion
Emotional Intelligence=>Positive Personality Traits=>Student Leadership Behaviors	0.182**	0.822**	0.704**	0.578	0.761**	0.471~0.655	Partial Mediation

Discussion

In the conclusion, our study's analysis of the differences at the primary and secondary dimensions shows that different background variables such as grade, holding student position, and hometown have significant effects on the emotional intelligence, positive character qualities, and leadership behavior of college students. Therefore, there are some differences in emotional intelligence, positive character qualities, and leadership behavior of college students with different background variables.

The results of our study show a significant positive correlation between emotional intelligence and leadership behavior of college students. This indicates that the higher the level of emotional intelligence, the higher the level of leadership behavior exhibited by college students. There is also a significant positive correlation between emotional intelligence and positive character qualities of college students, which indicates that the higher the level of emotional intelligence, the higher the level of positive character qualities displayed by college students. Furthermore, there is a significant positive correlation between positive character qualities and leadership behavior of college students, indicating that the more positive character qualities one possesses, the higher the level of leadership behavior

exhibited by college students.

Based on our study's results of the mediation effects, it can be concluded that positive character qualities partially mediate the relationship between emotional intelligence and leadership behavior of college students. The total effect of emotional intelligence on leadership behavior was found to be 76.1%, and the ratio of the mediation effect to the total effect was 75.95%. Therefore, it can be inferred that emotional intelligence not only directly affects leadership behavior but can also indirectly influence leadership behavior through the impact on positive character qualities.

Conclusion

Certainly, every study has its limitations. This study's sample size is limited since it was conducted only in universities located in Changzhou city, Jiangsu province. This study's content is limited since it only explored the mediating effect of positive character qualities. This study's method is limited since it only utilized a single survey method with a large number of questions. However, despite these limitations, this study still achieved successful results and feedback. In the recommendation section, this study ultimately returns to its own professional field, presenting corresponding recommendations in the field of educational management from two perspectives, colleges and management departments, and proposing suggestions for improving college students' emotional intelligence, positive character qualities, and leadership behavior. The recommendations aim to enhance college students' overall consciousness and level of ability, from these three perspectives to guide their development, which would be more conducive to their overall development.

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A STUDY ON THE RELATIONSHIP BETWEEN PROFESSIONAL IDENTITY AND LEARNING ENGAGEMENT OF UNIVERSITY STUDENTS IN SHANDONG YINGCAI UNIVERSITY

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Abstract: This study mainly explored the relationship between professional identity and learning engagement of university students in Shandong Yingcai University, analyzed whether there is a significant difference between professional identity and learning engagement of university students in private colleges and universities with different background variables, and then analyzed the predictive power of various aspects of professional identity of students in private colleges and universities on learning engagement. In this study, the questionnaire method was mainly adopted. The students of Shandong Yingcai University were the research mother group, the convenient sampling method was adopted, and 507 questionnaires were collected, of which 376 were valid. The obtained data were used for independent-samples t test, ANOVA analysis, Pearson correlation, regression analysis and other statistical methods.

The research tools were Four-dimensional Scale of University students' Professional Identity and Three-dimensional Scale of University students' Learning Engagement. The results showed that there were significant differences in professional identity among university students at different phases of studying; there were significant differences in learning engagement among university students of different genders and educational backgrounds; there was a significant positive correlation between professional identity and learning engagement of university students; and university students' professional identity significantly positively predicted their learning engagement. Based on the results and limitations, this study put forward the following academic, practical and policy recommendations.

Keywords: Shandong Yingcai University, Professional Identity, Learning Engagement

Introduction

Research Background

With the continuously expanded scale of higher education in China, the quality of education in China has been valued by more and more experts and scholars and has increasingly aroused great

attention from all sectors of society. Private universities are a very key part of education in China and play an extremely important role in cultivating and delivering various types of talents to the society and promoting China's employment and economic development (Su, 2017). The university education is the backbone of China's education, and the learning status of students at private colleges has attracted much attention. Just because of this, it is of great significance to pay attention to the learning of students in private universities.

Professional identity means that students have in-depth understanding and learning of major-related content in the learning process and identify and accept the major studied. With a higher level of professional identity, students can enhance their own learning initiative and driving force, thereby improving the quality and effect of their learning. At present, with the continuous expansion of the scale of private university education in China, there are also many shortcomings in their educational activities, especially students' failure to recognize correctly and reasonably their own major (Zhao, 2017). Learning engagement has gradually developed into an important indicator for evaluating student development and higher education level (Zhang, 2022), and has attracted the attention and research of many professionals. Many current theoretical achievements have proved that students' identity with their major affects their learning engagement (Lv, 2022). However, previous research results have shown that many universities students' learning engagement is not optimistic and is at a low level (Xu, 2013; Lu, 2016), so the study on the current situation of university students' learning engagement and its influencing factors can not only explore a scientific and effective path to enhance students' internal driving force and improve learning effect, but also effectively improve the level of education and cultivate more high-quality talents for China.

However, the professional identity and the learning engagement reflected by university students were different from the expectations of the masses. Some university students lacked interest and motivation in professional learning or engaged in learning less under long-term academic pressure, which was not only not conducive to students' own development, but also restricted the further improvement of university education level to a large extent and was not conducive to optimizing and improving China's strategic layout for talent development (Tian, 2018). Just because of this, paying attention to the learning of students in private universities produces a very critical impact.

Therefore, with these questions and confusions, the researchers chose the professional identity and learning engagement of private university students as the research direction, and then deeply discussed the relationship between professional identity and learning engagement, hoping to get some inspiration from it to answer the researchers' doubts.

Research Problems

(1) What are the differences in the scores of private university students with different background variables (gender, grade, major category, reason for choosing major, homeplace, learning situation, whether they are class leaders) in terms of major identity scores?

(2) What are the differences in the scores of private university students with different background variables (gender, grade, major category, reason for choosing major, homeplace, learning situation, whether they are class leaders) in terms of learning engagement?

(3) What is the correlation between professional identity and learning engagement of students in private universities?

(4) What is the prediction of professional identity on learning engagement by students in private universities?

Objective of the Study

(1) To distinguish the differences in the scores of private university students with different background variables (gender, grade, major category, reason for choosing major, homeplace, learning situation, whether they are class leaders) in terms of major identity scores.

(2) To distinguish the differences in the scores of private university students with different background variables (gender, grade, major category, reason for choosing major, homeplace, learning situation, whether they are class leaders) in terms of learning engagement.

(3) To distinguish the correlation between professional identity and learning engagement of students in private universities.

(4) To distinguish the prediction of professional identity on learning engagement by students in private universities.

Scope of the Study

This study only studied the development of professional identity and learning engagement of students in private universities, analyzed and explored the differences between them in terms of background variables, discussed the impact of professional identity on learning engagement, discussed its correlation and predictive effect, and finally put forward suggestions on enhancing the learning engagement of university students.

Research Significance

The current study on professional identity focused more on students in public universities, but less on students in private universities. The study on learning engagement also focused more on public higher education, and there is not enough study on professional identity as an influencing factor on learning engagement. This study took the students in private universities as the research object, attempted to list professional identity as a factor of learning engagement by analyzing the development of professional identity and learning engagement of students in private universities, to provide effective reference significance for related exploration activities. At the same time, this study could also provide scientific and reasonable reference significance for teachers of professional courses in private universities to improve the professional identity and learning engagement of university students, to enhance the educational effect of universities.

Theoretical Framework

(1) Background variables: It included gender, grade, major category, reason for choosing major, homeplace, learning situation, whether they are class leaders of students in Shandong Yingcai University. In this way, this study analyzed whether the professional identity and learning engagement of students in Shandong Yingcai University are different due to different background variables.

(2) Independent variables: professional identity professional cognition, professional emotion, professional behavior, and relevance. (Zhang, 2018)

(3) Dependent variables: The university students' learning engagement included three dimensions: cognitive engagement, emotional engagement, and behavioral engagement. (Ma, 2013)

Hypotheses

To explore the questions to be answered, the following research hypotheses were put forward as the basis for statistical testing based on the above analysis of research motivation and purpose:

Hypothesis 1: University students with different background variables have significant differences in their professional identity.

H1-1: University students of different genders have significant differences in their professional identity.

H1-2: University students of different grades have significant differences in their professional identity.

H1-3: University students of different major categories have significant differences in their professional identity.

Hypothesis 2: University students with different background variables have significant differences in their learning engagement.

H2-1: University students of different genders have significant differences in their learning engagement.

H2-2: University students of different grades have significant differences in their learning engagement.

H2-3: University students of different major categories have significant differences in their learning engagement.

Hypothesis 3: University students' professional identity is predictive on learning engagement.

Literatures Review

Freud first proposed the concept of "identity" in his psychoanalytic theory, which meant the behavior of people consciously and actively imitating an object psychologically and emotionally (Li, 2021). Yang (2021) believed that "professional identity" was mainly concerned about whether the individuals could obtain their own recognition of their majors. For example, if an individual recognized the major, the students would have higher enthusiasm in the learning process and achieve more

significant learning effect. Wang (2022) believed that "professional identity" means that university students rationally recognized their majors according to their own interests, specialties, strengths, and weaknesses, understood and recognized their majors, and analyzed and explored the consistency of majors with their own growth. In summary, the main reason for adopting the view of Zhang (2018) in this study was that the concept definition of Zhang's professional identity was mainly elaborated from four aspects: professional cognition, professional emotion, professional behavior, and professional relevance.

From the perspective of measurement means, the current foreign professional identity measurement methods were mainly designed from the perspective of professional identity, which obviously could not be directly applied in the research field of professional identity for university students in China. However, as domestic scholars gradually had more theoretical achievements in the field of professional identity, the corresponding measurement tools were gradually diversified. Li (2021) and other scholars designed a set of questionnaires in their research to analyze the performance and strategic analysis of university students in professional identity. Zeng (2021) designed a set of Questionnaire on Influencing Factors of Professional Identity Level of Graduate Students in his research, and it was found after verification that its reliability and validity were relatively good. Liu (2022) designed a set of Questionnaire on Postgraduate Students' Professional Identity, and clarified its measurement sub-dimensions, including continuity, emotionality, cognition and other identity dimensions.

The theoretical achievements on learning engagement were relatively rich. Abroad, Marie (2012) et al. explored the relationship between education funding and learning engagement based on controlling for different students and school characteristics and pointed out that students of different grades had different levels of learning engagement. A representative survey sample of national universities students was selected, and the results showed that such relationship was very complex, and its influencing factors mainly included school management level, learning period, measurement tool. Shaulat (2017) and other scholars analyzed the relationship between learning engagement and effect, and pointed out that students with lower ability were more likely to achieve significant effect when improving learning engagement compared with students with better learning ability. From the perspective of school structure, Cathy (2018) pointed out in the research that factors such as learning level, school management ability, and major differences greatly would greatly affect students' learning engagement.

The reasons for choosing a major were different, and their learning engagement were also different. Sun (2021) focused on analyzing and exploring the current situation of university student' learning engagement and pointed out that most university students had low level of learning engagement, and the level of engagement of male students was basically lower than that of female students. Huang (2022) and other scholars surveyed more than 300 university students to understand

whether community learning had an impact on students' learning engagement and what the impact was. In this study, the questionnaire translated and adapted by Ma (2013) based on Schaufeli (2002) was used, and the learning engagement was one of the generally recognized definitions of learning engagement abroad, and the questionnaire preparation had good reliability and validity.

From the relevant literature, it could be seen that the research achievements on the relationship between professional identity and learning engagement were relatively rich. Xu (2013) first pointed out in his doctoral dissertation that there was a close relationship between professional commitment and learning engagement. The study of Davood Vandi (2017) showed that there were two students' learning states, that is, learning weariness and happy learning, and essentially, the learning weariness meant learning burnout, insufficient internal drive, and low level of learning engagement. Wang (2022) believed that multiple sub-dimensions of professional identity, such as will, emotion, ability, values, etc. Kong (2022) pointed out that professional commitment would greatly affect the level of learning engagement, and especially the level of learning engagement would increase as the level of learning commitment decreases.

Research Methodology

This study took students from Shandong Yingcai University as the mother group. According to the survey, Shandong Yingcai University has a total of 7 schools, including the School of Engineering, the School of Business, the School of Preschool Education, the School of Medicine, the School of Foreign Chinese, the School of Arts, and the School of Modern Music and Dance, and offered 33 undergraduate majors and 31 junior college majors, with a total of more than 30,000 students.

University Students' Professional Identity Scale. Based on Zhang's (2018) four-dimensional scale used in this study, the scale was modified according to the actual situation to form the final questionnaire. The professional identity scale consisted of 20 questions in 4 dimensions. The 4 dimensions were professional cognition, professional emotion, professional behavior, and relevance.

University Students' Learning Engagement Scale. Based on Ma's (2020) scale used in this study, the scale was modified according to the actual situation to form the final questionnaire. The University Student Learning Engagement Scale consisted of 15 questions in 3 dimensions for measurement. The 3 dimensions were cognitive engagement, emotional engagement, and behavioral engagement.

Findings and Conclusions

From the results of the questionnaire statistics, we can see: According to the results after questionnaire statistics, (1) among the samples, 50.8% of the students were males and 49.2% were females, and the proportion of male and female was more balanced. (2) Among the samples, 23.4% were freshmen, 31.1% were sophomores, 10.4 were juniors, and 17.8 were seniors, which was in line

with the proportion of students. (3) Among the samples, science and engineering accounted for 51.1%, humanities and social sciences accounted for 48.9%, with relatively even distribution.

The next part of the data analysis is to compare the differences between Professional Identity and Learning Engagement in different demographic backgrounds. SPSS 25.0 software was adopted. In the following sections, the T-test and one-way ANOVA are mainly used to test the research hypothesis. The specific analysis results are shown in the following table.

H1-1: University students of different genders have significant differences in their professional identity. According to the research hypothesis H1-1, the independent sample t test was used to test the hypothesis. As shown in Table1, a P value greater than 0.05 indicates that the hypothesis H1-1 is not valid.

Table 1: Differences in Professional Identity among Different Genders

	Gender	Mean	SD	T	P
Professional identity	Male	3.898	0.497	0.187	0.852
	Female	3.888	0.503		

H1-2: University students of different grades have significant differences in their professional identity. According to the research hypothesis H1-2, the independent sample t test was used to test the hypothesis. As shown in Table2, a P value greater than 0.05 indicates that the hypothesis H1-2 is not valid.

Table 2: Difference Comparison of ANOVA with Grade as Control Variable

	Gender	Mean	SD	T	P
Professional identity	freshmen	3.782	0.733	1.240	0.295
	sophomores	3.850	0.499		
	juniors	3.932	0.472		
	seniors	3.934	0.419		

H1-3: University students of different major categories have significant differences in their professional identity. According to the research hypothesis H1-3, the independent sample t test was used to test the hypothesis. As shown in Table 3, if the P value is greater than 0.05 indicates that the hypothesis H1-3 is not valid.

Table 3: Difference Comparison of T-test with Major as Background Variable

	Major	Mean	SD	T	P
Professional identity	Science and engineering	3.890	0.489	-0.113	0.910
	Humanities & social sciences	3.896	0.511		

H2-1: University students of different genders have significant differences in their learning engagement. According to the research hypothesis H2-1, the independent sample t test was used to test the hypothesis. As shown in Table4, the P value is greater than 0.05 indicates that the hypothesis H2-1 is not valid.

Table 4: Differences in Learning Engagement among Different Genders

	Gender	Mean	SD	T	P
Learning engagement	Male	3.935	0.467	-0.469	0.640
	Female	3.961	0.577		

H2-2: University students of different grades have significant differences in their learning engagement. According to the research hypothesis H2-2, the independent sample t test was used to test the hypothesis. As shown in Table5, a P value greater than 0.05 indicates that hypothesis H1.2-2 is not valid.

Table 5: Difference Comparison of ANOVA with Grade as Control Variable

	Gender	Mean	SD	T	P
Learning engagement	freshmen	4.052	0.819	0.894	0.444
	sophomores	3.914	0.459		
	juniors	3.973	0.502		
	seniors	3.885	0.563		

H2-3: University students of different major categories have significant differences in their learning engagement. According to the research hypothesis H2-3, the independent sample t test was used to test the hypothesis. As shown in Table 6, a P value greater than 0.05 indicates that hypothesis H2-3 is not valid.

Table 6: Difference Comparison of T-test with Major as Background Variable

	Major	Mean	SD	T	P
Learning engagement	Science and engineering	3.909	0.491	-1.487	0.138
	Humanities & social sciences	3.989	0.557		

Hypothesis 3: University students' professional identity is correlated with learning engagement. With professional behavior, professional emotion, professional cognition, and relevance as independent variables, the R square was changed to 0.634, the F value was changed to 0.327, and the multiple regression model $p=0.000$ was significant. The standardized regression coefficient was 0.436, and the regression coefficient ($p=0.000$) was significant. The stepwise regression model was: model 1: learning engagement = $0.752 \times$ professional behavior. Learning engagement = $0.436 \times$ professional behavior +

$$0.284 \times \text{professional emotion} + 0.150 \times \text{professional cognition} + 0.024 \times \text{relevance}.$$

Table 7: Table for Stepwise Regression Analysis of Professional Identity on Learning Engagement

Mode	Explanatory variables	The normalization factor β	T	Significance	VIF
1	Professional behavior	0.752	22.046	0.000	1.000
2	Professional behavior	0.509	11.489	0.000	1.961
	Professional emotion	0.346	7.814	0.000	1.961
3	Professional behavior	0.445	9.328	0.000	2.335
	Professional emotion	0.288	6.139	0.000	2.265
	Professional cognition	0.154	3.363	0.001	2.150
4	Professional behavior	0.436	8.636	0.000	2.607
	Professional emotion	0.284	5.979	0.000	2.317
	Professional cognition	0.150	3.227	0.001	2.205
	Relevance	0.024	0.572	0.568	1.784

The conclusions were made based on the above data as follows:

1)The results of questionnaire survey showed that demographic background variables such as "gender", "grade" and "reason for major selection" had no significant influence on the variables.

2)According to the results of the questionnaire survey, university students' professional identity could predict learning engagement. And university students' professional identity could be predicted by professional behavior, professional emotion, professional cognition, and relevance. "Professional behavior" had the strongest predictive power on learning engagement, followed by "professional emotion", and then "professional cognition", and "relevance" had the weakest predictive power on learning engagement.

Recommendations

University students should adjust their mentality and respond to professional learning with a positive attitude, so that they would unconsciously deepen their understanding of sports majors and improve professional identity.

- 1) It was necessary to strengthen professional education and enhance professional cognition.
- 2) It was necessary to carry out skills activities and implement professional behavior.
- 3) It was necessary to create a learning atmosphere and stimulate professional emotion.
- 4) It was necessary to carry out targeted teaching and improve students' professional relevance

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中国广州珠江学院教师职业认同与工作满意度的关系研究**THE RELATIONSHIP OF TEACHERS' PERCEIVED PROFESSIONAL
IDENTITY ON JOB SATISFACTION AT GUANGZHOU ZHUJIANG
COLLEGE, CHINA.**聂玉珍^{1*}Yuzhen Nie^{1*}¹ 斯坦福国际大学¹ Stamford International University

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摘要: 本研究对珠江学院教师职业认同与工作满意度之间的关系进行定量研究, 通过问卷调查法, 收集到有效问卷186份, 采用描述性统计分析, 独立样本T检验, 单因素方差分析和Pearson相关性分析, 明确不同教师群体的职业认同与工作满意度情况, 以及两者间的关系。根据数据结果表明, 不同性别和教龄的教师群体没有明显的差异; 不同学历、不同职称以及月收入的教师, 职业认同与工作满意度都存在明显差异; 并且证明教师的职业认同与工作满意度间存在显著正相关。基于研究结果, 提出改善教师职业认同和工作满意度的具体策略。

关键词: 教师职业认同, 工作满意度, 广州珠江学院。

Abstract: This study conducted a quantitative study on the relationship between professional identity and job satisfaction of teachers in Zhujiang College. Through questionnaire survey, 186 valid questionnaires were collected. Descriptive statistical analysis, independent sample T-test, one-way analysis of variance and Pearson correlation analysis were used to clarify the professional identity and job satisfaction of different teacher groups. And the relationship between the two. According to the data results, there is no significant difference between different gender and teaching age groups of teachers; There are obvious differences in professional identity and job satisfaction among teachers with different educational background, professional title and monthly income. It also proves that there is a significant positive correlation between teachers' professional identity and job satisfaction. Based on the research results, this paper proposes some specific strategies to improve teachers' professional identity and job satisfaction.

Keywords: Teacher Professional Identity, Job Satisfaction, Guangzhou Zhujiang College

引言

当前，中国高等教育事业发展迅速，普通高等学校教师共有237万人，他们承担着提升教育质量，培养符合国家需求人才的任务。在目前的就业大环境下，高校教师流动性较低，即使其职业认同感并不高，也不会轻易做出离职的行为，但如此低下的认同心理势必会影响其工作质量和效率。对于教师的职业认同，Volkman 和 Anderson (1998) 认为，教师职业认同是关于其对自己的形象与教师这个行业所扮演的角色之间的一个较为复杂的、需要自身调节平衡的过程。有关教师工作满意度的论述，Landy (1986)指出，教师对目前的工作内容感到满意，就是表明教师对自己的工作或所从事职业以及工作条件与状况的满意程度如何，是一种对教师这份工作总体的、带着主观个人倾向的一种感受或看法。董华（2022）也发现，教师的职业认同感会直接影响教师对目前工作内容的满意程度，被访谈的教师群体对自己从事的职业认同度越高，也就意味着对其工作的满意度水平也会相应增强。

卢晓中和王雨（2020）对广州地区的民办高校教师群体进行了调查，发现普遍存在工资低与福利差、薪酬体系设计不合理、缺少长期留人的吸引力、学校缺乏凝聚力等情况，导致教师职业认同及工作满意度均不高。本研究通过对广州珠江学院教师进行调查，了解当前教师职业认同与工作满意度的现状，对稳定该校教师队伍具有实质意义。

研究目的

本研究从实践角度出发，以广州珠江学院教师为研究对象，开展问卷调查，了解教师职业认同以及工作满意度的现状，探讨广州珠江学院教师职业认同和工作满意度的关系，为提高教师职业认同感、增强教师工作满意度提出一些切实可行的建议。本研究的研究目的主要包括：1.明确广州珠江学院教师感知的职业认同现状；2.明确广州珠江学院教师感知的工作满意度现状；3.了解不同背景变量下（性别、教龄、学历、职称和月收入），广州珠江学院教师感知的职业认同和工作满意度的差异性；4.确定广州珠江学院教师感知的职业认同与工作满意度之间存在显著正相关关系。

文献综述

本章节对相关文献进行了梳理和回顾。首先，对教师职业认同的概念进行阐述，然后是对教师工作满意度的内涵和相关研究进行介绍，再者是不同背景变量下教师职业认同与工作满意度的差异性研究，最后是对教师职业认同与工作满意度的关系相关研究内容进行归纳。

1. 教师职业认同的内涵及其相关研究

教师职业认同的内涵

早期，学术界学者关于对认同的不同概念阐释里，共识较为一致的是：“认同”是指

个体对自己本身相同特征自我感知或自我判定，它并非是一种固定不变的想法，而是一种相对的现象。职业认同，李蓉(2015)在相关的研究中提出职业认同归属于心理学概念的范畴，通常意义上指的是个体自身对他所从事的职业的认可及评价情况，可以反馈出其个人对从事职业的主观看法。Goulet 和 Singh (2002) 在其研究中分别提出了有关教师职业认同的概念，认为教师的职业认同体现在其从事教育、教学任务的过程当中包含了教师对自己的职业过程中获得的体验情况，以及最终对职业的认可程度。金明珠和樊富珉（2017）提出，教师职业认同应是指作为教师个体要发自内心就认可属于自己从事的教学实践工作，认为它已经具有其一定内在的生命意义内涵和文化价值，对自己这个特殊行业就充满一份信心、情感，并希望能更加自觉积极地把自身这一特有职业规范予以内化。

教师职业认同的相关研究

关于教师职业社会认同关注的焦点，张敏（2006）进行了分析和阐述：首先是要把教师职业认同形貌作为主要研究内容重点，在对中国教师职业社会认同及其形成的过程中的一般特点、构成主要成分、影响因素等理论描述角度上来对教育职业的认同理论做出合理解释；第二方面主要是试图通过对中国教师特有的职业认同感现象的比较研究，跟据中国教师个体对他自己身上所可能承担着的某些职业角色作用的认知过程及自我理解，或者尝试通过对我国教师职业生活的各种相关的特征来对这些职业身份认同因素进行分析解释；第三方面主要是通过叙事分析角度上进一步来强调我国教师个人的某些职业经验背景所对他们职业生活带来的影响。教师们试图从叙事者的叙述思路中获得一些他们本身对我们自己教育及其职业教育与实践活动的认识，将这些教师自身的一些个体教育实践相关知识、职业知识背景与文化认同等的基本概念知识进行整合。历年来，学者们也已经在尝试用各个不同的视角下的自我认知理论角度对各类教师职业发展自我认同维度模型中的多维结构模型等都做了具有大量研究深度的理论实验性研究，分别编制了各类教师职业的自我发展认同维度量表。在本研究中，教师职业认同的测量选用的是魏淑华、宋广文和张大均（2013）编制的教师职业认同量表，该量表共 18 个项目，包括职业价值观、角色价值感、职业归属感和职业行为倾向4个维度。量表采用5点记分（1代表完全不符合，5代表完全符合），分数越高表明个体对其所从事职业的认同程度越高。

2. 教师工作满意度的内涵及其相关研究

教师工作满意度的内涵

Vroom (1964) 认为工作满意度是指员工通过对自身最佳的工作效果的工作情景状态过程真实主观感受而做出评价的另一个真实主观的心理反应。因此，教师工作满意度是教师在长期工作生涯中的对教育工作内容的专业性质、薪酬、职务、工作压力大小以及其与其他领导同事日常人际关系程度等方面正向评价反映体现出来一种正常的个人心理状态。冯伯麟（1996）

则认为，教师工作的真实满意度也可以直接通过个人价值及其实现、劳动强度、工作绩效薪酬、人际关系满意度等几个方面综合来做衡量及评价。包洋帆（2019）也认为，社会地位、薪酬待遇政策与员工薪资福利待遇、教育系统工作业绩评价体制、外部受教育对象社会环境、尊重职业程度差异与员工职业素质认可、工作强度时间任务压力因素等诸多相关的因素是构成影响高校教师招聘工作及社会教育满意度的最主要影响因素。

教师工作满意度的相关研究

关于学校教师工作满意度及其影响相关因素，在目前已有的研究成果中，绝大部分是针对教师相关评价因素展开的一些研究。徐富明和朱从书（2005）发现，教师对于自己所期望从事怎样的教师职业做出的各种情感的承诺以及规范的承诺均与他们本人对自己工作能力的实际满意度都存在明显的负相关。而从学校层面的直接影响因素来看，姜勇，钱琴珍，鄂超云（2006）实证研究发现学校的教学组织和氛围、学校提供给教师的培训覆盖面和培训深度情况等可以从侧面影响到学校教师对工作满意度情况；学校教师从实际工作情况出发，对目前职业的满意情况进行评估，这些评估的度量指标与教师的心理特性因素具有一定关联性，同时通过度量指标也可以明确职业心理认同与工作满意度之间的关系情况。工作的满意度与员工的身心健康和个人的工作绩效、考勤情况以及工作失误等方面息息相关。关于教师工作满意度方面的测量，有相当多种类比较成熟规范的量表研究和调查问卷，例如教师工作学习满意度调查问卷（JJS）、工作学习描述指数表（JDI）问卷、明尼苏达调查问卷系统（MSQ）问卷等。本研究中，教师工作满意度的测量选用冯伯麟（1996）编制的工作满意度量表，该量表包含 26 个题目，采取 5 点记分，从“完全不同意”到“完全同意”，分别记 1 ~ 5 分，分数越高表明个体对于工作的满意度越高。

3. 教师职业认同与工作满意度关系的相关研究

关于不同背景变量下的教师职业认同与工作满意度差异性研究，主要有：汪爱霞（2011）对安徽省合肥市的 4 所高校的 304 名专职教师进行问卷调查，问卷调查共回收问卷 216 份，发现高校教师在学校性质、年龄、职称、学历、月收入等人口统计学变量上在职业认同和工作满意度上存在差异，在婚姻、学科和教龄等人口统计学变量上没有显著差异；结合教师的绩效情况作为研究的评定标准，刘玲（2014）以安徽省高新区域内新建的两所应用型成人、自主招生的本科院校为研究对象，发现不同层次教师在性别、年龄、职称、教龄等之间的职业价值认同均有较大显著的地域差异。在性别、学历、教龄、月收入等的工作满意也有着相当显著的差异。

在以特定教师为研究对象的研究中，丁世强（2018）对山东省 300 名小学信息技术教师进行了问卷调查，明确不同教龄的教师群体在职业认同方面和工作满意度方面都存在显著性差

异，学历有所不同在职业认同和工作满意度也存在显著差异，研究生及以上学历的教师群体在职业认同和工作满意度都最高，同时研究结果表明，收入水平不同也会在上述两个指标上存在显著性差异。胡芳芳（2013）针对幼儿教师群体进行职业认同和工作满意度的变量影响因素分析，除了职业需要对职业认同的影响外，还发现工作年限对教师群体的职业认同和工作满意度也有所影响，并且教师的性别没有对上述指标产生影响。随着工作年限的增加，教师的专业知识技能和规范方面的有获得提升，对工作的认同感更强，对职业发展更为清晰，对工作的满意度也会更高。

研究方法

1. 研究设计

本研究对广州珠江学院教师的职业认同和工作满意度进行了调查，主要采用定量研究方法，检验广州珠江学院教师职业认同与工作满意度的相关性。本研究的两个主要量表是职业认同和量表工作满意度量表，教师职业认同的测量选用魏淑华、宋广文和张大均(2013) 编制的教师职业认同量表，工作满意度的测量选用冯伯麟(1996) 编制的工作满意度量表。

2. 研究对象总体与样本

本研究选取广州市珠江学院的教师为研究对象，主要研究民办高校教师职业认同与工作满意度的相关性。根据2022年5月的学校数据，学校有575名教师。教师的基本信息，包含教师的性别、教龄、学历和月收入情况。本研究采用了网络问卷的随机抽样调查方法，问卷编成电子问卷后，邀请老师通过微信进行填写，根据Krejcie and Morgan (1970) 对样本人数的要求，共放出230份问卷，共计回收191份，其中有效调查问卷186份，以满足统计要求。

3. 信效度检验

为了使数据收集和分析更为准确，本研究对所收集到的186份有效问卷进行了信度分析，教师职业认同量表整体的Cronbach's α 系数为0.924，各个维度的Cronbach's α 系数均大于0.750；教师工作满意度量表整体的Cronbach's α 系数为0.885，各个维度的Cronbach's α 系数均大于0.700；由此可见，本研究问卷采用的量表的整体可信度较高。

表1：问卷的信度分析

职业认同量表	角色价值观	职业归属感	职业价值观	职业行为倾向	总量表	
题目数量	5	4	5	4	18	
Cronbach's α	0.774	0.819	0.896	0.696	0.924	
工作满意度量表	自我实现	工作强度	工资收入	领导关系	同事关系	总量表
题目数量	7	5	5	5	4	26
Cronbach's α	0.934	0.888	0.825	0.764	0.706	0.885

研究结果

1. 调查对象的人口统计分析

通过问卷填写的数据来看，参与问卷回答的教师群体中，男性的占比为43.5%，女生占比为56.5%，此次研究的数据中教师性别占比是比较平衡的。教师的教龄按照5年为一个级别，其中教龄在5年及以下的教师群体占比最高，其次是11-15年的教师，占比在25.8%，6-10年的教师群体占比在17.2%，说明珠江学院教师工作年限较长的不多，流失率较大。教师的学历情况中研究生的占比最高，有119人，占比在64%，表明珠江学院教师的学历结构单一，以硕士研究生为主。教师群体中月收入情况，有55.9%的教师收入水平在五千到一万元，占比最高。说明珠江学院教师总体收入水平不高。

表2：教师的背景统计表

背景变量	分类	N	百分比%
性别	男性	81	43.5%
	女性	105	56.5%
教龄	5年及以下	50	26.9%
	6-10年	32	17.2%
	11-15年	48	25.8%
	16-20年	30	16.1%
	20年以上	26	14.0%
学历	本科及以下	38	20.4%
	硕士研究生	119	64.0%
	博士	29	15.6%
月收入	5000元及以下	26	14.0%
	5001-10000元	104	55.9%
	10001-15000元	30	16.1%
	15000元以上	26	14.0%

2. 样本描述性统计

本研究将收集回来的186份问卷的信息统一用SPSS进行统计分析。根据表3可知，教师的职业认同水平属于高。从各个维度来看，各项得分均高于4，其中教师的职业归属感得分最高，表明广州珠江学院的教师对于其从事的职业本身的认同程度是较高的。而在工作满意度的调查中，珠江学院教师的工作满意度得分为3.93，其中教师自我实现的满意度得分最高，说明珠江学院教师工作满意度水平属于高，而在工作强度和工资收入上满意度得分在中等，只有2.71和2.43分，表明广州珠江学院教师对于工作强度和工资收入的满意度处于中等水平。

表3: 教师职业认同、工作满意度的描述统计

	M	SD	分析
角色价值观	4.18	0.634	高
职业归属感	4.63	0.521	高
职业价值观	4.39	0.656	高
职业行为倾向	4.31	0.551	高
教师职业认同	4.38	0.506	高
自我实现	4.30	0.671	高
工作强度	2.71	1.028	中等
工资收入	2.43	0.914	中等
领导关系	3.40	0.783	较高
同事关系	3.44	0.666	较高
教师工作满意度	3.39	0.548	较高

3. 不同性别教师职业认同、工作满意度的差异性比较

使用独立样本T检验，在比较不同性别的教师，教师职业认同、工作满意度存在差异性的过程中，由于sig值都高于标准的0.05。因此，不同性别的广州珠江学院教师，他们的职业认同、工作满意度都不存在显著差异。

表4: 不同性别教师职业认同、工作满意度的差异性比较

维度/变量	男 (N=81)		女 (N=105)		T值	P值
	M	SD	M	SD		
教师职业认同	4.36	0.598	4.39	0.425	-0.397	.692
角色价值观	4.17	0.678	4.18	0.600	-0.046	.964
职业归属感	4.63	0.616	4.63	0.437	-0.048	.962
职业价值观	4.34	0.549	4.43	0.549	-0.944	.347
职业行为倾向	4.30	0.651	4.32	0.462	-0.241	.810
维度/变量	男(N=81)		女(N=105)		T值	P值
	M	SD	M	SD		
教师工作满意度	3.39	0.587	3.40	0.518	-0.157	.875
自我实现	4.26	0.814	4.33	0.537	-0.687	.493
工作强度	2.56	1.010	2.83	1.030	-1.804	.072
工资收入	2.58	0.936	2.32	0.885	-1.874	.062
领导关系	3.37	0.799	3.43	0.773	-0.561	.576
同事关系	3.34	0.617	3.51	0.696	-1.727	.086

4. 不同教龄教师职业认同、工作满意度的差异性比较

使用单因素方差分析方法，测试结果如表5所示，在比较不同教龄教师的职业认同差异性的过程中，sig在总的教师职业认同达到了0.741，高于标准的0.05。sig在各维度中，角色价值观、职业归属感、职业价值观，职业行为倾向也均高于标准的0.05。因此，可以确定不同教

龄的广州珠江学院教师，他们的职业认同不存在显著差异。

在比较不同教龄的珠江学院教师的工作满意度的差异性的分析中，sig总体工作满意度为0.453，高于标准的0.05，由此可见不同教龄的广州珠江学院教师的工作满意度没有显著差异。在测试结果中发现，sig在工作强度维度中为0.025，小于标准的0.05。通过LSD多重比较分析可以看出，在工作强度维度上，工作年限16-20年的教师的工作满意度显著高于11-15年的教师，而工作年限11-15年的教师又显著高于6-10年的教师。在工资收入维度里，工作年限21年以上的教师满意度显著高于15年及以下的教师。

表5：不同教龄教师职业认同、工作满意度的差异性比较

维度/变量	① 5年以下 (N=50)		② 6-10年 (N=32)		③ 11-15年 (N=48)		④ 16-20年 (N=30)		⑤ 21年以上 (N=26)		F值	P值	LSD
	M	SD	M	SD	M	SD	M	SD	M	SD			
角色价值观	4.24	0.587	4.14	0.619	4.20	0.633	4.09	0.859	4.17	0.437	0.299	.879	
职业归属感	4.66	0.462	4.63	0.342	4.62	0.583	4.53	0.775	4.72	0.294	0.543	.704	
职业价值观	4.49	0.533	4.32	0.626	4.47	0.622	4.26	0.963	4.31	0.525	0.950	.437	
职业行为倾向	4.28	0.607	4.32	0.387	4.41	0.528	4.23	0.720	4.29	0.428	0.603	.661	
教师职业认同	4.41	0.468	4.35	0.426	4.42	0.501	4.27	0.754	4.37	0.303	0.493	.741	
维度/变量	① 5年以下 (N=50)		② 6-10年 (N=32)		③ 11-15年 (N=48)		④ 16-20年 (N=30)		⑤ 21年以上 (N=26)		F值	P值	LSD
	M	SD	M	SD	M	SD	M	SD	M	SD			
自我实现	4.29	0.658	4.22	0.609	4.40	0.608	4.20	0.946	4.35	0.500	0.541	.706	
工作强度	2.78	1.033	2.47	0.924	2.99	1.028	2.39	0.825	2.74	1.238	2.164	.025	2<3 4<3
工资收入	2.37	0.905	2.33	0.919	2.23	0.766	2.50	0.971	2.97	0.961	3.148	.016	1<5 2<5 3<5
领导关系	3.39	0.811	3.48	0.777	3.40	0.694	3.26	0.866	3.50	0.826	0.429	.788	
同事关系	3.40	0.668	3.41	0.605	3.56	0.697	3.31	0.688	3.48	0.663	0.796	.529	
教师工作满意度	3.36	0.575	3.36	0.520	3.40	0.496	3.31	0.604	3.57	0.553	0.921	.453	

5. 不同学历教师职业认同、工作满意度的差异性比较

以单因子方差分析结果如表6所示，在比较不同学历的珠江学院教师的职业认同的差异性的分析中，sig总体职业认同为0.137，高于标准的0.05，由此可见不同学历的广州珠江学院教师的职业认同没有显著差异。通过LSD多重比较分析可以看出，在职业归属感维度上，硕士研究生学历的教师显著高于本科及以下的教师。

在测试结果中，通过LSD多重比较分析可以看出，广州珠江学院教师的工作满意度，博士学历的教师显著高于本科及以下学历教师。在自我实现维度上，硕士研究生学历的教师显著高于本科及以下的教师；在工作强度维度上，硕士研究生学历的教师同样显著高于本科及以下的教师，在工资收入维度上，博士学历的教师也显著高于本科及以下的教师。

表6: 不同学历教师职业认同、工作满意度的差异性比较

维度/变量	① 本科及以下 (N=38)		② 硕士研究生 (N=119)		③ 博士 (N=29)		F值	P值	LSD
	M	SD	M	SD	M	SD			
角色价值观	4.09	0.681	4.16	0.642	4.36	0.505	1.585	.208	
职业归属感	4.43	0.728	4.70	0.420	4.61	0.542	4.140	.017	①<②
职业价值观	4.24	0.737	4.45	0.642	4.37	0.588	1.440	.240	
职业行为倾向	4.16	0.691	4.34	0.571	4.40	0.456	1.834	.163	
教师职业认同	4.23	0.655	4.41	0.458	4.43	0.454	2.010	.137	

维度/变量	① 本科及以下 (N=38)		② 硕士研究生 (N=119)		③ 博士 (N=29)		F值	P值	LSD
	M	SD	M	SD	M	SD			
教师工作满意度	3.25	0.483	3.40	0.570	3.55	0.498	2.590	.078	①<③
自我实现	4.11	0.749	4.37	0.659	4.27	0.572	2.313	.102	①<②
工作强度	2.32	0.859	2.74	1.043	3.12	1.015	5.364	.005	①<②
工资收入	2.34	1.001	2.32	0.830	3.03	0.922	7.810	.001	①<③
领导关系	3.25	0.779	3.42	0.792	3.54	0.743	1.207	.301	
同事关系	3.30	0.530	3.50	0.727	3.57	0.541	1.419	.245	

6. 不同月收入教师职业认同、工作满意度的差异性比较

以单因子方差分析结果如表7所示，在比较不同月收入的教师的职业认同差异性的过程中，sig在总的教师职业认同达到了0.631，高于标准的0.05。可以确定的是，不同月收入的广州珠江学院教师，他们的职业认同不存在显著差异。在比较不同月收入的教师的工作满意度差异性的过程中，sig在总的教师工作满意度为0.006，低于标准的0.05。因此，不同的月收入的广州珠江学院教师，他们的工作满意度存在显著差异。通过LSD多重比较分析可以看出，广州珠江学院教师的工作满意度，月收入15001元及以上的教师明显高于月收入5000元及以下的教师。在工资收入维度中，月收入15001元及以上的教师明显高于月收入5000元及以下的教师；在领导关系维度中，月收入15001元及以上的教师同样明显高于月收入5000元及以下的教师。

表7: 不同月收入教师职业认同、工作满意度的差异性比较

维度/变量	① 5000元及 以下 (N=26)		② 5001-10000 元 (N=104)		③ 10001-15000 元 (N=30)		④ 15001元及 以上 (N=26)		F值	P值	LSD
	M	SD	M	SD	M	SD	M	SD			
角色价值观	4.08	0.470	4.14	0.644	4.22	0.821	4.35	0.458	0.951	.417	
职业归属感	4.66	0.308	4.61	0.523	4.54	0.769	4.80	0.254	1.290	.279	
职业价值观	4.41	0.495	4.37	0.681	4.43	0.787	4.42	0.399	0.086	.968	
职业行为倾向	4.28	0.481	4.29	0.552	4.31	0.709	4.42	0.399	0.431	.731	
教师职业认同	4.36	0.346	4.35	0.500	4.37	0.720	4.50	0.360	0.576	.631	

维度/变量	①5000元及以下 (N=26)		②5001-10000元 (N=104)		③10001-15000元 (N=30)		④15001元及以上 (N=26)		F值	P值	LSD
	M	SD	M	SD	M	SD	M	SD			
教师工作满意度	3.41	0.521	3.31	0.571	3.37	0.421	3.73	0.501	4.232	.006	①<④
自我实现	4.31	0.437	4.27	0.701	4.31	0.831	4.41	0.494	0.337	.798	
工作强度	2.61	1.199	2.71	1.007	2.54	0.836	3.03	1.111	1.208	.308	
工资收入	2.23	0.906	2.27	0.817	2.49	0.957	3.24	0.841	9.531	.000	①<④
领导关系	3.58	0.752	3.32	0.805	3.26	0.663	3.72	0.776	2.644	.051	①<④
同事关系	3.53	0.642	3.39	0.695	3.43	0.636	3.54	0.623	0.521	.668	

7. 教师职业认同与工作满意度的相关性

本研究结果表明，教师职业倦怠与离职倾向显著正相关，研究假设H3成立。从皮尔逊相关系数上看，教师职业倦怠和离职倾向之间的系数值为0.740， $P < 0.001$ ，表明教师职业倦怠与离职倾向之间有显著的正相关关系。这也与学者以往的研究结果相符合，以服务人员为研究对象，员工的职业倦怠与离职倾向显著正相关（Maslach, 2001；陶建刚, 2021）。

表8：教师职业认同与工作满意度的相关性分析

皮尔逊相关	教师职业认同	分析
教师工作满意度	Sig .000 R .527***	珠江学院教师的职业认同与工作满意度有显著相关性

* $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$

总结

对广州珠江学院教师群体职业认同与工作满意度的现状研究包括以下几个方面：

第一，在此次的调查研究中，教师的性别占比相对比较平衡，职称以讲师为主，学历主要集中在硕士水平，教龄在5年及以下、月收入水平在5001-10000元的教师群体占比最高。

第二，总体来看，广州珠江学院教师群体的职业认同属于高水平，工作满意度则处于较高水平。其中教师在自我实现维度的得分最高，说明珠江学院教师能感受到自身的教育教学工作重要性，对自己的教学工作充满成就感；而在工作强度和工资收入维度上得分较低，表明广州珠江学院教师的工作强度较大，教师普遍感到疲惫不堪，珠江学院教师的工资收入也不高，他们往往感觉到工作的付出与收入不成正比，以至于对学校的薪酬制度不满意。

第三，我们发现不同性别、教龄、职称和月收入的广州珠江学院教师群体的职业认同不存在显著性差异。在职业归属感维度上，硕士研究生学历的教师显著高于本科及以下的教师，说明随着学历的增加，教师群体获得的外部认同更多，对自己的职业认同也会随之提高。

第四，我们发现不同性别和职称的广州珠江学院教师群体的工作满意度不存在显著性差异。在工作强度维度上，工作年限越长的教师明显高于工作年限短的教师；在工资收入维度

中，工作年限越长的教师满意度显著高于15年及以下的教师。广州珠江学院教师的工作满意度，博士学历的教师显著高于本科及以下学历教师。在自我实现维度上，硕士研究生学历的教师显著高于本科及以下的教师，说明学历提高，教师的素养水平也会提高，对教学投入的热情也会更高；在工作强度维度上，硕士研究生学历的教师同样显著高于本科及以下的教师，说明本科及以下学历的教师在广州珠江学院承担的工作任务较重；在工资收入维度上，博士学历的教师也显著高于本科及以下的教师，说明珠江学院在薪酬制度设计方面，缺乏有效的绩效激励机制，只看重教师的学历。

最后，广州珠江学院教师职业认同与工作满意度之间存在显著相关性。

讨论

根据以上研究结果，广州珠江学院教师的职业认同与工作满意度存在显著正相关关系。要提高广州珠江学院教师的职业认同，必须要从提高教师的工作满意度入手，因此，提出以下建议：

首先，对教师自身来说，建立起正确的职业认知和职业价值观尤为重要。由于广州珠江学院是一所民办高等院校，因此需要教师在注重理论知识培养的同时，还要有较高的技术操作水平。如果教师对学生的基本情况没有一个清晰的认知，可能就会因为教学效果不明显，没有得到正向的反馈，而导致教学热情和成就感缺失，继而对自己职业认同的缺失。因此，教师要提高自身的职业认知，树立正确的价值观，不要仅仅将教学工作作为一份谋生的手段，还要用积极的心态来面对工作中的各种挫折。同时，教师要不断反思自己在工作中的不足，优化自己的工作方法，找到自身的薄弱点，对自己有一个更为客观的评价，找到自己前进的方向。这样，教师在教学工作中的获得感和成就感越强，职业认同感和工作满意度就会越高。

其次，学校应加大人力资本投入，建立合理的薪酬体系。教师职业一直以来都是受人尊敬的职业，被人给予很高的期望，在很多人理念中教师就是应该为学生奉献的，教书育人是教师的责任。社会层面对教师这个职业给予的过高的期望，或者是理想化的人格要求，使得教师承受了较大的精神压力。而通过调研结果，我们发现目前广州珠江学院教师的收入水平较低，而工作事务较为繁杂，工作强度大，教师的工作满意度相对低下。因此，学校要加大人力资本的投入，建立合理的薪酬体系，使教师拥有合理的职业成长平台、稳定的收入和较为清晰的职业发展方向，这将有利于他们在进入教师岗位时，建立起自己对教师职业的认同，提升他们对教师工作的满意度。

最后，通过调研结果，我们还发现教师在不同发展阶段所需要的支持和帮助都有所不同，对于教龄较低的教师，需要协助他们尽快熟悉工作内容，以便更好完成教学工作；而对于教龄较长的教师群体来说，他们需要的是学校可以提供更多晋升、职称、科研等机会，对于工

作收入的期望和需求也会更高，这也体现在不同教龄的教师在工作满意度中评分较低的指标内容有所不同。因此，学校应该完善各项规则制度，为教师提供合理的职业发展规划，让教师可以在职业发展上得到更好的提高，从而加强对自己的职业认同感和工作满意度。

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BUILDING A CULTURE OF STUDENT EMPOWERMENT THROUGH SELF-EFFICACY

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Abstract: This article aimed to show the relationship between self-efficacy and its influence on student empowerment at an international school in Saudi Arabia. By focusing specifically on the needs of individual students, the data showed an increase in empowerment abilities attributed directly to self-efficacy explorations in an atmosphere of belonging in their learning environment. As a focal point of the empowerment process, students were tasked to create their own project to showcase at the Base Camp and Summit exhibitions.

Keywords: Self-Efficacy, Empowerment, Belonging, Base Camp

Introduction

In order to believe, one must achieve. This achievement can take on many forms from passive participation to creation of an innovative or imitative design. Parallel to achievement is the development of character traits, skills, and behaviors that will energize effort throughout the learning process towards satisfying results. For students, this is conducted in a safe environment where depth of engagement can be facilitated by a teacher in collaboration with students' peers.

In school, repeated interactions among teachers and students produce favorable outcomes when measured against objectives and standards. When the development of character (traits) is used to influence the learning process, disruptive behavior decreases and academic time on task increases. This in turn creates a positive, supportive, classroom environment where focused student behavior maximizes the learning potential in all students (Banks, 2011). Therefore, belief in one's abilities lies in an individual student's capacity to develop character traits that mobilizes effort to productive and satisfying ends.

Literature Review

The Significance of Self-Efficacy

Albert Bandura believed that one such character trait overarches many that could be deemed

vital in the development of self. According to Bandura (1977, 1986, 1997), self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment (Carey & Forsyth, 2009). Bandura (1986) professed, "What people think, feel, and believe, affects how they behave." This exertion is now heightened to a deeper level because actions are now specifically tailored to the characteristics of one's being and belief system. Actions are now influenced and stimulated by the internal and external environments one is associated with. In the case of students, the learning environment is their stage for them to perform on.

Self-efficacy stimulates the conviction held by individuals to do what needs to be done to achieve specific goals. What needs to be done or information provided, can be characterized into four types of experiences individuals reflect from to deepen their traits into self-identification. The four types of experiences (Bandura 1977) are as follows:

- Mastery experiences are accomplished through practicing skills or behavior,
- Vicarious experiences involve observing teachers as they model behavior, they want students to develop,
- Verbal persuasion is using feedback about one's capabilities and probabilities of success (Maddux & Gosselin, 2003),
- Physiological and affective states are the ability for individuals to maintain control over their emotions and physiological arousal levels in a supportive manner.

When students are involved in learning that requires deeper levels of investigation, and higher levels of cognitive attention, developing the skills and behaviors to go deeper requires extensive practice, formative assessment, and feedback. Teachers would need to model the behavior over a period needed which includes what to do when proficiency is not reached. Patterns in behavior among students will eventually emerge where feedback on progress will be attributed to behavior, and then academic progress. Academic progress would influence emotional and physiological states within students and teachers can use this progress as a foundational motivation to empower students to believe that their actions can make a positive contribution to society.

Once teachers tap into the self-efficacy of their students, a sharing of power in the classroom can exist between teachers and students (Ashcroft, 1987; Blase & Blase, 1996; Clark, Hong, & Schoeppach, 1996; Kreisberg, 1992). Involving students in the learning process enables deeper engagement into units than required. An exploration based on curiosity, passion, or pursuit, can be facilitated. When students believe that they possess the behavior, skills, and capabilities to act, then they become empowered.

Student Empowerment

Empowering students provides a power sharing approach better obtained from the foundation

of belonging. In a belonging environment, students can freely express their perceived identity and capabilities. The atmosphere is that of shared values and shared power where students can be motivated from each other through a communal setting. Therefore, if the environment has a power sharing arrangement, where students feel accepted within the group, and their need for power is respected, then belonging should fuel empowerment. If students feel belonging, motivation and persuasion will encourage a desire to reach higher levels of attainment or engage in challenging tasks knowing they are supported. In fact, there is research that identifies a positive correlation between social motivation and achievement motivation (Anderman & Anderman, 1999; Dweck, 1996; Urdan, 1997; Wentzel, 1996, 1999).

Spencer and Juliani (2017) defined student empowerment as giving students the knowledge and skills to pursue their interests and passions. Empowering students is about helping students realize their own potential and allowing them to use it to produce desired outcomes. Research shows that student empowerment significantly influenced student well-being (Indrianti, Sasmoko, Yossy, Suprpto, Hartono, 2017). Therefore, when students can develop a deeper sense of their self-efficacy in an empowered environment, a desired state of ownership of learning can be established.

With the rapid change of society and the continuous emergence of students' psychological problems, the original ideas and methods have been unable to meet the needs of students' development and social progress. Based on learning from foreign experience, students' psychological health education has been gradually carried out. After more than 30 years of development, it has achieved certain results (Zhang, 2012).

The theoretical research has been deepened, the activity forms are diverse, the subject research has been paid attention to, and the level of teachers has been constantly improved. Although the school psychological health education in China has made some achievements, after the initial stage, it has gradually entered a plateau period, and its development has stagnated.

Research Methodology

A School District's Approach to Empowerment: From Basecamp to the Summit

Basecamp and Summit are terms related to mountain expeditions. Basecamp refers to the location where a mountaineering exploration or expedition takes place. It has all the resources individuals need to climb mountains, explore terrain, and stock and restock supplies. To campaign the empowerment implementation process at each individual school, the term Basecamp was used to energize and motivate students and teachers around a common, shared theme. The Summit refers to the top of the mountain or highest point attainable. This term was used to enable schools to showcase their best or worthwhile projects at the district level in an exhibition type of setting. Again, to motivate focus on understanding and implementing empowerment across the district.

In the academic school year of 2022-2023, a school district in Saudi Arabia expanded its focus on student empowerment and in August 2022, launched the Year of Empowerment district wide. The district has six schools serving over 3400 students in kindergarten to Grade Nine. The district decided to strategically explore the concept of empowerment focusing on the question, “What are we doing for our students that they can do for themselves (Spencer & Juliani, 2017)?”

The goal was for all students to learn and experience empowerment at their school site (Base Camp). The district focused their energy in three areas:

- Student Voice - To empower students to create a product, process, or explore an idea in depth.
- Impactfulness - To support and change learning.
- Purpose - to find balance between structure, choice, resources, sustainability, and viability.

Students would develop the skills needed to create a product, process, or idea of their own choice. Teachers were tasked to conduct a book study on empowerment, consolidate their understanding of empowerment, and then engage their students in a process that will enable them to create a product through an empowered experience. The district leaders created a 4-phase timetable for implementation and development towards a culminating exhibition at each school (Basecamp) and at the District Level (The Summit).

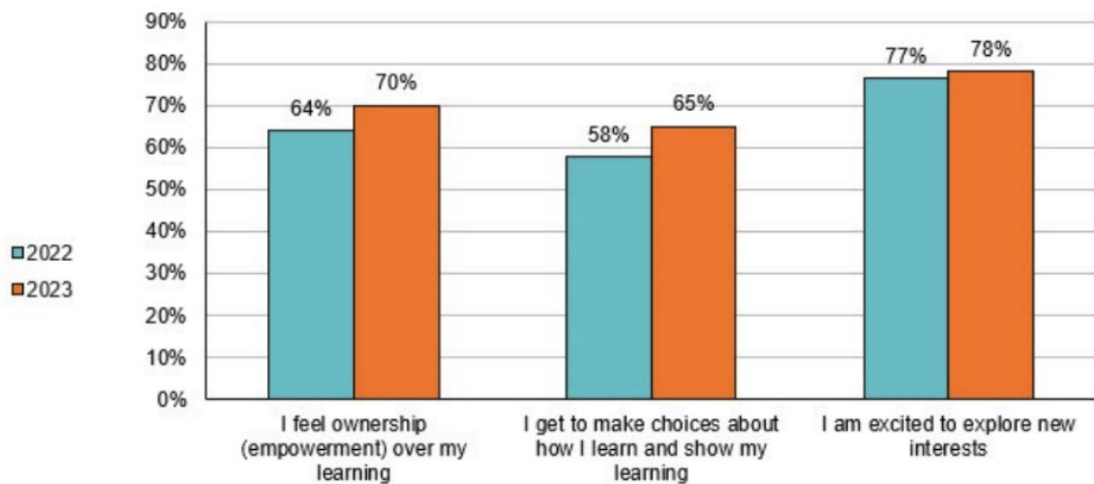
The Year of Empowerment: 4 Phase Approach

The academic school year of 2022-2023 was broken into four phases of focus for the development of student empowerment. Phase One was called Learn by Studying and was scheduled to last from August to December 2022. During this phase, the district leadership team launched The Year of Empowerment to all schools. Further, teachers conducted a book study on the book Empower by Juliani and Spencer (2017) to consolidate their understanding. By learning together, teachers explored the book, generated ideas, made curriculum connections, and identified activities to involve students in that would enable them to tinker with the concept. While at the same time, district personnel were able to monitor growth mindset implications and develop the culminating event that would bring celebration to the focused approach.

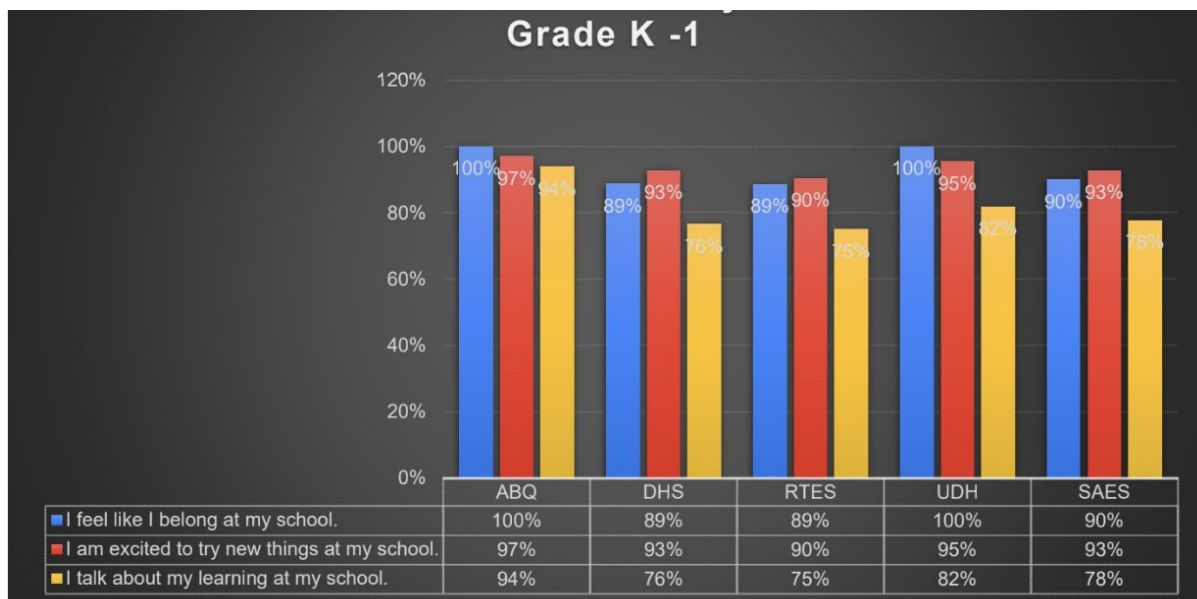
Phase Two was called Learn by Doing and was conducted from January to March 2023. During this phase, student-centered development of a process or product was facilitated by teachers. Students were given time to explore a passion that would result in the creation of a new learning or practical approach, create an artifact, or investigate that would reveal a deeper understanding of that topic.

Phase Three was called Learn by Showing and was conducted from March to April 2023. At their school (Base Camp), all students learned and practiced how they would present their empowered experience to the audience of their peers, parents, and teachers. 100% of all students were expected to present their project, process, or idea. And a select group of students would be chosen from each school to showcase their project, process, or idea at the district-wide Empowerment Summit.

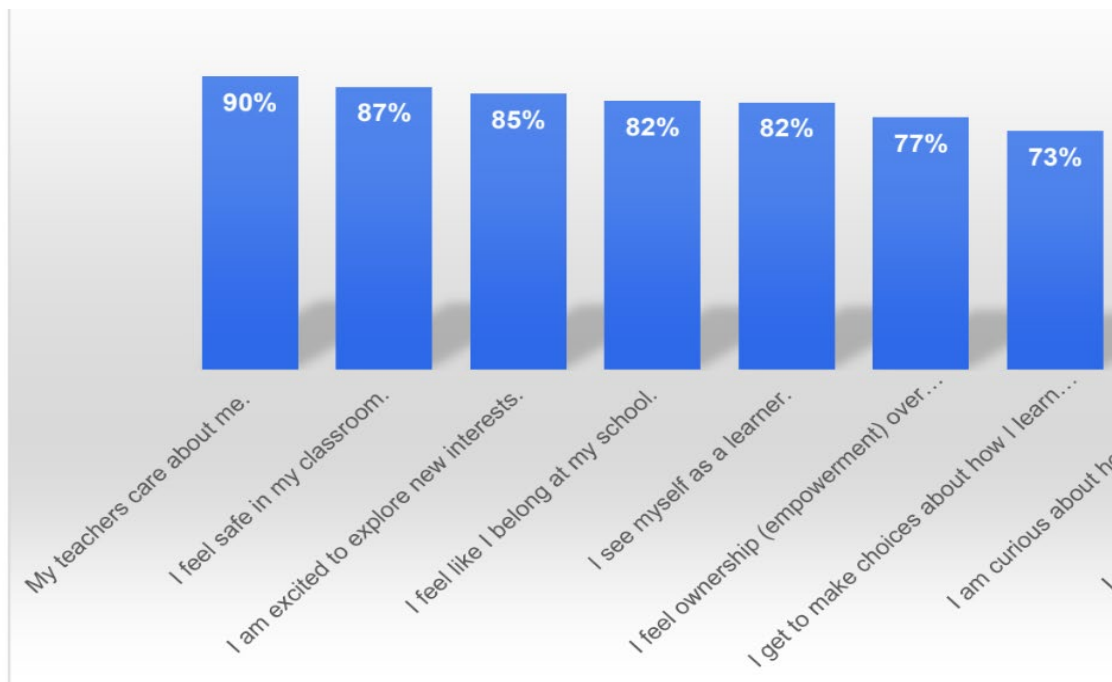
Phase 4 was called Learn by Reflecting and was conducted from April to May 2023. District-wide surveys were distributed to capture the empowerment experience. Teachers and students were instructed to reflect on their empowerment journey at each school site through a Likert scaled survey, as well as discussions in their advisory classes. At the district level, data analysis of the surveyed information was conducted, and actions plans were developed district wide for continued exploration, showed as the following Figure 1-4.



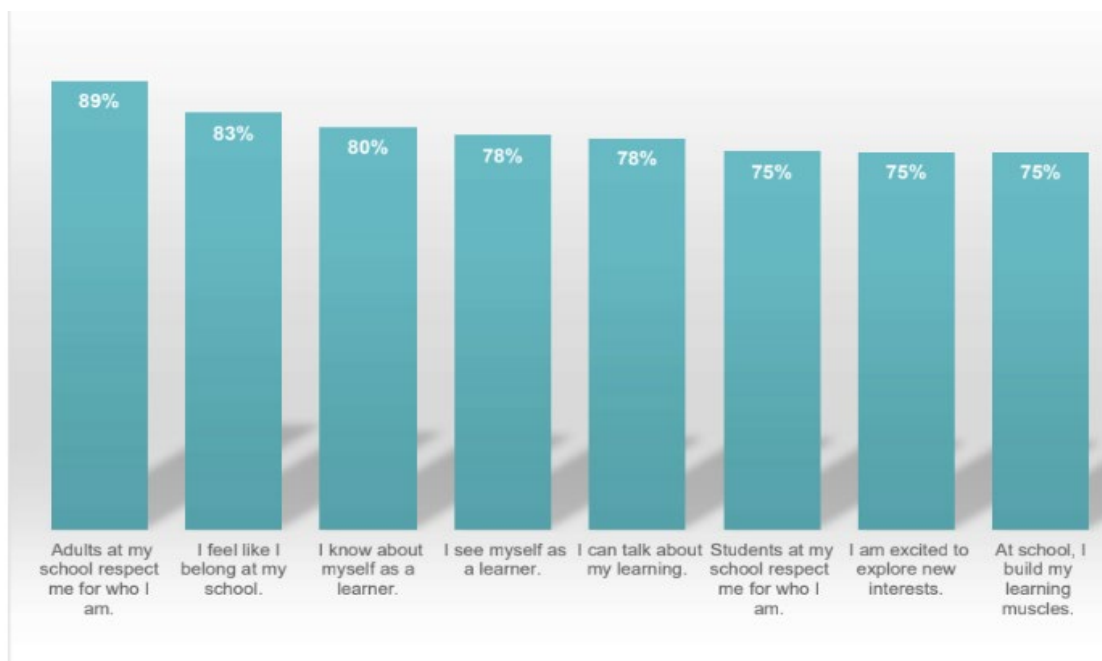
Picture 1: District Wide Empowerment Student Survey Questions



Picture 2: Students Empowerment at Kindergarten-Grade 1 Level



Picture 3: Student Empowerment Grades 2 – 4



Picture 4: Student Survey Grades 5 – 9

Conclusions

Using belonging as a foundation, students at this school district were empowered to create a

passion project. Using an inquiry-based approach to energize student centered learning in this way increased the self-efficacy in all students. The data presented can be used to mobilize energy towards a culture of empowerment. Consolidating understanding prior to engagement created a district-wide approach to implementation that was clear and empowering for teachers and learning personnel. By having a product focused approach to developing self-efficacy, students' varied abilities and capabilities are respected, and the teacher can authentically develop their students from a power sharing perspective. Bandura (1977) said these authentic learning experiences should be conducting in four different ways, mastery, vicarious, verbal persuasion, and physiological and affective states. Banks (2012) said, "Authentic engagement provides motivation for students to adopt and modify their behavior to include that which was modeled. Therefore, when empowerment is part of the culture for learning, going from base camp to the summit is not as high as you think.

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