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Panyapiwat Institute of Management

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《社会科学与管理》是泰国正大管理学大主办的中文版学术期刊，创刊于 2017 年，于当年 6 月正式出版，2025 年已被列入 TCI 1（泰国期刊引文索引一区）。所有期刊皆可在本刊官网 https://so01.tci-thaijo.org/index.php/CJSSM/index 查阅。

宗旨

《社会科学与管理》期刊（中文版）旨在推动社会科学与管理领域研究的发展，为学者和研究人员提供优良的中文学术交流及研究成果发表平台，协助发表准确、精良的学术文章和具有原创性、前沿性的研究文章，并在全球范围内推广这些研究成果。

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教育：　教学课程、教学方法、测量与评估、教育管理

人文艺术：语言学与语言

文章类型：研究型与学术型文章

语言：中文与英文

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半年刊（两期/年）

第一期：1 月至 6 月

第二期：7 月至 12 月

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The Chinese Journal of Social Science and Management (CJSSM) is a Chinese-language academic journal which is owned by Panyapiwat Institute of Management. It was published in 2017 and officially certified by the Thai Journal Citation Index Centre Index as being in the first tier of Journals in Humanities and Social Sciences (TCI 1) in January of 2025. It is an online journal and published at https://so01.tci-thaijo.org/index.php/CJSSM/index

Objectives

The objectives of the CJSSM are to promote research study and development in the area of social science and management, and to provide a platform for researchers and academics to exchange their views and publish the results of their studies. It was designed specifically to help produce clear and concise article, publish original and leading-edge academic research, and disseminate these research results to the global community.

Aim and Scope

1. Management: Business Management, Marketing, Management and Accounting, Human Resource Management, Organizational Management, Strategic Management, Logistics Management, Arts Management, and Tourism Management

2. Education: Teaching Curriculum, Educational Techniques, Measurement and Assessment, and Educational Management

3. Liberal Arts: Linguistics and Language

Type of Articles: Research article and Academic article

Language: Chinese and English

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Frequency of Publication

Biannual (two issues per year)

- Issue 1: January-June
- Issue 2: July-December

Publication and Access Charges

The author is required to pay a publication fee of 5,500 Thai Baht for each published article. This fee is due after the initial review process by the editorial team. This announcement is effective on January 1, 2026

The institute reserves the right to refund the article publication fee in all cases.

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主编寄语

尊敬的各位读者：

我们荣幸地向各位读者推出《社会科学与管理（*Chinese Journal of Social Science and Management, CJSSM*）》**第 10 卷第 2 期（2026 年 7-12 月）**。本期延续本刊一贯的学术使命，致力于推动高质量的跨学科研究，并进一步加强不同学科、学术机构及国家之间的学术交流与合作。

作为**泰国学术期刊引文中心第一等级期刊（TCI 1）**，《社会科学与管理（*CJSSM*）》始终致力于构建一个连接理论探索与实践应用的学术平台，在立足区域视角的同时，积极融入更广泛的国际学术对话。随着本刊国际化程度的不断提升，以及中英文研究成果的持续增加，本期进一步体现了社会科学与管理领域研究主题的多样性与不断拓展的学术视野。

本期共刊登**二十篇经专家评审的学术论文**，作者来自泰国和中国的多所高校及学术机构。研究主题广泛，涵盖当前社会科学与管理领域的多个重要方向，主要包括：

- **数字化转型、科技与教育：**高校教师数字适应路径、在线英语学习平台的 UX/UI 设计需求、数字中文学习应用的接受与使用、高校教师人工智能技术使用行为等；
- **工商管理与组织研究：**数字领导力、创新自我效能感、员工绩效、情绪劳动、工作投入、包容型领导、主动行为、即兴行为以及任务绩效等；
- **消费者行为、市场营销与旅游：**旅游领域的社会资本与目的地属性、Y 世代游客重游意愿、Z 世代视角下老字号品牌年轻化策略、抖音直播电商的持续使用意愿等；
- **可持续发展、公司治理与投资：**ESG 投资、公司治理、组织文化以及企业可持续增长等；
- **高等教育与国际学生流动：**影响中国大学生赴泰国留学意愿的因素、中国学生赴东南亚攻读博士学位的路径选择与群体差异等；
- **语言、媒体、文学与艺术：**内容与语言融合学习（CLIL）、学术出版物中的翻译偏误、中国小说影视改编、唐代女诗人研究、融媒体环境下电视新闻主播的角色转型、朋克文化与当代艺术运动之间的关系等。

总体而言，本期研究体现了当代社会科学与管理研究日益突出的跨学科特征。多篇论文以成熟的理论视角为基础，包括行动者网络理论、社会资本理论、技术接受与使用统一模型、资源保存理论、计划行为理论、社会认知理论以及学术资本理论等，对教育、组织、科技、文化及社会等不同情境下的新兴现象进行了深入探讨。

本期作者在地域和所属机构方面的多样性，也进一步体现了《社会科学与管理（*CJSSM*）》作为泰中学术交流平台所发挥的持续作用。本期成果探讨了兼具本土特色与区域意义的研究议题，为研究人员、教育工作者、组织管理者、政策制定者及行业实践者提供了具有参考价值的学术见解，有助于其应对快速变化的科技、经济与社会环境。

展望未来，我们很高兴向各位读者宣布本刊出版计划的一项重要调整。自 2027 年起，《社会科学与管理（*CJSSM*）》将由目前每年出版两期调整为每年出版三期。此项调整体现了本刊的持续发展，也体现了我们为作者提供更多研究成果发表机会的承诺，同时使读者能够更加及时地获取最新的学术研究成果。我们相信，这一发展将进一步强化《社会科学与管理（*CJSSM*）》作为高质量学术交流平台的作用，并扩大本刊对国际学术界的贡献。

随着《社会科学与管理（*CJSSM*）》不断提升学术质量并深化国际交流，我们将继续秉持**学术诚信、严格专家评审、出版伦理及跨学科对话**的原则。我们期待本期刊载的研究成果能够激发更多学术讨论，开拓新的研究方向，并为社会科学与管理领域的知识发展作出积极贡献。

在此，我们谨向所有信任《社会科学与管理（*CJSSM*）》并向本刊投稿的作者表示诚挚感谢，感谢各位审稿专家所贡献的专业知识与宝贵时间，同时也感谢广大读者一直以来对本刊的关注与支持。

谨致问候！

Asst. Prof. Dr. Pak Thaldumrong

主编

《社会科学与管理（*CJSSM*）》

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Editor's Note

Dear Esteemed Readers,

It is with great pleasure that we present **Volume 10, Issue 2 (July-December 2026)** of the *Chinese Journal of Social Science and Management (CJSSM)*. This issue continues the journal's commitment to advancing high-quality interdisciplinary scholarship and strengthening academic exchange across disciplines, institutions, and national boundaries.

As a **Tier 1 journal (TCI 1)**, *CJSSM* remains dedicated to providing a scholarly platform that connects theoretical inquiry with practical relevance while bringing together regional perspectives and broader international academic discourse. Building on the journal's growing international engagement and inclusion of both Chinese- and English-language scholarship, this issue further reflects the diversity and evolving scope of research in the social sciences and management.

This issue features **twenty peer-reviewed articles** contributed by scholars affiliated with universities and academic institutions in Thailand and China. The collection encompasses a broad range of contemporary research themes, including:

- **Digital Transformation, Technology, and Education:** digital adaptation pathways among university faculty, UX/UI requirements for online English learning platforms, acceptance and use of digital Chinese learning applications, and artificial intelligence technology use among university teachers;
- **Business, Management, and Organizational Studies:** digital leadership, innovative self-efficacy, employee performance, emotional labor, work engagement, inclusive leadership, proactive behavior, improvisation, and task performance;
- **Consumer Behavior, Marketing, and Tourism:** social capital and destination attributes in tourism, Generation Y's revisit intentions, rejuvenation strategies for time-honored brands from a Generation Z perspective, and continuance intention in Douyin live-streaming e-commerce;
- **Sustainability, Governance, and Investment:** ESG investment, corporate governance, organizational culture, and sustainable corporate growth;
- **Higher Education and International Student Mobility:** factors influencing Chinese university students' intentions to study in Thailand and the pathways and group differences among Chinese students pursuing doctoral studies in Southeast Asia;
- **Language, Media, Literature, and the Arts:** Content and Language Integrated Learning (CLIL), translation errors in scholarly publications, film and television adaptations of Chinese novels, Tang Dynasty female poets, the transformation of television news anchors in converged media, and the relationship between punk culture and contemporary artistic movements.

Taken together, the studies in this issue demonstrate the increasingly interdisciplinary nature of contemporary social science and management research. Several contributions draw upon established theoretical perspectives—including Actor–Network Theory, social capital theory, UTAUT and UTAUT2, Conservation of Resources Theory, the Theory of Planned Behavior, Social Cognitive Theory, and academic capital—to examine emerging phenomena across educational, organizational, technological, cultural, and social contexts.

The geographical and institutional diversity represented in this issue also reflects *CJSSM*'s continuing role as a platform for academic exchange between Thailand and China. Through studies addressing both locally grounded issues and broader regional developments, the contributions provide insights that may be valuable to researchers, educators, organizational leaders, policymakers, and practitioners confronting rapid technological, economic, and social change.

Looking ahead, we are pleased to announce an important development in the journal's publication schedule. Beginning in 2027, *CJSSM* will increase its publication frequency from two to three issues per year. This change reflects the journal's continued growth and our commitment to providing authors with more opportunities to disseminate their research while enabling readers to access new scholarly contributions more frequently. We believe this development represents another important step in strengthening *CJSSM*'s role as a platform for high-quality academic exchange and expanding its contribution to the international scholarly community.

As *CJSSM* continues to strengthen its academic quality and international engagement, we remain committed to the principles of **academic integrity, rigorous peer review, ethical publishing, and interdisciplinary dialogue**. We hope that the studies presented in this issue will stimulate further scholarly discussion, encourage new avenues of inquiry, and contribute meaningfully to the advancement of knowledge across the social sciences and management.

We extend our sincere appreciation to all authors for entrusting their research to *CJSSM*, to our reviewers for their expertise and dedication, and to our readers for their continued interest and support.

With warm regards,

Asst. Prof. Dr. Pak Thaldumrong
Editor-in-Chief
Chinese Journal of Social Science and Management (CJSSM)
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中国传媒类高校教师数字适应的行动路径分类研究
——基于行动者网络理论

A CLASSIFICATION OF DIGITAL ADAPTATION PATHWAYS AMONG FACULTY IN CHINESE COMMUNICATION UNIVERSITIES: AN ACTOR–NETWORK THEORY PERSPECTIVE

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摘要

研究目的：探究传媒类高校教师差异化数字适应路径的类型特征与形成逻辑，为构建分类支持、精准赋能的教师数字素养发展体系提供循证依据，提升高校教育数字化治理效能。

研究设计/方法/途径：基于行动者网络理论，以 N 传媒学院为案例，采用绘图式访谈与半结构化访谈，对 24 位不同专业背景的教师开展深度访谈，引导绘制行动者网络感知图谱，构建“感知结构——问题转译——行动路径——网络形态”分析框架。

研究结果：识别传媒类高校教师数字适应的三种路径：情境优化型、战略协同型与跨界创新型。路径差异源于教师对行动者网络的不同感知结构，该分化则由专业文化、职业资本与组织位置共同作用所致，并进一步导致差异化的问题转译逻辑与网络建构方式。

创新性与价值：本研究将数字适应由“个体能力差异”重构为“关系结构差异”，突破被动适应预设，为理解数字化转型中的差异化适应提供关系性视角，为高校教师分类支持与评价机制设计提供实践路径。

关键词：数字化转型　教师数字适应　行动者网络理论　路径分化

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Abstract

Purpose: This study investigates the typological characteristics and underlying logic of differentiated digital adaptation pathways among teachers at Chinese communication universities, aiming to provide evidence-based support for developing a categorized support and precision-empowerment system for teachers' digital literacy development, thereby enhancing the governance effectiveness of educational digitalization in higher education.

Study Design/Methodology/Approach: Grounded in Actor-Network Theory and using N Media College as a case study, in-depth interviews were conducted with 24 teachers from diverse professional backgrounds employing both graphic and semi-structured formats. During these interviews, participants were guided to draw actor-network perception maps of their digital adaptation processes. An analytical framework of "perceptual structure–problem translation–action pathway–network morphology" was developed to systematically examine teachers' differentiated adaptation logics.

Findings: Teachers' digital adaptation follows three pathways: situational optimization, strategic coordination, and cross-boundary innovation. These pathway differences stem from teachers' varied perceptual structures of actor-networks, shaped by the interplay of professional culture, career capital, and organizational position, which in turn leads to differentiated problem-translation logics and network-construction modes.

Originality/Value: This study reconceptualizes digital adaptation from a matter of "individual competence difference" to one of "relational structure difference" challenging the institutional presumption that teachers are passive adapters. It offers a relational analytical perspective for understanding differentiated adaptation in digital transformation and provides actionable pathways for categorized teacher support and for designing inclusive evaluation mechanisms in higher education.

Keywords: Digital Transformation, Teacher Digital Adaptation, Actor-Network Theory, Pathway Differentiation

引言

伴随数字技术的快速迭代，其作用方式正由“工具嵌入”转向“生存重构”，深刻影响着社会结构、产业形态与知识生产方式。在摩尔定律加速作用下，技术演进与人类适应之间的异步性日益凸显，倒逼教育生态发生系统性变革。在此背景下，数字化转型已成为全球高等教育发展的核心议题。联合国教科文组织于 2022 年发布《教育数字化转型战略》，将数字素养界定为未来教育的核心能力。近年来，中国通过《关于加快推进教育数字化的意见》《“人工智能+教育”行动计划》等政策，持续推动教育数字化进程，强化数字技术与教育教学的深度融合，推动高等教育迈向数智化发展新阶段。在这一过程中，高校教师作为连接技术应用与教学实践的关键主体，其数字适应状况被视为影响教育数字化转型成效的重要因素。

既有研究在宏观层面多聚焦高校数字化转型的共性路径，较少关注不同学科与专业领域在转型过程中的异质性。然而，教育数字化转型并非均质化过程，其在不同知识领域中的展开方式，深受行业发展逻辑与知识生产机制的影响，从而呈现出显著的情境差异。与此同时，在微观层面，关于教师数字适应的研究多从技术采纳或教学整合视角出发，将其理解为能力提升或技术接受过程，这类以“技术采纳——能力提升”为主线的解释路径，尚未充分回应在同一制度与技术环境下教师适应路径何以呈现结构性分化的问题。

在此背景下，传媒类高校为观察上述差异性问题提供了具有代表性的研究情境。传媒类高校是“技术——艺术——人文”交叉融合的典型领域，其人才培养深受行业变迁影响。而传媒行业本身与技术演进高度耦合，正经历由生成式人工智能驱动的深刻变革。内容生产方式由专业化分工向智能协同转变，传播结构由中心化向平台化、个体化扩展，职业边界与能力结构持续重构。行业逻辑的快速演进，不仅改变了知识生产方式，也重构了人才培养的能力标准，反作用于高校课程体系与教学实践，使其在课程内容与能力导向上必须保持持续调整，从而呈现出“教育逻辑”与“行业逻辑”交织的复杂特征。进一步而言，传媒类高校在长期发展过程中形成了以“艺、文、工、管”为主的学科布局框架，人文社科艺术类学科占比普遍在 75% 至 90% 之间，而理工类学科支撑相对不足 (Yang et al., 2022)，学科内部的高度异质性使不同专业背景教师所承受的技术压力在性质上存在根本差异。

在社会、经济或技术发生重大转型的历史时期，个体与组织的适应性往往成为决定其发展的核心变量。对于传媒类高校教师而言，在“外部产业倒逼”与“内部价值重构”双重变革压力下，其数字适应不仅涉及技术应用能力的提升，更体现为专业实践路径与行动方式的重构，由此呈现出更强的复杂性与差异性。基于此，本文以行动者网络理论为理论基础，通过对教师实际感知与行为的归纳总结，呈现出教师适应过程的类型化差异与行动逻辑，探讨其差异化形成的内在成因，深化对高校教师数字适应生成的理解，并提出教师数字适应支持策略。为传媒类高校师资队伍建设提供经验参照，也为高等教育数字化进程中“协同”“共建”目标下的教师支持策略、制度设计与组织文化变革提供新思路。

研究目的

1. 类型识别：归纳传媒类高校教师数字适应的差异化路径类型，突破已有研究中“适应/不适应”的二元对立框架，揭示各类型在感知结构、问题转译与网络形态上的具体特征。

2. 机制解释：基于行动者网络理论（Actor-Network Theory，ANT），将教师数字适应理解为一种嵌入技术、制度、平台、学生等异质行动者所构成的网络演化过程，分析路径分化的形成机制，阐明专业文化、职业资本与组织位置如何共同型构教师的感知结构与行动逻辑。

3. 实践支持：基于类型学分析，深入识别教师在数字化改革环境中所面临的适应性困境

及成因，为纾解政策执行阻滞与教师阻抗现象提供循证依据，推动高校构建分类支持、精准赋能的教师数字素养发展体系，提升高校教育数字化治理效能。

文献综述

教育数字化转型是一场涉及教育理念、制度结构、运行逻辑与生态机制的整体性嬗变 (Zhu & Hu, 2022)。在中国语境下，教育数字化转型高度契合国家数字战略的推进逻辑，经历由“教育信息化”“互联网+教育”向“智慧教育”的演进，以实现从工具理性向生态重构与价值驱动的转向。近年来，以“协同”与“共建”为核心的转型范式逐步凸显，强调技术层、业务层与人本层的多维协同，以及多元主体间张力平衡与生态互动机制 (Yu, 2023; Zhang & Wu, 2024)。

在上述背景下，高校教师作为关键行动主体，其数字适应性成为影响转型成效的重要变量。教师数字适应并非单一能力提升过程，而是在教育体系演进与数字技术深度介入交织情境中形成的动态调适过程。既有研究围绕教师与技术关系形成两种基本视角：一是强调技术赋能效应，认为其有助于减负增效与拓展教学空间；二是从过程视角指出数字化转型的非线性与长期性特征，教师常常处于技术应用与职业负担交织的张力之中 (Rao et al., 2025)。相应地，教师数字适应的现实困境主要体现在认知、情感与行动三个层面：认知上表现为技术工具化理解与“技术中心主义”，情感上体现为技术供给与教学需求错位所引发的压力，行动上则表现为路径依赖与实践惰性，难以实现技术能力向教学实践的有效迁移 (Li, 2019; Lu, 2023; Luo & Wu, 2025)。

从研究演进来看，教师数字适应研究经历了由“技术采纳”到“技术整合”，再到“生态重构”的转向。早期基于技术接受模型（Technology Acceptance Model，TAM），强调感知有用性与易用性对技术采纳的影响 (Davis, 1989)；随后以 TPACK（Technological Pedagogical Content Knowledge）框架为代表，转向技术、教学法与学科内容的协同整合 (Mishra & Koehler, 2006)；近年来则从生态视角出发，将教师适应视为多主体、多层因素交互作用的系统性过程，关注制度环境与身份重构等问题。这一演进表明，研究重心已由“个体能力”逐步扩展至“系统情境”。但多数仍倾向于将技术、制度、组织文化等因素视为相对独立的变量，重点考察其对适应结果的影响，较少关注这些要素在具体情境中的相互关联及其动态作用过程，从而难以解释教师为何会在相似情境下形成差异化适应路径及其生成机制。

在影响机制方面，既有研究多从外部环境、组织制度与个体因素三个层面展开。在宏观层面，教师适应嵌入社会数字化进程与教育制度变革之中，其技术整合行为不仅受能力影响，更受教学信念、自我效能及社会文化环境制约 (Ertmer & Ottenbreit-Leftwich, 2010)；同时，产业需求与高校培养体系之间的结构性错位，加剧了教师知识更新压力 (Dobslaw et al., 2023)。在组织层面，评价机制、晋升路径与资源供给通过制度安排与技术文化环境共同塑造教师的参与意愿与适应水平 (Tondeur et al., 2017)，学科结构调整与跨学科融合亦加剧角色冲突 (Lei, 2024)。

在个体层面，教师适应深嵌于信念系统与认知结构之中，教学信念、自我效能及技术接受感知共同影响其行为转化 (Wen et al., 2024; Xu & Gu, 2020)。此外，性别、年龄及教龄等个体差异在认知、情感与行为层面具有显著调节作用，“数字移民”群体面临更为突出的再适应压力 (Wang & Li, 2023)。

在路径研究方面，既有研究主要从“个体调适”与“环境支持”两个维度展开：一方面强调教师通过认知重构、角色调整与经验迁移实现主动适应；另一方面强调通过制度优化、资源供给与协同机制构建支持环境。基于行动者网络理论的视角，教师数字适应被进一步理解为在政策、平台与多元主体构成的异质网络中生成的协同行动，其能动性来源于关系网络的动态建构 (Wang & Lv, 2021)。相关研究指出，单一“自上而下”的推进模式易导致形式化应对，而多主体协同与实践共同体更有助于促进教师参与和创新 (Zhao et al., 2025)。同时，教师适应亦表现为经验重构与认知转化过程，即在与技术和制度的互动中不断生成新的行动逻辑 (Li, 2020)。

传媒类高校的数字化转型呈现出不同于一般高校的场域特征。教育逻辑与传媒行业逻辑在此深度交织，教师不仅需要回应高校数字化改革要求，还需持续适应传媒技术迭代与行业实践变迁带来的挑战。在这一过程中，教师数字适应往往并非线性推进，而是在技术应用、角色认知与专业发展之间不断调整和重构。现有基于 TAM、TPACK 等框架的研究，为理解教师技术采纳与数字能力发展提供了重要解释，但其分析重点主要集中于个体认知、能力结构及其影响因素，对于教师如何在与技术、制度、组织及行业环境的持续互动中形成适应路径，关注相对不足。

行动者网络理论（ANT）摒弃传统主体——客体二元划分，将教师、学生、技术平台、政策制度等人类与非人类要素视为异质行动者，强调社会现实是在行动者持续联结与转译过程中生成的 (Latour, 2005; Callon, 1986)。从这一视角来看，教师数字适应并非单纯的技术采纳或能力提升，而是教师与多元行动者持续互动、协商并建构关系网络的动态过程。因此，ANT 能够为揭示传媒类高校教师数字适应的生成机制及其路径分化逻辑提供有力的理论解释。

基于此，本研究以行动者网络理论（ANT）为理论基础，将教师适应行为重构为异质性行动者网络中的问题转译与网络建构过程，并引入绘图式访谈法可视化教师的感知结构，构建“感知结构——问题转译——行动路径——网络形态”的数字适应行为分析框架，以探究教师数字适应的差异化行动路径及其感知结构分化的形成机制。

研究方法

1. 研究场域与对象选择

本文选取 N 传媒学院作为研究场域。该校为江苏省唯一传媒艺术类应用型本科高校，设有 61 个本科专业，在校生逾 2.5 万人，专任教师 800 余人（师资结构：艺术学约 51%、文学约

21%、工学约 6%、管理学约 5%)。其在教育数字化转型中呈现出典型的结构性张力：一方面，学校快速布局人工智能、智能交互设计等新兴专业，并推动跨专业教学组织重构；另一方面，教师队伍以艺术与人文背景为主，理工类教师仅占 9.5%，整体缺乏数字技术底层认知，形成“组织转型加速——教师适配滞后”的结构性错配。同时，跨学院师资整合与民办高校资源约束等制度性因素，进一步叠加了教师适应的复杂性。

研究对象采用目的性抽样，选取 24 名专任教师（教授 2 人、副教授 9 人、讲师 10 人、助教 3 人）及 4 名管理者，覆盖不同专业与年龄段。重点涵盖三类具有代表性的教师群体：交叉融合型专业（如数字媒体艺术)、转型挑战型专业（如传统设计类）以及新兴数字化专业(如人工智能)，以呈现不同情境下的适应困境与行动路径差异。从学科结构看，样本中艺术学占比（50.0%）与全校师资（51%）高度吻合，工学比例偏高系因有意覆盖新兴数字化专业教师，以呈现技术压力情境下的适应特征；受访教师年龄分布于 30-55 岁，覆盖不同教龄阶段。本研究采用质性研究中的最大差异抽样，不追求统计代表性，而重在通过情境覆盖与异质性比较实现理论饱和。研究遵循学术伦理规范，受访者均签署知情同意书，身份信息已做匿名处理。

Overview of Individual Teachers' Professional Match

Code	Professional Background	Teaching Specialty	Match
A1	Fashion Design	Fashion and Apparel Design	Perfect Match
A2	Journalism / Electronic Engineering / Management	Journalism	Partial Match
A3	Oil Painting	Animation	Large Span
A4	Broadcasting and Hosting	E-sports Commentary	Large Span
A5	Industrial Design	Intelligent Interaction Design	Related Crossover
A6	Watercolor / Oil Painting	New Media Art	Large Span
A7	Communication Engineering / Electronic and Information Engineering	Intelligent Audio-Visual Engineering	Perfect Match
A8	Electrical Automation / Ceramics	Visual Communication Design	Large Span
A9	Animation	Digital Media Art	Related Crossover
A10	Information Engineering	Artificial Intelligence	Related Crossover
A11	Information and Communication Engineering	Intelligence and Science	Perfect Match
A12	Fashion Performance and Design / Business Administration	Performance (Fashion Performance)	Perfect Match
A13	Computer Technology	Computer Science	Perfect Match
A14	Fine Arts / Photography / Art Finance	Cultural Industry Management	Large Span
A15	Business Administration	Art and Technology	Large Span
A16	Drama and Film	University-wide (General Education)	Special
A17	Broadcasting and Hosting	Broadcasting and Hosting	Perfect Match
A18	Journalism / Information Resource Management	Internet and New Media	Related Crossover
A19	Film and Television Directing / Drama Art	Radio and Television Directing	Perfect Match
A20	Photography	Film and Television Photography and Production	Perfect Match
A21	Journalism / New Media Operations / Management	Communication Studies	Related Crossover
A22	Software Engineering	Digital Intelligence Audio-Visual Engineering	Related Crossover
A23	Electronic Science and Technology	New Media Technology	Related Crossover
A24	Drama and Film Studies	Cultural Industry Management	Large Span

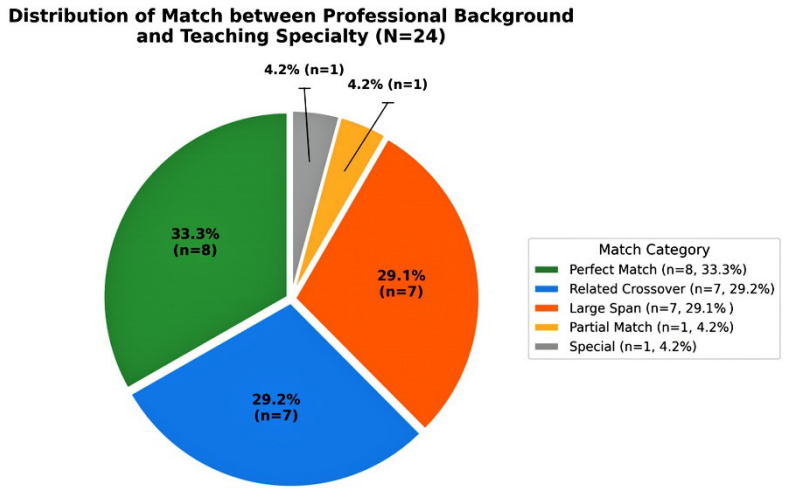


Figure 1 Distribution of Match between Professional Background and Teaching Specialty (N = 24)

2. 绘图式访谈法

Fenwick 和 Edwards (2011) 指出，ANT 研究需要开发能够捕捉“行动中的网络”的方法工具。本文采用绘图式访谈法（graphic elicitation），将视觉表达与深度访谈相结合，通过“图像再现”促进受访者对其行动关系的反思 (Bagnoli, 2009)。相较传统访谈，该方法能够有效呈现个体对行动者网络的主观感知，包括关键行动者识别、关系结构及网络边界等。在具体实施中，研究引导受访教师以自身为起点，用圆圈标注行动者、线条表示关系（粗细代表强弱），在白纸上自由绘制数字适应过程中的行动者网络图谱，将其内隐认知结构外显化，为后续网络结构分析提供基础。绘图过程中，研究者观察并记录教师标注行动者的顺序及网络形态的演变过程，同时围绕图谱内容进行即时追问，如“为什么这个行动者离您最近?”“为什么它对您影响最大？在哪些方面?”等，以揭示行动者之间的意义关联。本研究采用跨案例比较法，通过不同样本间的结构对比与相互校验，识别感知类型的共性特征。

3. 数据收集与分析

本研究采用半结构化访谈与绘图式访谈相结合的方式收集数据。访谈围绕教师数字化转型经历、行动者关系建构及身份认知变化展开，单次时长 60-90 分钟，均录音转录。在 24 位受访教师中，10 位自愿参与了绘图环节，其余 14 位因访谈时长或个人意愿未参与。

数据分析分为两个阶段。第一阶段为图谱结构分析。基于行动者网络理论，从网络结构特征出发，对 10 份手绘图谱进行分析，重点考察四个维度：1）网络中心性（教师位置）；2）连接范围（行动者数量与层级）；3）连接逻辑（关系指向与强度）；4）网络密度（连接紧密程度）。据此识别出点状、线状与面状三类感知结构。第二阶段为访谈文本分析。采用类型学分析方法，围绕“感知结构——问题转译——网络形态”的分析框架，提炼核心范畴，归纳教师数字适应的差异化行动路径，分析生成机制。为提升研究信度与效度，本文采用图谱分析与访谈文本的交叉验证，并通过受访者反馈对分析结果进行确认。

研究结果

基于行动者网络图谱的结构分析与访谈文本的类型学归纳，本文发现，高校教师在数字化转型过程中并未呈现单一线性的适应模式，而是在不同情境约束与网络建构过程中形成差异化行动路径。结合“感知结构——问题转译——网络形态”的分析框架，教师数字适应可概括为三种类型：情境优化型、战略协同型与跨界创新型。三类路径的差异并非源于个体能力高低，而在于教师对技术、制度及多元主体的征召范围与转译方式不同，其本质体现为行动者网络建构深度与整合水平的差异。

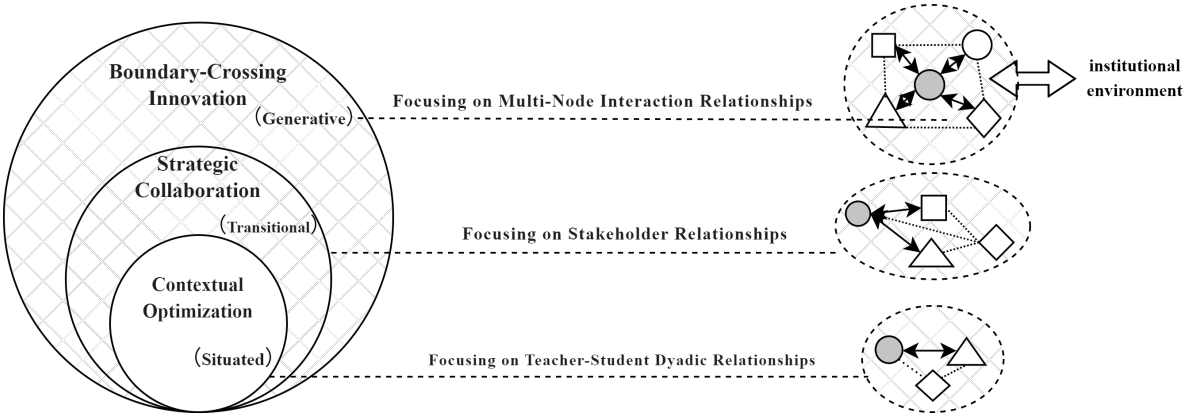


Figure 2 Classification of Action Pathways for Teachers' Digital Adaptation

1. 局部性——情境优化型路径

情境优化型路径是指在既有制度结构、资源条件与专业分工难以迅速改变的前提下，教师将数字适应的行动重心锚定于自身直接可控的教学情境，通过渐进式、工具性调适回应外部变化的实践路径。该路径并非对数字化转型的回避，而是一种以维系教学秩序与职业安全感为导向的理性行动策略。其行动者感知网络呈现出“局部强化、外部联系薄弱”的结构特征。以受访者 A1 为例，其图谱以“教师”为核心节点，围绕“学生”“教案”“教室”“设备”等课堂要素形成高密度连接，而“科研”“领导”“数字技术”“企业”“ChatGPT”等行动者虽被纳入，但分布稀疏、联结松散，呈现出“可见但未被有效动员”的边缘状态。

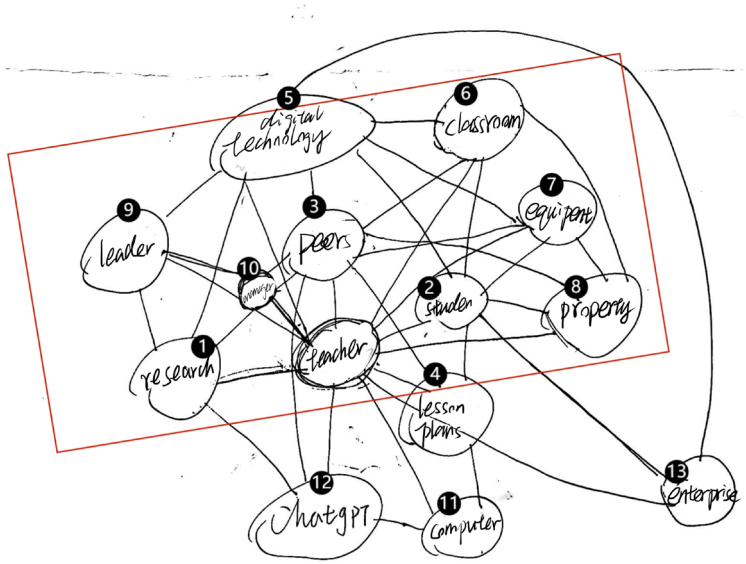


Figure 3 Hand-drawn Actor Perception Map (Respondent A1)

从行动者网络视角看，该类型教师的网络构建主要停留在有限行动者的“弱征召”阶段。教师所连接的行动者集中于课堂内部，外部制度、行业与跨领域资源较少进入网络，数字技术亦多处于“被调用”的工具性位置，而非参与意义建构的行动者。因此，在问题转译过程中，教师往往将数字化转型理解为“教学工具优化”问题，而非“教学范式变革”问题，使数字化议题被压缩为“是否提升效率”“是否有助表达”“是否干扰既有节奏”等情境化判断。其行动逻辑表现为在既有教学框架内嵌入技术要素，以维持原有教学秩序的稳定。

在此类以内聚关系为主的网络形态中，行动者类型单一、替代性不足，网络整体呈现低扩展度特征。当外部转型要求提升时，其结构易因支撑点有限而显现出脆弱性。因此，该路径虽在短期内具备低成本与高可控优势，但难以支撑深层次教学重构，整体呈现出低整合、局部化的适应形态。

2. 过渡性——战略协同型路径

战略协同型，是指在教育数字化转型持续向制度层、行业层与评价机制层面纵深推进的背景下，教师将其理解为“制度——行业——教育”之间结构性协同问题。在此认知框架下，教师开始主动关注政策要求、制度规范与行业需求之间的联动关系，并在既有教学实践基础上，有意识地引入多元行动者以拓展其数字适应网络，其行动者图谱呈现出线性延展与中等密度连接的结构特征。

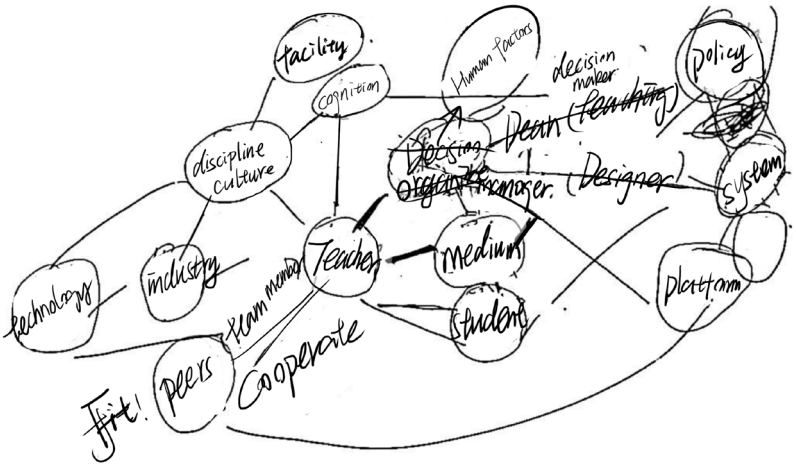


Figure 4 Hand-drawn Actor Perception Map (Respondent A2)

该类型教师的数字适应网络建构遵循推导型行动逻辑。以受访者 A2 为例，其在行动者图谱中将“决策者”置于行动链条起点，并依次连接“政策——制度——平台——团队——学科文化——行业”，形成层级分明的链式结构，体现出对制度合法性与行业导向的高度依赖——“学校要转型，行业也在变，我要做的是找到这两者的结合点”（受访者 A2）。另一位受访者 A17（播音主持专业）则呈现出“行业——技术——教学”的反向传导路径：面对 AI 主播技术的冲击，其主动连接“AI 主播技术公司”“新媒体平台”等行业行动者，将行业需求作为教学改革的出发点。

该路径体现出较为明确的行动者转译能力。制度性行动者（政策、管理者）与行业行动者（企业、技术平台）被纳入网络，并通过教学平台与产教融合项目实现连接。在此过程中，数字化转型被转译为“对接行业需求与人才培养”的行动目标，教师通过持续征召外部资源强化网络的现实回报与制度合法性。

然而，这种纵向延伸的网络结构同样存在脆弱性。首先，制度与行业行动者在网络中处于强势地位，一旦外部环境发生变化，网络稳定性将受到冲击；其次，网络内部横向联结不足，行动者多为功能性节点，缺乏稳定的关系性联盟，难以形成持续动员机制。正如 ANT 所揭示的，有效的动员需要各行动者之间形成 “强制通行点” 的共识，倘若教师、制度、行业三方未能就数字化转型的核心问题达成深度共识，其行动网络的整合度与稳定性就面临风险，从而倒退回教学场景应用的安全地带。

总体而言，战略协同型路径体现了教师从“情境适应”向“结构性协同”的过渡性尝试。教师已具备主动征召多元行动者的意识，但其行动逻辑极大可能受限于制度与行业的单向性传导，网络呈现出“延展有余而整合不足”的状态。这种路径的优势在于一定程度上能够获取制度性认可与行业反馈，但潜在风险在于对既有制度路径的结构性依赖，若缺乏持续的

制度支持、行业资源与横向节点联盟，则可能停滞于“表层整合”的块状任务阶段，难以实现向更高水平适应的跃迁。

3. 生成性——跨界创新路径

与前两种路径不同，跨界创新型路径呈现出“多领域横向整合”的行动网络形态特征。该类型教师将数字适应理解为跨领域资源整合与边界突破的生成性过程，主动征召文化、技术、学术与市场等多元领域的异质行动者，并通过跨专业、跨学科协作，构建具有开放性、流动性与持续延展特征的动态行动网络结构。

其图谱呈现典型的“面状结构”，网络边界开放且不断扩展。教师围绕自身节点，连接文化实践（如非遗体验）、技术资源（如 3D 打印与 AI）、学术支持（如方法论与导师）及市场要素（如用户调研与行业需求），形成多维交织的行动者组合。与此同时，“终身学习”被确立为核心节点，并与“认知”“视野”等要素联结，体现出其将自身定位为“持续生成的学习者”的身份建构逻辑。

在问题转译层面，此类型教师更倾向于突破单一学科与专业边界，将数字化转型理解为重构既有教学逻辑与专业实践范式的契机，并据此采取“生成性试探”的行动策略，以开放姿态探索教学创新的多种可能路径。“我也不知道最终会得到什么样的结果，但在这个过程中，会有新的可能性出现。”（受访者 A8）通过不断建构“可参与、可体验、可产出”的实践情境，教师促使不同行动者在基于兴趣驱动与现实收益判断的双重机制下进入并维系于网络之中。

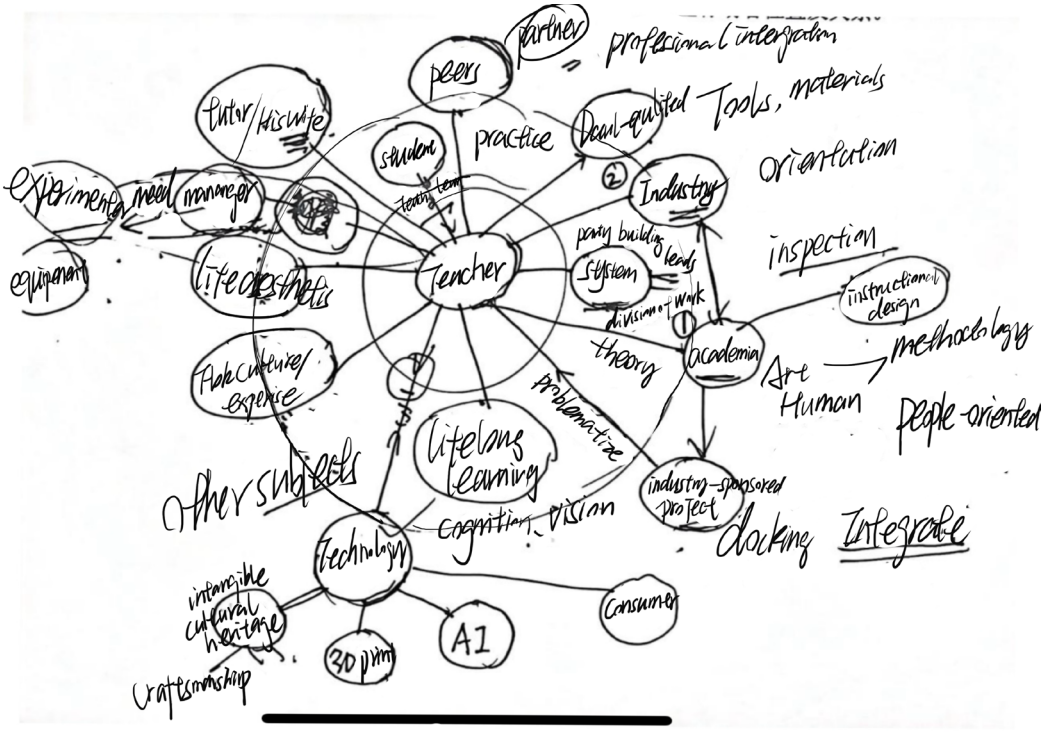


Figure 5 Hand-drawn Actor Perception Map (Respondent A8)

从网络结构看，该路径以横向扩展与关系重组为主要特征，具备较强的创新潜能，能够催生具有探索性的教学成果。然而，其内在风险亦较为显著：其一，尽管行动范围广泛，但网络联结深度有待强化，稳定性依赖持续实践；其二，该路径对教师的资源整合能力与关系建构能力提出了更高要求；其三，跨界创新在初始阶段往往缺乏既有制度支持与市场评价的有效承接，其成果在既有评价体系中可见性不足。因此，该路径虽具有显著的生成性潜能，但其发展仍面临制度环境与评价机制的现实约束。

Table 1 Comparison of Three Action Pathways for Teachers' Digital Adaptation

Dimension	Contextual Optimization	Strategic Collaboration	Boundary-Crossing Innovation
Perceptual Structure	Fragmented, classroom-bound	Linear, vertically transmitted	Expansive, boundary-spanning
Action Genesis	Issues in teaching practice and operational pressures	Institutional mandates and industry demands	Exploratory problems at cross-domain intersections
Core Mechanism	Instrumental embedding and local adaptation	Actor translation and structural alignment	Worknet reconfiguration and generative exploration
Key Actors	Classroom-level actors	School-industry actors	Multi-domain actors
Network Features	Cohesive, low scalability	Directional, vertically extended	Diffuse, decentralized
Advantages	Low-cost, quick-impact	Institutionally resourced	Innovation-generative potential
Risks	Localized curing	Structural dependence	Low institutional visibility

三类行动路径在感知结构、行动起点与网络形态上呈现出清晰分化。情境优化型路径以课堂情境为边界，呈现内聚且低扩展的网络特征，其适应风险主要集中于局部固化与功能单一；战略协同型路径依托制度与行业节点形成纵向延伸结构，其不确定性主要来源于外部政策与评价机制的波动；跨界创新型路径则表现为多领域交织的开放网络，其行动活力依赖持续的关系建构，但面临资源不稳定与制度可见性不足的约束。总体而言，教师数字适应并非一次性能力获取过程，而是在具体情境中不断展开的动态建构过程，不同路径之间存在转化与叠加的可能，其关键在于感知结构边界的持续拓展与行动网络的重组能力。

讨论

在当前人工智能与数据驱动技术快速发展的背景下，教育系统正在经历深层次的数字化变革，不仅涉及教学工具与媒介的更新，更是教育目标、学生需求与教学过程的整体性重构，其本质上是一个涉及人类与非人类行动者之间关系持续重构的系统性变化过程。

既有研究或将教师对技术的采纳归结为感知有用性与易用性的个体判断，或将有效的技术整合理解为学科内容、教学法与技术知识之间的协同建构能力。这些框架在解释教师“是否采纳”及“如何整合”技术的问题上积累了重要认识，然而当技术不再只是等待被评估与掌握的工具性存在，而是作为具有能动性的行动者持续重塑教师的角色定位与行动空间时，教师所面对的核心问题已悄然转变——从“如何使用工具”转向“在技术深度介入教育生态的背景下，我应当与哪些行动者建立怎样的连接”。因此，教师的数字适应性不应仅被视为技术能力与认知的提升，而更应被理解为其在复杂教学网络中不断调和多元关系、调整自身定位与角色的嵌入性与生成性状态。

高校教师数字适应路径的分化，本质上源于行动者网络感知结构的差异。而该差异的形成，除了教师个体层面对于技术的接受与使用程度、年龄等因素以外，本研究发现，学科文化、职业资本与组织定位的交互作用形塑了教师数字适应的行动网络。具体而言，学科文化作为深层结构性因素，内嵌于学科知识传统与实践逻辑之中，塑造教师对行动者的识别与关系赋予方式；职业资本通过行业经验、跨界资源与知识积累的差异，限定了教师可动员行动者的范围及其网络边界；组织定位则在制度结构与实践情境中赋予问题转译以方向性约束，进而影响教师的行动取向与网络建构逻辑。三者在动态耦合中共同形塑了教师的数字化理解与行动取向，从而推动其在相似制度背景下形成差异化的适应行动路径，从而将数字适应问题由“能力差异”转化为“关系结构差异”。

基于行动者网络理论，行动通过“转译”过程得以展开。研究发现，不同路径对应不同的转译逻辑：情境优化型将问题转译为“工具选择”，聚焦“用什么”；战略协同型转译为“任务对接”，关注“如何对齐”；跨界创新型则转译为“逻辑重构”，指向“为何与何为可能”。不同转译逻辑塑造了差异化的行动边界：情境优化型聚焦于教学空间，战略协同型扩展至学校——行业链条，跨界创新型则延伸至开放的跨领域空间。行动边界的差异，本质上决定了教师可征召行动者的类型范围与网络资源的结构复杂度。

总体而言，高校教师的数字适应并非静态的能力获取或一次性策略选择，而是在具体情境中持续展开的动态调适过程。在长期实践中，不同路径之间存在转化与叠加的可能：教师可在情境优化或战略协同中积累资源后转向跨界探索，亦可能在跨界实践受阻时回归协同或优化路径，对其行动网络进行再组织与再平衡。

总结

基于行动者网络理论与绘图式访谈方法，本研究识别出三种路径：情境优化型、战略协同型与跨界创新型，三者在感知结构上分别呈现点状、线状与面状特征；在问题转译上分别体现为“工具选择”“任务对接”与“逻辑重构”的差异；在行动方式上分别表现为局部调适、纵向协同与横向跨界。路径差异源于教师对行动者网络的不同感知结构，而感知结构的分化

主要由专业文化、职业资本与组织定位共同形塑，进而导致差异化的转译逻辑与网络建构方式。本研究的主要贡献在于：第一，引入绘图式访谈法，为呈现教师内隐认知结构提供可视化工具；第二，以行动者网络理论为基础，揭示教师数字适应的“关系性维度”；第三，构建教师数字适应的类型学框架，突破制度理论中教师被动适应的假设，指出教师通过行动者网络建构主动定义情境，从而生成差异化适应路径。

建议

高校应建立基于路径诊断的差异化支持体系：对情境优化型教师，提供数字工具培训与教学案例共享；对战略协同型教师，构建“向上对话制度、向外联结行业”的双向交流机制，打破单向传导依赖；对跨界创新型教师，提供跨学科资源对接与创新成果认定渠道。同时，传媒类高校需立足学科特性，将媒介素养纳入教师数字素养培育框架，强化教师在媒介认知、创新表达与传播实践方面的能力，以拓展其数字适应的网络建构空间。此外，应构建以“关系网络建构”为导向的包容性评价机制，将跨学科协作、行业网络拓展及创新实践孵化等纳入评价体系，为教师创新性数字适应提供制度性激励与认可。

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A SOCIAL CAPITAL PERSPECTIVE ON TOURISM: HOW DESTINATION ATTRIBUTES DRIVE GENERATION Y'S REVISIT INTENTIONS THROUGH TRUST IN CHIANG MAI

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Abstract

Purpose: As global tourism recovers post-pandemic, capturing Generation Y requires rethinking hospitality paradigms. This study applies Social Capital Theory to examine how destination attributes drive revisit intentions among European Gen Y tourists in Chiang Mai, Thailand, and to identify the mediating role of destination trust.

Study Design/Methodology/Approach: A quantitative design was used, and survey data from 458 European tourists were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM).

Findings: Structural analysis indicates that traditional service quality does not affect revisit intentions among this digital-native cohort. Conversely, perceived convenience, cultural experiences, and physical attractions have robust direct effects. Safety functions as a strict hygiene factor, fully mediated by trust, whereas convenience and attractions show complementary partial mediation.

Originality/Value: This research theoretically updates Social Capital Theory, confirming that for modern travelers, institutional capital (seamless infrastructure and digital autonomy) supersedes traditional interpersonal capital in trust formation. Practically, it urges Destination Management Organizations to redirect investments from traditional hospitality training toward smart infrastructure.

Keywords: Social Capital Theory, Revisit Intention, Generation Y, Destination Trust, Destination Attributes

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Introduction

Destination attributes, such as safety protocols, cultural authenticity, and infrastructural convenience, serve as the strategic architecture for destination survival and the critical engine for social capital accumulation in a hyper-competitive market (Kastuti et al., 2024; Pai et al., 2025; Ratasuk & Thai, 2026; Susanta, 2025). In the post-COVID-19 landscape, capturing the highly mobile Generation Y demographic is a vital mandate, requiring Destination Management Organizations (DMOs) to foster environments where digital autonomy aligns with authentic engagement (Chhabra et al., 2025; Dziadkiewicz et al., 2023; Pan & Ratasuk, 2025). This alignment is fiercely tested in Chiang Mai, Thailand.

European Generation Y tourists represent a particularly important and lucrative segment for Chiang Mai, characterized by an extended average length of stay and high travel expenditure. Globally, Generation Y comprises approximately 40.79% of the tourism market and is recognized as a fast-growing, high-spending demographic with an estimated core market value of $286 billion (Ngamcharoen et al., 2025). In Thailand, European tourists consistently demonstrate an extended length of stay, averaging nearly 9.7 days per trip with an average expenditure exceeding 45,500 Thai Bahts (Supapakorn, 2022). This demographic is financially significant, with European tourists contributing over 460 billion Thai Bahts in annual tourism revenue to the country, matching or exceeding the per-capita expenditure of other major global source markets (Madhyamapurush, 2023; Supapakorn, 2022).

Recent statistical data indicates a strong post-pandemic recovery in European arrivals to Thailand, with northern destinations seeing a steady influx of travelers seeking experiential tourism. The European travel market exhibited a rapid, V-shaped recovery, surpassing pre-pandemic levels as early as 2022 (Jaroensutasinee, 2025). By 2024, Thailand as a whole welcomed over 35 million international arrivals, generating approximately USD 42.7 billion in tourism receipts (Tedjakusuma, 2026). Northern Thailand captured a significant portion of this growth, with Chiang Mai alone generating USD 3,338 million in 2024, of which USD 1,365 million came directly from international tourists (Jiarakul et al., 2026). This upward trajectory continued into 2025, with Chiang Mai accommodating more than 11.9 million visitors and generating USD 3,484 million in tourism revenue (Jiarakul et al., 2026).

To attract European Gen Y tourists amidst regional competition and geopolitical disruptions, the destination must rapidly pivot away from traditional high-touch service toward seamless digital convenience and cultural immersion (Baedcharoen, 2016; D'Souza, 2025).

Despite this demographic imperative, the extant tourism literature disproportionately relies on traditional, service-dominant paradigms, largely ignoring the specific behavioral shifts of digital-native tourists in Southeast Asia (Bowen & Whalen, 2016; Luo & Ratasuk, 2024; Seyfi et al., 2024; Zhang et al., 2025). Specifically, current models fail to adequately explain how traveler loyalty is forged purely through the accumulation of interpersonal and institutional trust, independently of traditional service metrics (Marinao Artigas et al., 2017; Wang & Li, 2023).

To systematically bridge this gap, this study deploys Social Capital Theory (SCT) as its foundational framework, isolating Trust as the singular mechanism driving traveler loyalty. SCT posits that consistently delivering fundamental destination attributes builds a reservoir of social capital, forging deep, trust-based bonds that compel repeat visitation even as the relevance of traditional service interventions wanes (Song et al., 2023; Vuong et al., 2025). For local policymakers, cultivating this deep-seated trust offers a theoretically sound mechanism to reduce visitor attrition, mitigate perceived risks, and secure a sustainable competitive advantage for Chiang Mai.

Objectives

To address identified theoretical gaps, this study examines the direct effects of core destination attributes (perceived safety, cultural experiences, convenience, and attractions) on the revisit intentions of European Generation Y tourists in Chiang Mai. Grounded in Social Capital Theory, it further investigates the mediating role of destination trust in the relationship between these attributes and behavioral loyalty. Ultimately, the research evaluates the diminished relevance of traditional service quality for this digital-native demographic, highlighting a strategic shift toward institutional capital and infrastructural reliance over conventional service encounters.

Literature Review

The contemporary tourism landscape necessitates a paradigmatic shift from viewing destinations as mere collections of physical commodities to understanding them as relational entities (Amaro et al., 2025; Hang & Ratasuk, 2025; Pan et al., 2024). To capture this complexity, this manuscript synthesizes the empirical evidence through the lens of Social Capital Theory. The overarching conceptual narrative posits that structural and experiential destination attributes, namely perceived safety, service quality, cultural heritage experiences, perceived convenience, and attractions, function as strategic investments in the host-visitor relationship (Huang et al., 2025). However, these attributes do not, in and of themselves, secure long-term loyalty, particularly among the highly mobile, digitally autonomous Generation Y. Instead, these features are the necessary inputs for generating a critical psychological resource: trust (Thang, 2025). Within this framework, trust represents the accumulated social capital between the tourist and the destination. For the modern traveler, navigating a globalized environment fraught with perceived risks, it is this deeply rooted interpersonal and institutional trust that effectively mitigates vulnerability. The theoretical synthesis of this study argues for a full-mediation model: destination attributes initiate the exchange, but it is the successful crystallization of these experiences into enduring trust that ultimately drives the behavioral commitment to revisit.

Theoretical Framework: Social Capital Theory and Core Construct Evolution

Social Capital Theory (SCT) originated in sociology, with seminal contributions from scholars such as Bourdieu (2011), Coleman (1988), and Putnam (2000), who collectively defined it as the tangible

and intangible value derived from social networks, norms of reciprocity, and trust. In its contemporary evolution within business and tourism research, SCT has transitioned from explaining community civic engagement to deciphering stakeholder relationships. In the context of tourism, social capital serves as the invisible connective tissue that binds a tourist to a destination, fostering a cooperative environment that drives competitive advantage (Ambarwati et al., 2023).

At the core of this theoretical network is the variable of trust. The seminal and widely accepted academic definition by Mayer et al. (1995) frames trust as the willingness of a party to be vulnerable to the actions of another, based on the expectation that the other will perform a particular action important to the trustor. In contemporary tourism literature, this concept has evolved into destination trust, signifying a traveler's confidence in a locale's reliability, integrity, and benevolence (Liu et al., 2019). Trust is critical because tourism is inherently an experiential, intangible product consumed at the point of production, which requires a high degree of consumer vulnerability (Shneikat et al., 2025). Consequently, trust acts as the primary risk-reduction mechanism. The ultimate dependent outcome variable in this nomological network is revisit intention. Rooted in the broader concept of customer loyalty (Zeithaml et al., 1996), revisit intention is defined as an individual's conscious readiness and willingness to return to a previously visited destination. It remains the paramount indicator of destination sustainability, as retaining an existing tourist requires significantly fewer resources than acquiring a new one (Noti & Myshketa, 2024).

The Impact of Destination Attributes on Revisit Intention

To systematically understand the antecedents of loyalty, extant literature consistently evaluates specific destination attributes as independent variables. Safety and security are fundamental prerequisites for travel (Uddin et al., 2026). Aligned with basic human needs, prior studies consistently demonstrate a positive relationship between a secure environment and the willingness to travel, as physical and psychological safety directly dictate the viability of the tourism experience (Akamavi et al., 2023). Similarly, traditional service quality, defined by Parasuraman et al. (1985) as the gap between customer expectations and perceived performance, has long been championed as a direct driver of loyalty in service marketing. However, the relevance of highly standardized service is currently being challenged by the preferences of Generation Y, demanding fresh empirical scrutiny. Prior studies of European Gen Y's behavior toward tourist destinations suggest that they are not a monolithic cohort (Octaviany & Mardiyana, 2024; Pooja et al., 2025). It is crucial to identify different age groups within this demographic (Beginning, Mid, and Late Gen Y), as these internal demographic factors significantly affect their service preferences and travel mobility (Bank of America Institute, 2026; Vašaničová & Melnyk, 2024).

Furthermore, cultural and heritage experiences provide the authenticity that modern tourists crave. Immersion in local customs and history transforms a generic trip into a memorable event, with empirical evidence frequently linking high cultural authenticity to positive behavioral intentions (Zhu et al., 2025). Perceived convenience, encompassing destination accessibility, digital infrastructure, and ease of navigation, has emerged as a critical contemporary variable (Prakaisak et al., 2026). Seamless

logistical experiences significantly reduce travel friction, positively influencing the overall evaluation of the trip (Hui et al., 2025). Finally, the physical and natural attractions of a destination serve as the primary pull factors. The quality, uniqueness, and maintenance of these sites are consistently positively correlated with a traveler's desire to return. Drawing upon this established literature, the following baseline direct-effect hypotheses are proposed:

H1: Perceived safety and security positively influence the revisit intention of European Generation Y tourists.

H2: Service quality positively influences the revisit intention of European Generation Y tourists.

H3: Cultural and heritage experiences positively influence the revisit intention of European Generation Y tourists.

H4: Perceived convenience positively influences the revisit intention of European Generation Y tourists.

H5: Attractions positively influence the revisit intention of European Generation Y tourists.

The Mediating Role of Trust

While the aforementioned direct relationships dominate traditional tourism models, Social Capital Theory provides the fundamental principles to logically explain why these relationships are frequently mediated in practice (Van Ninh & Van Tam, 2026). SCT dictates that networks and relationships are built upon repeated, positive exchanges that foster norms of reciprocity (Ari et al., 2024). When a destination consistently delivers a secure environment, seamless convenience, high-quality attractions, and authentic cultural engagement, it signals competence and benevolence to tourists (Yacoub et al., 2025).

These positive evaluations do not immediately bypass cognitive processing to trigger a return trip; rather, they accumulate to form a robust shield of trust. For instance, high perceived safety directly builds confidence in the destination's governance, while rich cultural experiences build interpersonal trust with the host community. Similarly, seamless convenience and reliable attractions prove the destination's institutional capability (Tan et al., 2025). Once this trust is established, the perceived risks of future travel are neutralized, compelling the tourist to return to a verified, safe psychological harbor (Nguyen & Nguyen, 2024). Therefore, SCT logically explains that trust serves as the vital psychological conduit that translates destination investments into actual traveler loyalty (Dwivedi et al., 2021). Based on these theoretical principles, the following mediation hypotheses are proposed:

H1a: Trust mediates the relationship between perceived safety and security and revisit intention.

H2a: Trust mediates the relationship between service quality and revisit intention.

H3a: Trust mediates the relationship between cultural and heritage experiences and revisit intention.

H4a: Trust mediates the relationship between perceived convenience and revisit intention.

H5a: Trust mediates the relationship between attractions and revisit intention.

Demographic Control Variables

To ensure internal validity and isolate the variance explained by the Social Capital framework,

this study includes gender, age, income, and education as control variables (Monfort et al., 2025). Prior research demonstrates that these demographics introduce exogenous variance into trust and revisit intention: gender affects safety and risk perception (Carballo et al., 2022); age shapes service preferences and travel mobility (Cecconi et al., 2025); income dictates the financial capacity to travel regardless of destination attributes (Cecconi et al., 2025); and education influences the depth of cultural engagement (Yang et al., 2026).

Methodology

This quantitative, deductive study utilizes Partial Least Squares Structural Equation Modeling (PLS-SEM) to test the proposed framework. PLS-SEM was selected over Covariance-Based SEM (CB-SEM) due to its superior suitability for prediction-oriented research aimed at maximizing explained variance (R^2). Additionally, it robustly handles non-normally distributed data and complex models involving multiple mediators (Hair et al., 2019; Ratasuk, 2024).

Population and Sampling

This study utilized a purposive sampling method, where respondents were approached offline to complete an online questionnaire, targeting European Generation Y tourists in Chiang Mai. The target population and respondents were clearly identified as individuals who had engaged in individual tourism and had visited Chiang Mai at least once during the past years. To ensure adequate statistical power for the PLS-SEM analysis, the minimum required sample size was calculated as 276 using the inverse square root method (Kock & Hadaya, 2018). The final dataset yielded 458 valid responses, safely exceeding this threshold. Demographically, the sample was slightly male-dominant (55.0%). The largest participant segments consisted of individuals aged 29 to 32 years (33.6%), those holding a Bachelor's degree (31.0%), and those earning a monthly income between 3,001 and 5,000 Euros (44.5%).

Table 1 Respondents' Characteristics and Descriptive Statistics

Variable	Category	Frequency (%)	
Gender	Male	252	(55.0%)
	Female	206	(45.0%)
Age	25-28 years old	97	(21.2%)
	29-32 years old	154	(33.6%)
	33-36 years old	110	(24.0%)
	37-40 years old	64	(14.0%)
	41-43 years old	33	(7.2%)

Table 1 Respondents' Characteristics and Descriptive Statistics (Cont.)

Variable	Category	Frequency (%)	
Education	High School or Lower	34	(7.4%)
	Associate Degree	105	(22.9%)
	Vocational Training	93	(20.3%)
	Bachelor's Degree	142	(31.0%)
	Master's Degree	52	(11.4%)
	Doctoral Degree	32	(7.0%)
Monthly Income	Under 1500 Euro	23	(5.0%)
	1501-3000 Euro	127	(27.7%)
	3001-5000 Euro	204	(44.5%)
	5001-7000 Euro	74	(16.2%)
	Over 7001 Euro	30	(6.6%)

Data Collection

Data collection was executed through an online, self-administered questionnaire utilizing an offline purposive sampling approach. To efficiently approach the target sample in a realistic setting, QR codes linked to the survey were distributed in person at prominent tourist locations and transit hubs within the destination. During this offline phase, researchers purposively targeted individuals with a European appearance who visually fit the Generation Y age demographic. To ensure the sample's validity, a rigorous filtering procedure was implemented at the start of the survey. Respondents were required to answer mandatory screening questions verifying their region of origin (Europe) and birth year (Generation Y parameters) before they were granted access to the full questionnaire.

Instrument Development

The research instrument was systematically structured into four distinct sections. The first section comprised the aforementioned screening criteria. The second section captured the respondents' demographic profiles, while the third section gathered data regarding their general travel behaviors and usage patterns. The fourth and final section contained the measurement items for the theoretical constructs. To ensure content validity and reliability, all constructs were measured using established, validated scales from prior high-tier academic literature, which contribute a satisfactory level of reliability. We clearly identified the Cronbach's alpha values for the reliability test (ranging from 0.866 to 0.915), ensuring they exceeded the standard acceptable threshold alongside a composite reliability (CR) ranging from 0.901 to 0.936 (which is greater than 0.7), and established validity, with an Average Variance Extracted (AVE) ranging from 0.609 to 0.747 (which is greater than 0.5) (Lyu & Ratasuk, 2024; Naing & Ratasuk, 2025; Nguyen-Phuoc et al., 2021; Rasoolimanesh et al., 2021; Saut & Song, 2022). Respondents indicated their level of agreement with each item using a standardized 5-point Likert scale, ranging from 1 (strongly

disagree) to 5 (strongly agree).

Data Analysis Plan

Data analysis was conducted using WarpPLS 8.0 via a two-step procedure. First, the measurement model was evaluated: internal consistency was confirmed (Cronbach's alpha and Composite Reliability > 0.70), convergent validity was established (outer loadings > 0.708; AVE > 0.50), and discriminant validity was rigorously verified using the HTMT ratio (< 0.85). Second, the structural model was assessed. Collinearity and Common Method Bias were ruled out (Full Collinearity VIF < 3.3). Model predictive power and hypothesized relationships were analyzed using R^2 and standardized path coefficients (β), with the statistical significance of direct and indirect effects determined via bootstrapping.

Ethical Considerations

This study was approved by the Research Ethics Committee (REC: PIM-REC 029/2567). Prior to the survey, participants provided digital informed consent, acknowledging the study's academic purpose, their right to withdraw voluntarily without penalty, and the guarantee of complete anonymity and confidentiality, with no personally identifiable information collected.

Results

Prior to evaluating the structural relationships among the latent variables, the measurement model was assessed to establish indicator reliability, internal consistency, convergent validity, and discriminant validity utilizing Partial Least Squares Structural Equation Modeling (PLS-SEM).

Convergent validity was evaluated by examining the outer factor loadings, Composite Reliability (CR), Cronbach's Alpha, and the Average Variance Extracted (AVE) for all reflective constructs, as presented in Table 2. Indicator reliability was confirmed as all item loadings ranged from 0.714 to 0.902, exceeding the recommended 0.708 threshold and demonstrating that each construct captures more than 50% of the indicator's variance. Internal consistency was subsequently established, with Cronbach's Alpha values ranging from 0.866 to 0.915 and Composite Reliability values ranging from 0.901 to 0.936, both satisfying the strict 0.70 minimum requirement (Ratasuk & Naing, 2025). Finally, convergent validity was robustly supported, as the AVEs for all latent variables ranged from 0.609 to 0.747, well above the 0.50 acceptable threshold.

Table 2 Convergent Validity and Internal Consistency Reliability

Variables	Question Items	FL	CR	CA	AVE
Revisit Intention (RI)	RI1: I would like to visit Chiang Mai again.	0.902	0.922	0.892	0.703
	RI2: I will recommend Chiang Mai as a tourist destination to others.	0.826			
	RI3: I would speak positively about Chiang Mai to others.	0.855			
	RI4: I will encourage my friends or relatives to visit Chiang Mai.	0.881			
	RI5: I would suggest that my friends or relatives visit Chiang Mai.	0.714			
Perceived Safety and Security (PSS)	PSS1: I feel safe from crime in Chiang Mai.	0.856	0.936	0.915	0.747
	PSS2: I feel safe while traveling in Chiang Mai during the daytime.	0.857			
	PSS3: I feel safe while traveling in Chiang Mai at night.	0.883			
	PSS4: I feel safe using the public transport in Chiang Mai.	0.857			
	PSS5: Overall, I felt safe while traveling in Chiang Mai.	0.867			
Service Quality (SQ)	SQ1: I consider the general service in Chiang Mai to be excellent.	0.850	0.925	0.899	0.712
	SQ2: Overall, my hotel provided a high level of service quality.	0.825			
	SQ3: The locals in Chiang Mai are helpful.	0.862			
	SQ4: Restaurants in Chiang Mai provided a high level of service quality.	0.844			
	SQ5: Chiang Mai International Airport provided a high level of service quality.	0.838			
Cultural and Heritage Experience (CHE)	CHE1: I had good impressions of the local people of Chiang Mai.	0.860	0.932	0.909	0.733
	CHE2: I closely experienced the local culture in Chiang Mai.	0.858			
	CHE3: I think Chiang Mai has a lot of interesting cultural activities on offer.	0.844			
	CHE4: I would like to get more involved in Chiang Mai's cultural activities.	0.862			
	CHE5: The more I see, hear, and sense about Chiang Mai's culture, the more I want to experience it.	0.856			

Table 2 Convergent Validity and Internal Consistency Reliability (Cont.)

Variables	Question Items	FL	CR	CA	AVE
Perceived Convenience (PC)	PC1: I can easily book hotels in Chiang Mai anytime via mobile booking.	0.875	0.935	0.914	0.744
	PC2: I can easily navigate Chiang Mai because the directional signs are clear and helpful.	0.847			
	PC3: Chiang Mai's transport is easy to access.	0.861			
	PC4: Chiang Mai offers easy payment and ticketing.	0.855			
	PC5: Overall, I found it convenient to travel to Chiang Mai.	0.873			
Attractions (A)	A1: Chiang Mai's attractions are easily accessible (roads, transport, and signage).	0.839	0.910	0.877	0.671
	A2: I find that Chiang Mai's attractions are well-maintained and clean.	0.763			
	A3: I find that Chiang Mai's attractions are reasonably priced.	0.848			
	A4: Foreign language leaflets would be helpful at Chiang Mai's attractions.	0.797			
	A5: Overall, I found it worthwhile visiting Chiang Mai's attractions.	0.845			
Trust (T)	T1: Chiang Mai is capable of facilitating tourism.	0.716	0.901	0.866	0.609
	T2: Chiang Mai performs its role of facilitating tourism very effectively.	0.829			
	T3: I have confidence in Chiang Mai as a tourist destination.	0.826			
	T4: I think that the locals in Chiang Mai would have high integrity.	0.797			
	T5: I will not be disappointed by visiting Chiang Mai.	0.834			
	T6: Overall, traveling in Chiang Mai satisfied me.	0.829			

Remarks: FL = Factor Loading; CR = Composite Reliability; CA = Cronbach's Alpha; AVE = Average Variance Extracted.

Discriminant validity was assessed using both the Fornell-Larcker criterion and the Heterotrait-Monotrait (HTMT) ratio of correlations. Detailed in Table 3, the Fornell-Larcker criterion shows that the square roots of the AVEs for all constructs are greater than their highest correlations with any other latent variable. To provide a more contemporary and conservative assessment, the HTMT ratio was evaluated at 0.369-0.752, below the strict 0.85 threshold; discriminant validity was conclusively established, confirming that the theoretical constructs measure uniquely different phenomena (Zhu & Ratasuk, 2024).

Table 3 Discriminant Validity (Fornell-Larcker Criterion and HTMT Ratio)

Variables	RI	PSS	SQ	CHE	PC	A	T
RI	(0.838)	0.409	0.381	0.403	0.393	0.409	0.627
PSS	0.454	(0.864)	0.411	0.430	0.426	0.438	0.435
SQ	0.427	0.453	(0.844)	0.459	0.434	0.518	0.371
CHE	0.450	0.472	0.508	(0.856)	0.396	0.498	0.405
PC	0.437	0.466	0.479	0.434	(0.862)	0.445	0.369
A	0.468	0.489	0.584	0.557	0.496	(0.819)	0.394
T	0.752	0.500	0.434	0.468	0.427	0.467	(0.780)

Remarks: Diagonal values in bold and parentheses represent the square root of the Average Variance Extracted (AVE). Values above the diagonal represent the latent variable correlations (Fornell-Larcker). Values below the diagonal represent the Heterotrait-Monotrait (HTMT) ratios. RI = Revisit Intention; PSS = Perceived Safety and Security; SQ = Service Quality; CHE = Cultural and Heritage Experience; PC = Perceived Convenience; A = Attractions; T = Trust.

The structural model was also assessed for collinearity, common-method bias, and overall predictive power. The Full Collinearity Variance Inflation Factors (VIF) values for all constructs ranged from 1.490 to 1.862, below the conservative 3.3 threshold. The model is free of pathological collinearity, and the data are confirmed to be free of significant Common Method Bias.

The structural model's quality and explanatory power were evaluated using the Coefficient of Determination (R^2), predictive relevance (Q^2), and overall Goodness-of-Fit (GoF). The model demonstrates substantial explanatory capability, accounting for 31.4% of the variance in the mediating variable, Trust ($R^2 = 0.314$), and explaining 49.0% of the variance in the ultimate dependent variable, Revisit Intention ($R^2 = 0.490$). Furthermore, the Stone-Geisser Q^2 values for Revisit Intention (0.490) and Trust (0.317) are strictly greater than zero, establishing robust out-of-sample predictive relevance. The overall predictive performance was validated by a Tenenhaus Goodness-of-Fit index of 0.571, which substantially exceeds the 0.36 threshold, indicating large explanatory power and confirming an excellent fit between the simulated theoretical model and the empirical data 3.

Hypothesis Testing Results

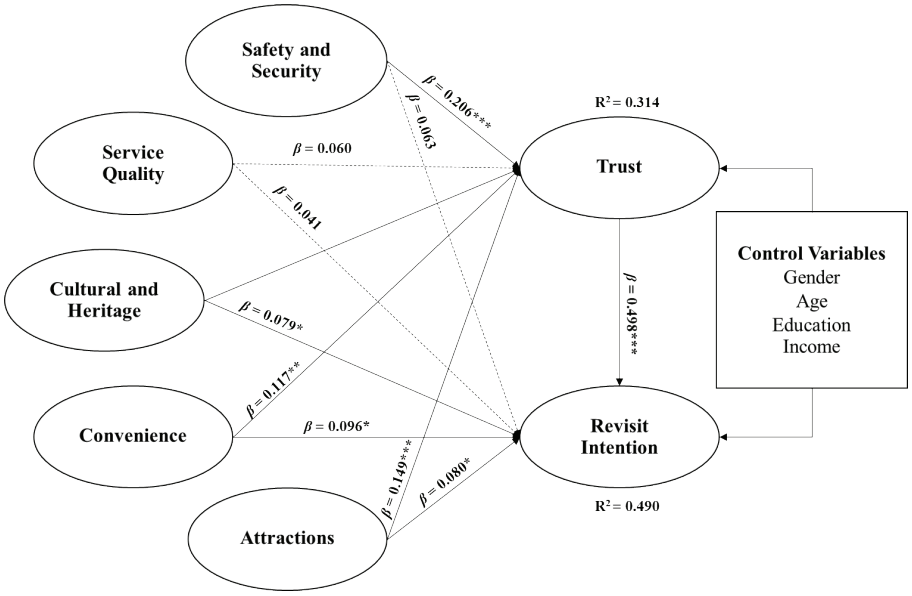


Figure 1 PLS-SEM Results

Remarks: *** = $p \leq 0.001$, ** = $p \leq 0.01$, and * = $p \leq 0.05$

Direct Effects

The structural model was evaluated using standardized path coefficients (β) to test the direct hypotheses, as shown in Figure 1 and Table 4. Results revealed that foundational attributes failed to directly drive loyalty: neither perceived safety ($\beta = 0.063$, $p = 0.089$; H1 rejected) nor service quality ($\beta = 0.041$, $p = 0.190$; H2 rejected) reached statistical significance, indicating that basic safety and traditional high-touch service are not direct motivators for Generation Y tourists. Conversely, the remaining attributes demonstrated significant positive impacts. Cultural/heritage experiences provided a significant behavioral pull ($\beta = 0.079$, $p = 0.044$; H3 supported). Perceived convenience emerged as the strongest direct driver ($\beta = 0.096$, $p = 0.019$; H4 supported), underscoring the need for seamless digital logistics. Finally, accessible attractions also confirmed a significant positive relationship with revisit intention ($\beta = 0.080$, $p = 0.041$; H5 supported).

Table 4 Results of Direct Effects Hypothesis Testing

	Hypothesis and Path Relationship	*β*	*P*	Result
H1	Perceived Safety and Security → Revisit Intention	0.063	0.089	Not Supported
H2	Service Quality → Revisit Intention	0.041	0.190	Not Supported
H3	Cultural and Heritage Experiences → Revisit Intention	0.079	0.044	Supported
H4	Perceived Convenience → Revisit Intention	0.096	0.019	Supported
H5	Attractions → Revisit Intention	0.080	0.041	Supported

The Mediating Role of Trust

Specific indirect effects were assessed to determine whether Trust mediates the relationship between destination attributes and revisit intention (Table 5). Perceived safety demonstrated a highly significant, fully mediated indirect effect ($\beta = 0.103$, $p < 0.001$; H1a supported), confirming that safety functions strictly as a foundational prerequisite to generate necessary institutional trust. Conversely, trust failed to mediate the relationship for service quality ($\beta = 0.030$, $p = 0.184$; H2a rejected) and cultural experiences ($\beta = 0.054$, $p = 0.051$; H3a rejected), indicating the latter operates via a direct-only pathway. However, the model confirmed complementary partial mediation for both perceived convenience ($\beta = 0.058$, $p = 0.038$; H4a supported) and attractions ($\beta = 0.074$, $p = 0.012$; H5a supported). These attributes not only directly incentivize return visits but simultaneously build a critical reservoir of trust.

Table 5 Results of Mediation (Indirect Effects) Hypothesis Testing

Hypothesis & Indirect Path Relationship		β	95% CI (LL, UL)	*P*	Result
H1a	Safety → Trust → Revisit Intention	0.103	[0.038, 0.168]	< 0.001	Supported (Full)
H2a	Service Quality → Trust → Revisit Intention	0.030	[-0.035, 0.095]	0.184	Not Supported
H3a	Culture → Trust → Revisit Intention	0.054	[-0.011, 0.119]	0.051	Not Supported
H4a	Convenience → Trust → Revisit Intention	0.058	[-0.007, 0.123]	0.038	Supported (Partial)
H5a	Attractions → Trust → Revisit Intention	0.074	[0.009, 0.139]	0.012	Supported (Partial)

Remarks: LL = Lower Limit; UL = Upper Limit.

Effects of Control Variables

The model controlled for exogenous demographic factors: Gender, Age, Education, and Income. While Gender, Age, and Education had no significant impact, Income exhibited a minor but statistically significant effect on both Revisit Intention ($\beta = 0.087$, $p = 0.030$) and Trust ($\beta = -0.120$, $p = 0.005$). Crucially, the inclusion of these controls did not alter the significance or direction of the primary hypothesized paths, confirming the robustness of the structural model.

Discussion

This study set out to empirically examine the direct and indirect mechanisms through which destination attributes, specifically perceived safety, service quality, cultural experiences, convenience, and attractions, drive the revisit intention of European Generation Y tourists in Chiang Mai, utilizing Social Capital Theory to isolate the mediating role of trust. The structural analysis yielded a complex and highly insightful set of outcomes that challenge several traditional tourism paradigms. Foremost, the data revealed that traditional service quality failed to demonstrate any significant direct or indirect impact on revisit intention. From a sociological perspective, the author must explain why these results align with or contradict other researchers' findings, as this influences the overall quality of the research paper.

The finding that traditional service quality does not drive loyalty directly contradicts the foundational models proposed by Parasuraman et al. (1985) and contemporary hospitality studies by Tosun et al. (2015), which have long championed service quality as the primary engine of customer loyalty. However, interpreted from a sociological standpoint, these results perfectly align with emerging research on digital-native cohorts. European Generation Y tourists, characterized by their digital autonomy, increasingly prioritize self-sufficiency over traditional high-touch service. Sociologically, this indicates a shift in relationship building: interpersonal dependency on host staff is being replaced by institutional trust in a destination's digital and physical infrastructure.

Conversely, the results confirm that cultural and heritage experiences, perceived convenience, and attractions exert significant direct effects on the intention to return. This aligns with the findings of Zhou et al. (2023) on the pull of cultural authenticity and with those of Ozturk et al. (2016) on the importance of navigational ease. When comparing the variables, perceived convenience and attractions emerged as the most robust drivers, exhibiting both significant direct and indirect effects through trust (complementary partial mediation). Interestingly, perceived safety and security demonstrated full mediation, with an indirect-only effect. This supports the theoretical propositions of Han et al. (2021), confirming that safety is a strict hygiene factor. Safety alone does not actively motivate a European Gen Y tourist to book a return flight; rather, it serves as a baseline prerequisite that establishes the institutional trust necessary for loyalty even to be considered.

Conclusions

Theoretical Contribution

This study advances the theoretical understanding of destination loyalty by rigorously validating Social Capital Theory (SCT) within a modern, cross-cultural tourism context. The most provocative theoretical advancement is the empirical rejection of traditional service quality as a driver of revisit intention among Generation Y tourists, challenging foundational service-dominant paradigms. For this demographic, traditional interpersonal capital is rapidly being superseded by institutional capital, such as reliable infrastructure and digital convenience, and SCT should be updated to reflect that self-sufficiency is a primary currency for trust formation. Furthermore, the research successfully isolates trust as the central node and necessary psychological crystallization of physical destination attributes, proving that features like convenience and attractions are foundational inputs that must be converted into relational capital to bridge the tourist to the destination. Finally, the finding of full mediation for perceived safety clarifies its structural role as a strict hygiene factor; safety alone does not generate the behavioral pull for a return trip, but rather serves as the absolute prerequisite that establishes the baseline institutional trust necessary for loyalty even to be considered.

Practical Implications

The empirical insights derived from this study offer highly actionable directives for Destination

Management Organizations (DMOs), policymakers, and local hospitality practitioners. Because traditional service quality is no longer the definitive driver of loyalty among Gen Y tourists, stakeholders must pivot their investment strategies from traditional white-glove hospitality training toward enhancing the destination's intangible and physical infrastructure. Practitioners should prioritize an infrastructure-over-service approach. A real practical example for hoteliers and attraction managers in Chiang Mai involves reallocating budgets from heavy concierge staffing toward seamless digital solutions, such as implementing mobile keyless room entry, QR-code-based ticketing for historical sites, and AI-driven local transportation guides.

Furthermore, because safety serves as the foundation of trust, policymakers must pursue a visible safety strategy. It is insufficient for Chiang Mai to be safe; safety must be actively and transparently communicated to mitigate the risk perceptions of long-haul European travelers. Practical implementations include deploying multilingual tourist police applications with real-time GPS tracking and visible safety certifications at all transit hubs. Finally, local businesses must recognize that attractions and convenience act synergistically to build trust. Destination marketers should bundle authentic cultural workshops with seamless transport options, ensuring that the friction of navigating the city does not erode the trust built by its cultural richness.

Recommendations

Limitations and Future Research

While providing robust empirical insights, this study acknowledges several methodological limitations. First, the cross-sectional design limits the ability to establish long-term causality for dynamic constructs like trust; future research should use longitudinal designs to track trust persistence and actual repeat visits. Second, focusing solely on European Generation Y tourists in Chiang Mai limits generalizability. The observed insignificance of service quality may reflect Western cultural preferences for independence. Future studies must conduct cross-cultural comparative analyses, such as with Asian cohorts, to ascertain if the preference for digital convenience over human service is a universal generational shift or a culturally bound phenomenon. Finally, future models should incorporate digital engagement and social media influence as additional mediators of social capital accumulation.

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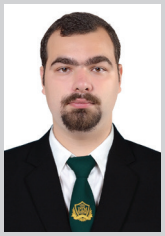
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中国在职英语学习者线上英语学习平台 UX/UI 设计需求分析

AN ANALYSIS OF UX/UI DESIGN REQUIREMENTS FOR ONLINE ENGLISH LEARNING PLATFORMS FOR WORKING ADULT ENGLISH LEARNERS IN CHINA

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摘要

研究目的：在线英语学习平台是中国在职英语学习者开展碎片化学习的重要途径。而现有研究对 UX/UI 设计支持学习行为的关注相对不足。本研究从用户体验视角分析在职英语学习者的在线学习平台 UX/UI 需求。

研究设计/方法/途径：本研究采用混合研究方法，结合问卷调查与专家评估开展实证分析。通过对 102 名中国在职英语学习者的问卷数据进行统计分析，并引入 3 位 UX/UI 相关领域专家的评估意见，对多邻国、英语流利说、网易云课堂、沪江网校和 HelloTalk 五个在线英语学习平台的 UX/UI 设计进行比较研究。

研究结果：基于 102 份有效问卷及 3 位 UX/UI 专家评分结果发现，在职英语学习者呈现明显的碎片化学习特征，92.16% 的受访者每周学习时间不足 2 小时。“即时反馈”（$\bar{X}=3.79$）与“激励机制”（$\bar{X}=3.77$）为最受关注的 UX 需求，“界面简洁性”均值最高（$\bar{X}=3.82$)。低认知负荷与任务导向型 UX/UI 设计更有助于提升平台可用性与学习体验。

创新性与价值：本研究结合问卷调查与专家评估，从用户体验视角分析中国在职英语学习者的在线英语学习平台 UX/UI 需求，并归纳形成影响在线学习体验的解释框架（Experience-Driven Online Learning Adaptation Model, EDOLAM），为在线英语学习平台 UX/UI 设计优化提供参考。

关键词：在线英语学习平台 在职英语学习者 用户体验（UX）用户界面（UI）交互设计

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Abstract

Purpose: Online English learning platforms are an important way for working English learners in China to engage in fragmented learning. However, existing research pays relatively little attention to how UX/UI design supports learning behavior. This study analyzes the UX/UI requirements of online learning platforms for on-the-job English learners from a user experience perspective.

Study Design/Methodology/Approach: This study uses a hybrid research method, combining questionnaire surveys and expert evaluations for empirical analysis. Through statistical analysis of the questionnaire data from 102 Chinese working English learners and the incorporation of evaluation opinions from three experts in the UX/UI-related fields, a comparative study on the UX/UI design of five online English learning platforms, namely Duolingo, Liulishuo, Cloud Classroom of NetEase, Hujiang Online School, and HelloTalk, was conducted.

Findings: Based on 102 valid questionnaires and scores from 3 UX/UI experts, the study found that working English learners showed clear signs of fragmented learning, with 92.16% of respondents studying less than 2 hours per week. “Immediate feedback” ($\bar{X}$ = 3.79) and “incentive mechanism” ($\bar{X}$ = 3.77) were the most concerning UX requirements, while “interface simplicity” had the highest average ($\bar{X}$ = 3.82). Low cognitive load and task-oriented UX/UI design better enhance platform usability and the learning experience.

Originality/Value: This study combines questionnaire surveys and expert evaluations to analyze the UX/UI requirements of online English learning platforms for Chinese working English learners from a user experience perspective, and summarizes the interpretation framework (EDOLAM) that affects the online learning experience, providing a reference for optimizing UX/UI design of online English learning platforms.

Keywords: Online English Learning Platform, In-service English Learners, User Experience (UX), User Interface (UI), Interaction Design

引言

在线学习平台在数字化学习环境下已成为成人学习的重要途径之一，其时间与空间上的灵活性使其尤其适用于碎片化学习情境 (Means et al., 2014; Moore et al., 2011)。本研究问卷结果显示，92.16% 的中国在职英语学习者每周英语学习时间不足 2 小时，53.92% 的学习者主要利用通勤时间进行在线学习，反映出明显的碎片化与移动化学习特征。在工作与生活压力并存的背景下，在职学习者对在线英语学习平台的效率性、便捷性与交互体验提出了更高要求。

用户体验（UX）与用户界面（UI）设计理论强调界面结构、交互反馈和信息呈现对用户行为具有重要作用 (Garrett, 2011; Norman, 2013)。良好的 UX/UI 设计不仅有助于降低认知负荷，还可提升平台的可用性与用户满意度 (Sweller, 1988; Hassenzahl, 2010)。在移动学习环境中，

界面简洁、交互清晰以及反馈明确的设计有助于提升系统可用性与用户体验，是影响学习工具有效性的重要因素 (Ofosu-Asare, 2024; Shneiderman et al., 2016)。

在职英语学习者由于学习时间有限、目标导向性强，对学习工具的效率和便捷性提出了更高要求，这一需求在成人学习理论中得到强调 (Merriam & Bierema, 2013; Schunk & DiBenedetto, 2020)。已有在线学习研究主要集中在学习动机、学习成效评估或课程设计方面 (Al-Qahtani & Higgins, 2013; Sun et al., 2008)，对在职英语学习者在碎片化学习情境下的认知负荷、平台可用性与持续使用意愿之间的关系关注有限。

基于此，本研究结合问卷调查与专家评估方法，从用户体验视角对中国在职英语学习者的在线英语学习平台 UX/UI 需求进行实证分析，重点探讨在职学习者对平台设计要素的需求特征及不同平台的用户体验表现，并在研究结果基础上归纳影响在线学习体验形成的关键因素，为在线英语学习平台的用户导向设计优化提供参考。

研究目的

1. 调查中国在职英语学习者在碎片化学习情境下对在线英语学习平台 UX/UI 设计的核心需求。

2. 分析在线英语学习平台 UX/UI 设计对学习认知负荷、平台可用性的影响。

3. 基于问卷调查与专家评估结果，归纳影响在职英语学习者在线学习体验的关键因素，并形成相应的解释框架。

文献综述

在线学习平台与成人学习特征研究

随着信息技术在教育领域的深入应用，在线学习平台逐渐成为成人学习者获取知识与技能的重要途径。相关研究普遍认为，在线学习在时间与空间上的灵活性使其更契合成人学习者的生活与工作节奏 (Means et al., 2014; Moore et al., 2011)。在职学习者通常呈现出学习时间碎片化、目标导向明确、自主性较强等特征，其学习动机、持续参与度及平台使用体验与传统全日制学习者存在显著差异 (Merriam & Bierema, 2013)。

在语言学习领域，研究指出在线英语学习能够为成人学习者提供个性化路径与即时反馈，从而支持其自主学习与自我调节能力的发展 (Zimmerman, 2000; Schunk & DiBenedetto, 2020)。然而，部分研究也指出，若平台设计未能充分考虑成人学习者的使用情境与认知特点，容易导致学习负担增加，进而影响学习效果与平台留存率 (Sun et al., 2008)。

用户体验（UX）与用户界面（UI）设计相关研究

用户体验（UX）与用户界面（UI）设计是影响数字产品可用性与用户满意度的关键

因素。Nielsen (1994) 提出，可用性是衡量交互系统质量的重要指标，而 Norman (2013) 进一步强调设计应以用户的实际使用情境为核心。Garrett (2011) 从战略层、结构层到表现层系统阐述了用户体验设计的要素，为后续 UX/UI 研究提供了理论框架。

在在线学习环境中，良好的 UX/UI 设计被认为有助于降低学习者的认知负荷，提升任务完成效率与使用愉悦感 (Sweller, 1988; Hassenzahl, 2010)。International Organization for Standardization (ISO, 2019) 也明确提出，人本设计应贯穿交互系统的设计全过程。相关研究表明，界面结构清晰、操作路径简洁以及及时的系统反馈是提升学习平台使用体验的重要设计要素 (Shneiderman et al., 2016; Albert & Tullis, 2013)。

近年来，随着生成式人工智能与大语言模型（LLM）技术的发展，AI 驱动的在线学习平台开始更加重视用户体验与交互反馈设计。相关研究指出，基于 AI 的自适应学习系统与智能反馈机制能够通过个性化交互与实时反馈提升学习参与度与学习体验 (Mejeh et al., 2024; Yannier et al., 2024)。这一趋势进一步表明，在在线学习环境中，UX/UI 设计已逐渐从传统界面优化扩展至智能化与情境化体验支持层面。

在成人在线学习情境中，学习者的时间资源、学习目标与使用场景直接影响其对平台体验的感知。已有研究指出，成人学习者通常具有较强的目标导向性和自主学习需求，对操作效率、任务完成路径及反馈及时性更为敏感 (Merriam & Bierema, 2013)。因此，UX/UI 设计不仅影响平台可用性，也会进一步影响学习者的持续参与和学习投入。对于学习时间有限的在职学习者而言，界面复杂度、交互流程与反馈机制等设计要素可能比学习内容本身更直接地影响其学习体验与使用意愿。然而，现有 UX/UI 研究多聚焦一般学习者或数字产品用户，对成人尤其是在职英语学习者群体的设计需求关注相对不足。

中国在职学习者的学习特征和行为研究

中国在职英语学习者主要集中于 25-60 岁之间，广泛分布于 IT、金融、教育等行业，整体受教育程度较高，其学习动机多与职业发展、跨文化交流及国际化能力提升相关 (Merriam & Bierema, 2013)。根据英孚教育（EF）发布的《2024 英语熟练度指标报告》(Education First, 2024)，中国成人英语水平仍处于“中等熟练度”水平，反映出成人英语能力提升仍具有较大需求空间。在职业国际化与数字化转型背景下，在职群体对英语学习的现实需求持续存在。

在学习模式与技术使用方面，在职学习者呈现出明显的移动化、碎片化与智能化特征。受时间限制影响，学习者多利用通勤或间隙时间通过移动设备进行短时高频学习，如词汇训练、听力练习与情境对话等，更强调学习的即时性与效率性 (Kukulska-Hulme & Viberg, 2018; Elaish et al., 2019)。同时，学习者对个性化推荐、精准反馈与高互动性体验表现出较高期待，希望平台能够基于人工智能与学习分析技术提供自适应学习路径、智能反馈与学习进度评估等功能，以提升学习投入与持续学习动力 (Zawacki-Richter et al., 2019; Kohnke et al., 2023)。此外，沉浸

式学习情境、在线互动以及智能化学习支持等功能被认为有助于提升学习参与度、学习体验与持续学习意愿 (Lan, 2020; Kohnke et al., 2023)。总体而言，中国在职学习者的学习行为呈现出“效率导向——技术依赖——社群互动”并行发展的特征，对在线学习平台提出了更加智能化、个性化与情境化的设计要求。

在线语言学习平台 UX/UI 的实证研究

近年来，学者开始关注在线语言学习平台的用户体验问题。Hampel 和 Stickler (2005) 指出，语言学习平台不仅需要支持内容传递，还应通过交互设计增强学习者的参与感与沉浸感。Lan (2020) 进一步强调，体验导向的设计有助于促进语言学习中的互动与情境理解。

在国内研究中，部分学者从用户体验视角探讨了在线学习平台或移动学习资源的界面设计问题，认为简洁直观的界面布局与明确的功能引导是提升学习体验的重要前提 (Han & Li, 2021)。合理的界面结构与交互设计能够有效提升平台可用性、学习效率及用户体验。

尽管已有研究对在线学习平台或语言学习应用的 UX/UI 设计进行了初步探讨，但多数研究仍以学生群体为主要对象，或侧重学习成效、技术接受与课程设计等议题 (Sun et al., 2008; Al-Qahtani & Higgins, 2013)。针对在职英语学习者这一特定群体的 UX/UI 设计需求研究仍相对有限。此外，现有研究多采用单一研究方法，缺乏结合用户调研与专家评估的综合实证分析。

研究不足与本研究的切入点

综上所述，现有研究已从成人学习理论、用户体验设计及在线语言学习等方面为本研究提供了重要理论基础，但仍存在以下不足：其一，针对中国在职英语学习者的 UX/UI 设计需求研究相对匮乏；其二，对具体设计要素如何影响平台可用性与持续使用意愿的实证分析仍有待深化；其三，缺乏从用户体验视角对不同在线英语学习平台进行系统比较的研究。

基于此，本研究以在职英语学习者为研究对象，结合问卷调查与专家评估方法，对主流在线英语学习平台的 UX/UI 设计进行实证分析，旨在从用户体验视角揭示其核心设计需求，并为相关平台的用户导向优化提供理论依据与实践参考。

研究方法

研究设计

本研究采用混合研究方法，将问卷调查与专家评估相结合，从用户视角与专业视角双重维度对在线英语学习平台的 UX/UI 设计进行系统分析。量化部分主要用于识别在职英语学习者对平台 UX/UI 设计要素的感知特征及满意度水平；质性部分则通过专家评估对平台设计结构与交互逻辑进行专业判断，以弥补单一问卷数据的局限性。

这种“用户数据——专家解释”的双轨设计，有助于提升研究结论的解释力与实践参考价值。

研究对象与样本

本研究以中国 25-60 岁在职英语学习者为研究对象，采用便利抽样方式，依托问卷星平台，面向国内职场及英语学习类微信群、微信朋友圈开展线上问卷调研。研究严格设定样本纳入条件：具备在线英语学习平台使用经历、处于在职状态。本研究共收集问卷 102 份。经核查，所有问卷均符合研究对象筛选条件，且不存在明显缺失，因此全部纳入后续分析。样本结构分布均衡，男性 52 人、女性 50 人，年龄集中于 31-45 岁职业上升阶段，职业以企业员工为主体，学历以大专及本科为主，整体学历层次偏高；受访者英语水平多集中于日常简单对话与基础职场沟通层级，样本特征与中国在职英语学习者的基本学习情境具有较高契合度，能够满足本研究的分析需求。

研究工具

本研究采用自设量表 + 专家评估量表组合研究工具。调查问卷基于用户体验理论与可用性评价框架为理论基础，参考 Nielsen (1994) 提出的可用性原则，以及 Garrett (2011) 与 Norman (2013) 关于用户体验层级结构与情境化设计的观点，结合中国在职学习者碎片化学习特征、职场英语需求情境自行编制，整体由人口学特征、学习行为、UX 设计评价、UI 设计评价及开放性建议模块构成，全部评价题采用 5 级李克特量表（1 = 非常不同意，5 = 非常同意）。信度检验显示，问卷整体及 UX、UI 分维度 Cronbach’s α 系数均高于 0.9，远超学术研究 0.7 的临界标准，具有良好内部一致性与测量可靠性。

本研究的专家评估框架以 ISO (2019) 以用户为中心的设计标准为核心，参考 Shneiderman et al. (2016) 的交互设计八大黄金法则、Sweller (1988) 的认知负荷理论，结合在线英语学习平台的设计特征与使用场景，构建了系统化的评估体系。

评估框架共包含 5 个核心维度，分别为：任务路径清晰度、功能层级合理性、界面一致性、系统反馈机制、认知负荷控制。每个维度均采用 1-5 分李克特量表进行量化评分，同时设置配套的开放题，邀请专家针对每个维度的设计优势、存在问题与优化方向撰写质性评价意见，实现量化评分与质性分析的结合。

数据收集与分析方法

本研究采用问卷调查和专家评估混合研究设计。问卷数据经清洗编码后，运用 SPSS 开展描述性统计，通过频数、百分比、均值与标准差分析在职学习者人口特征、学习行为及 UX/UI 设计需求偏好。专家部分采用目的性抽样，遴选 3 名从业年限 10 年以上、具备线上产品设计的资深 UX/UI 设计师与产品经理，评估前统一阐释评价标准与维度内涵，完成评分校准；专家间采用独立双盲评分、互不干扰，保证评价客观性。同时通过 ICC 组内相关系数进行评分者一致性检验，UX 维度 ICC = 0.78，UI 维度 ICC = 0.82，总体 ICC = 0.80（$p < 0.001$），均处于 0.75-0.90 的良好一致性区间。表明三位专家的评分具有较高的信度和可重复性，可作为后续平台优劣势分析的可靠依据。后续对专家量化评分进行均值（$\bar{X}$）与标准差（S.D.）统计，结合质性访谈

文本采用主题归纳法提炼观点，实现量化数据与质性结论三角互证，保障研究方法严谨性与结果可复现性。在数据分析过程中，本研究进一步结合认知负荷理论、自我决定理论与成人学习理论，对问卷调查结果与专家评估结论进行归纳整合，从学习者需求与平台设计表现两个维度提炼影响在线学习体验的关键因素，以增强研究结果的理论解释力。

研究结果

本研究依据研究目标，对 102 份有效问卷数据及 3 位专家评分数据进行统计分析，结合均值（$\bar{X}$）与标准差（S.D.）对中国在职英语学习者的 UX/UI 需求特征及平台设计表现进行系统呈现。

1. 样本特征与学习行为分析

为明确研究对象的基本结构，本研究首先对受访者的人口学变量进行描述性统计分析。

Table 1 Basic Information of Respondents (N = 102)

Project	Classification	Quantity	Percentage
Gender	Male	52	50.98
	Female	50	49.02
Age	25-30 years	19	18.63
	31-35 years	33	32.35
	36-45 years	45	44.12
	46-60 years	5	4.90
Occupation	Civil servant/SOE	10	9.80
	Corporate employee	55	53.93
	Business owner	8	7.84
	Freelancer	21	20.59
	Other	8	7.84
Education Level	Below college	5	4.90
	College/Bachelor	81	79.41
	Postgraduate and above	16	15.69
English Level	Daily communication	71	69.61
	Work email communication	26	25.49
	Business negotiation	2	1.96
	Near-native	3	2.94

表 1 显示，样本性别分布基本均衡。年龄结构集中在 31-45 岁群体（76.47%），该阶段正处于职业发展关键期，对英语能力提升具有较强现实需求。职业结构以企业员工为主（53.93%），自由职业者次之（20.59%）。学历以本科为主（79.41%），整体教育水平较高。英语能力主要集中在日常交流与工作邮件沟通阶段，表明多数学习者处于能力提升过渡阶段。

Table 2 Learning Behavior Characteristics of Respondents (N = 102)

Project	Classification	Quantity	Percentage
Weekly English study time	Less than 2 hours	94	92.16
	2-5 hours	4	3.92
	6-10 hours	2	1.96
	More than 10 hours	2	1.96
Frequency of using English at work	Daily	21	20.59
	4-6 times/week	5	4.90
	1-3 times/week	26	25.49
	Not used	50	49.02
Most desired skill	Daily speaking	79	77.45
	Email/report writing	3	2.94
	Listening (meetings/calls)	13	12.75
	Professional vocabulary	7	6.86
When do you usually study?	On the morning and evening commute	55	53.92
(Multiple choices)	Lunch break time	11	10.78
	Evening	46	45.10
	Weekend	36	35.29
Main obstacles in English learning	Limited spare time, discontinuous study	74	72.55
(Multiple choice)	No real communication environment	57	55.88
	Learning content irrelevant to work	34	33.33
	No feedback on pronunciation/grammar	23	22.55
	Others	0	0

数据显示，92.16% 的受访者每周学习时间少于 2 小时，呈现出明显的碎片化特征，其中 53.92% 会在早晚通勤期间使用平台。由于空闲时间有限、学习难以保持连续性，占比高达 72.55%，同时，近一半受访者在工作中并不频繁使用英语，但 77.45% 希望提升日常口语能力，说明其学习动机更偏向能力储备与未来发展。

2. 在职学习者对 UX/UI 设计的需求分析

在明确样本结构与学习行为特征之后，本研究进一步分析在职学习者对在线英语学习平台 UX 与 UI 设计的具体需求。所有指标均采用五点李克特量表进行测量（1.00-1.49 为最低、1.50-2.49 为低、2.50-3.49 为中等、3.50-5.00 为很高），并进行描述性统计分析。同时，为比较受访者对 UX 与 UI 维度评价水平是否存在显著差异，本研究进一步采用配对样本 t 检验进行分析。

UX 需求分析

Table 3 Descriptive Statistics of UX Requirements (N = 102)

No.	UX Indicator	Mean ($\bar{X}$)	S.D.	Level
1	Immediate feedback after learning	3.79	0.90	High
2	Motivational mechanisms (points, check-in, ranking)	3.77	0.96	High
3	Easy registration/login	3.74	1.00	High
4	Actively participate and interact	3.73	0.97	High
5	Reduce cognitive load	3.72	1.00	High
6	Personalized recommendation	3.70	0.94	High
7	Simple operation	3.69	0.96	High
8	Achieve learning goals	3.69	0.94	High
9	Communication support	3.68	0.98	High
10	Content suitability	3.67	0.97	High
11	Clear learning path	3.64	0.95	High
	Overall Mean	**3.71**	**0.96**	**High**

结果表明，在职学习者对在线平台各项 UX 需求条目均值介于 3.64-3.79 之间，整体均值为 3.71，依照量表等级均处于很高水平。其中学习即时反馈得分最高，其次为激励机制、登录便捷性、内容互动参与等维度；学习路径清晰度、内容适配性条目评分相对略低，反映在职人群虽认可现有 UX 整体体验，但在学习路径规划与个性化内容匹配方面仍有提升空间。

UI 需求分析

Table 4 Descriptive Statistics of UI Requirements (N = 102)

No.	UI Indicator	Mean ($\bar{X}$)	S.D.	Level
1	Appropriate font and button size	3.87	0.92	High
2	Fast system response speed	3.86	0.92	High
3	Layout clarity	3.85	0.94	High
4	Icon clarity	3.83	0.88	High
5	Overall UI satisfaction	3.81	0.93	High
6	Color coordination	3.81	0.91	High
7	Menu clarity	3.80	0.95	High
8	Visual attractiveness	3.80	0.93	High
9	Animation smoothness	3.80	0.94	High
10	Homepage simplicity	3.77	0.91	High
11	Font readability	3.77	0.94	High
	Overall Mean	**3.82**	**0.93**	**High**

由表 4 统计结果可见，学习者对平台各 UI 评价条目均值集中在 3.77-3.87 之间，整体均值达 3.82，同样全部落在很高等级区间。其中字体按钮适配、系统响应速度、图标布局可读性评分靠前；首页简洁度、字体氛围适配评分相对偏低，说明用户对基础视觉与操作 UI 认可度高，但在首页信息精简与字体细节体验上仍存在优化诉求。

进一步对 UX 总体均值（3.71）与 UI 总体均值（3.82）进行配对样本 t 检验。结果显示，UI 评分显著高于 UX 评分，差值均值为 0.109（95% CI [0.031, 0.187]），t（101）= 2.79，$p = 0.006$，Cohen's d = 0.28。表明在职学习者对界面视觉、布局交互等 UI 层面的整体评价显著高于对深层使用体验的 UX 层面评价。

3. 五大平台 UX 设计比较分析（专家评分）

本研究邀请 3 位互联网行业专家进行平台 UX 评估，并对各平台总体表现与关键维度进行比较，计算均值与标准差。

Table 5 Overall UX Evaluation Scores of Five Platforms (Expert Assessment, n = 3)

Platform	Mean ($\bar{X}$)	S.D.
Liulishuo	4.48	0.31
Duolingo	4.42	0.42
HelloTalk	4.00	0.82
Hujiang Online School	3.45	0.56
Cloud Classroom of NetEase	3.39	0.60

专家评分结果显示，在整体 UX 表现方面，流利说（$\bar{X} = 4.48$, S.D. = 0.31）与多邻国（$\bar{X} = 4.42$, S.D. = 0.42）得分最高，且标准差较低，说明专家评价较为一致。HelloTalk（$\bar{X} = 4.00$, S.D. = 0.82）整体得分较高，但标准差相对较大，表明专家之间存在一定分歧。

沪江网校（$\bar{X} = 3.45$, S.D. = 0.56）与网易云课堂（$\bar{X} = 3.39$, S.D. = 0.60）得分相对较低，显示其整体 UX 表现仍有提升空间。

整体来看，各平台在用户体验设计方面呈现明显梯度差异。

Table 6 Expert Evaluation on Immediate Feedback Function

Platform	Mean ($\bar{X}$)	S.D.
Liulishuo	5.00	0.00
HelloTalk	4.67	0.58
Duolingo	4.00	0.00
Hujiang Online School	3.33	0.58
Cloud Classroom of NetEase	3.00	1.00

专家评分结果表明，在“即时反馈功能”维度上，各平台呈现明显差异。流利说（$\bar{X}$ = 5.00, S.D. = 0.00）得分最高，且标准差为 0，说明三位专家评价高度一致。HelloTalk（$\bar{X}$ = 4.67, S.D. = 0.58）紧随其后，但专家间存在一定评分波动。多邻国（$\bar{X}$ = 4.00, S.D. = 0.00）表现稳定，专家意见一致。

相比之下，沪江网校（$\bar{X}$ = 3.33, S.D. = 0.58）与网易云课堂（$\bar{X}$ = 3.00, S.D. = 1.00）得分相对较低，其中 NetEase 的标准差最高，显示专家对其即时反馈表现的评价分歧较大。

整体而言，即时反馈功能在不同类型平台之间呈现分层差异，这与问卷调查中学习者对即时反馈需求得分最高（$\bar{X}$ = 3.79）的结果形成一致趋势。

4. 研究结果综合归纳

问卷调查与专家评估结果呈现出较高一致性。问卷数据显示，“即时反馈”是学习者需求最高的 UX 维度（$\bar{X}$ = 3.79），而专家评估中，英语流利说在即时反馈功能上的得分最高（$\bar{X}$ = 5.00）。同时，学习者对系统响应速度（$\bar{X}$ = 3.86）和界面简洁性（$\bar{X}$ = 3.77）等设计要素给予较高评价，专家评估结果也显示，流利说与多邻国等反馈机制较完善的平台获得了更高的总体 UX 评分。上述结果表明，学习者需求与平台设计表现之间存在较强对应关系，即时反馈与低认知负荷设计是影响平台体验质量的重要因素。综合样本结构、需求统计与专家评估结果可以发现，中国在职英语学习者呈现明显的效率导向与低认知负荷偏好特征。其学习时间碎片化、移动端依赖度高，且以职场发展为主要动机。在 UX 层面，即时反馈、注册效率与纠错机制是核心需求；在 UI 层面，字体可读性与系统响应速度最受关注。专家评分进一步验证，采用“极简结构+智能反馈+个性化推荐”策略的平台更能满足在职学习者的实际需求。

整体而言，降低认知负荷、提升反馈即时性与增强交互参与度，是在线英语学习平台优化用户体验的关键路径。

讨论

本研究发现，中国在职英语学习者表现出明显的碎片化学习特征。调查结果显示，92.16%的受访者每周英语学习时间不足 2 小时，说明学习活动主要依赖通勤、工作间隙等零散时间完成。在这一情境下，学习者更加关注学习效率与使用便捷性，而非单纯的课程资源数量。因此，平台能否降低学习启动成本、帮助学习者快速进入学习状态，成为影响使用体验的重要因素。这也解释了为何“界面简洁性”在所有 UI 维度中获得最高评价（$\bar{X}$ = 3.82），反映出在职学习者对低认知负荷设计的现实需求。

研究结果还表明，即时反馈（$\bar{X}$ = 3.79）和激励机制（$\bar{X}$ = 3.77）是学习者最关注的 UX 需求。由于成人学习者普遍缺乏固定学习时间与外部监督，其持续学习行为更依赖平台提供的反馈支持与成就体验。及时的学习反馈不仅能够帮助学习者了解学习进展，也有助于增强学习信心和持续参与意愿。这一发现与自我决定理论强调的能力感与胜任感对持续学习行为的重要作用相一致。

专家评估结果进一步显示，不同在线英语学习平台之间的差异主要体现在交互设计、反馈机制与场景适配等方面，而非课程资源本身。多邻国与英语流利说整体表现较优，主要原因在于其能够较好地兼顾界面效率、学习反馈与任务激励；HelloTalk 在真实交流场景方面具有明显优势，但在学习路径设计方面仍存在改进空间；沪江网校与网易云课堂虽然拥有较丰富的课程资源，但在反馈机制与互动设计方面相对不足。这表明，对于时间受限的在职学习者而言，学习体验已逐渐成为影响平台选择与持续使用的重要因素。

进一步交叉分析发现，问卷调查与专家评估结果具有较高一致性。“即时反馈”是学习者需求最高的 UX 维度（$\bar{X}$ = 3.79），而英语流利说在该维度的专家评分最高（$\bar{X}$ = 5.00）。同时，学习者高度关注系统响应速度与界面简洁性等低认知负荷设计要素，专家亦认为极简结构与智能反馈机制有助于提升用户体验。结果表明，反馈机制与认知减负设计是影响平台体验质量的重要因素，部分平台在满足学习者核心需求方面仍有优化空间。

基于研究结果，本研究进一步归纳出影响在职英语学习者在线学习体验的四个核心维度，并形成体验驱动型在线学习适配框架（Experience-Driven Online Learning Adaptation Model，EDOLAM）。其中，“认知减负”强调界面简洁与操作便捷，“动机激活”强调即时反馈与激励机制，“价值感知”体现学习内容与职业需求的匹配，“情境适配”则反映真实交流与实践应用场景的重要性。调查数据显示，92.16% 的受访者每周学习时间不足 2 小时，77.45% 的受访者希望提升口语能力，专家评估也普遍强调反馈机制与真实互动的重要作用，上述结果共同构成了该框架的实证基础。

需要指出的是，EDOLAM 是基于问卷调查与专家评估结果归纳形成的解释框架，其四个维度主要体现为协同作用关系。由于本研究采用描述性统计与专家评估方法，尚未对各维度之间的作用路径进行实证检验，未来可结合更大样本和结构方程模型等方法进一步验证与完善。

总结

本研究基于 102 份有效问卷和 3 位专家评估结果，对中国在职英语学习者的在线英语学习平台 UX/UI 需求进行了分析。研究发现，在职学习者普遍呈现碎片化学习特征，92.16% 的受访者每周英语学习时间不足 2 小时，对学习效率与操作便捷性具有较高要求。其中，“即时反馈”（$\bar{X}=3.79$）与“激励机制”（$\bar{X}=3.77$）是最受关注的 UX 需求，“界面简洁性”（$\bar{X}=3.82$）则是评价最高的 UI 维度。专家评估结果进一步表明，不同平台之间的差异主要体现在反馈机制、交互设计与场景适配等方面，用户体验已逐渐成为影响平台持续使用的重要因素。

在理论层面，本研究从用户体验视角探讨中国在职英语学习者的在线学习需求，补充了现有在线语言学习研究中关于 UX/UI 设计的实证证据。基于问卷调查与专家评估结果，本研究进一步归纳形成了一个用于解释在职英语学习者在线学习体验形成机制的分析框架（Experience-Driven Online Learning Adaptation Model，EDOLAM），将认知减负、动机激活、价值感知与情境适配四个维度纳入统一分析视角，为理解成人在线学习体验需求及其影响因素提供了新的解释路径。在实践层面，研究结果可为在线英语学习平台优化界面设计、反馈机制与学习情境构建提供参考。

本研究仍存在一定局限。首先，研究样本主要采用便利抽样方式获取，样本规模相对有限；其次，专家评估人数较少，研究结论仍有进一步验证空间；此外，EDOLAM 框架主要基于问卷调查与专家评估结果构建，尚未通过结构方程模型等方法检验其内部维度之间的作用关系。未来研究可扩大样本范围，引入多元统计分析方法，对模型进行进一步验证与完善，以提升研究结论的普适性与解释力。

建议

本研究围绕在职学习者对平台 UX/UI 设计的需求特征及专家评估结果进行了系统分析，结果表明，即时反馈机制、界面清晰度与系统响应效率是影响学习体验的重要因素。基于此，平台在优化过程中应优先构建结构化反馈闭环，强化学习进度可视化与错误提示解释机制，以提升学习者的目标感与持续参与意愿。同时，在 UI 设计层面应坚持简洁与功能优先原则，优化页面层级与导航逻辑，减少信息堆叠与操作路径复杂度，从而降低认知负荷。对于综合课程型平台而言，应进一步整合模块结构，增强任务导向与流程连贯性。总体而言，平台优化不应仅停留于视觉改进，而应通过“设计——反馈——数据支持”一体化机制，形成可持续改进结构。

本研究的局限性

尽管本研究结合问卷调查与专家评分进行了多维分析，但仍存在一定局限。首先，样本来源相对集中，职业背景与地区分布的多样性有限，可能影响研究结果的外推性。其次，研究主要依赖主观感知数据与专家评价，尚未结合平台后台行为数据或实验干预结果进行验证，

因此在因果推断层面仍有提升空间。此外，本研究聚焦于 UX 与 UI 需求分析，未进一步纳入学习成效或持续使用行为等结果变量，尚未构建完整的作用路径模型。

未来研究方向

未来研究可在样本拓展与方法深化两个方面进行延伸。一方面，可扩大不同职业群体与区域样本范围，比较不同情境下的设计需求差异，以增强研究结论的普适性。另一方面，可结合行为数据分析或实验研究方法，将主观体验评价与客观使用数据进行整合，构建“设计特征——学习行为——学习成效”的结构模型。此外，随着人工智能技术在教育场景中的应用日益广泛，后续研究亦可探讨智能推荐与自适应反馈系统对学习体验与持续参与行为的影响，从而为平台设计提供更具前瞻性的理论与实践支持。

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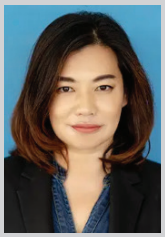
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Z 时代视角下老字号品牌年轻化路径研究
——以保山桂香楼为例

BRAND REJUVENATION OF TIME-HONORED BRANDS FROM THE PERSPECTIVE OF GENERATION Z: A CASE STUDY OF GUIXIANGLOU IN BAOSHAN

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摘要

研究目的：论文兼具理论与实践双重价值，梳理老字号品牌年轻化相关研究，以新媒体环境下保山青龙街老字号“桂香楼”为案例，剖析其品牌策略与老化成因，依托品牌老化、品牌年轻化、Z 时代消费行为理论，对标本土老字号案例，区分跨国品牌与本土老字号转型逻辑，提出适配新媒体与 Z 时代的品牌年轻化策略，为区域同类老字号转型提供参考范式。

研究设计/方法/途径：采用定性定量研究法，界定 1995-2009 年出生群体为 Z 时代，线上线下分层随机抽样调研，问卷设置 7 维度 23 题，回收有效样本 222 份；借助 SPSS 完成信效度、因子、相关性等分析，保障实证严谨性。

研究结果：研究表明桂香楼品牌老化存在内外部成因，并据此提出六条品牌年轻化优化建议。

创新性与价值：现有研究多聚焦头部老字号与宏观策略，本文着眼地州中小老字号微观案例，结合 Z 时代消费特征与新媒体环境，辨析不同品牌转型路径，提炼西南地州老字号差异化发展模式，弥补地州老字号实证研究不足问题。

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关键词：新媒体　老字号　品牌年轻化　Z 时代

Abstract

Purpose: This paper has both theoretical and practical value. It reviews existing studies on the brand rejuvenation of time-honored brands. Using Guixianglou, a time-honored brand on Qinglong Street in Baoshan, as a case study in the new media context, the paper analyzes its brand strategies and the causes of brand aging. Drawing on theories of brand aging, brand rejuvenation, and Generation Z consumer behavior, it conducts a benchmark analysis of domestic time-honored brands, differentiates the transformation logic between multinational brands and local time-honored brands, and proposes brand rejuvenation strategies adaptable to new media and Generation Z. The findings can provide reference models for the transformation of similar regional time-honored brands.

Study Design/Methodology/Approach: The study uses qualitative and quantitative methods. It defines Generation Z as people born between 1995 and 2009. It uses stratified random sampling both online and offline and conducts a survey. The questionnaire includes 23 items covering seven dimensions, and the study collected 222 valid samples. SPSS is used for reliability and validity tests, factor analysis, correlation analysis, and other analyses to ensure the rigor of the empirical research.

Findings: The study finds that Guixianglou brand aging stems from internal and external causes, and accordingly proposes six optimization suggestions for brand rejuvenation.

Originality/Value: Existing studies mostly focus on top time-honored brands and macro strategies. This paper centers on micro cases of small and medium-sized time-honored brands in prefecture-level cities. By combining Generation Z consumption characteristics with the new media environment, it distinguishes the transformation paths of different brands, extracts differentiated development models for time-honored brands in prefecture-level regions of Southwest China, and addresses the deficiency in empirical research on prefecture-level time-honored brands.

Keywords: New Media, Time-honored Brands, Brand Rejuvenation, Generation Z

引言

老字号品牌作为中华民族历史长河中沉淀的文化瑰宝，凝结着匠人精神与地域文明的独特记忆，承载着传统技艺、民俗文化与地域情感价值，是中华优秀传统文化具象化的商业载体。当前国内大量老字号普遍陷入品牌资产固化、经营模式滞后、市场声量弱化等困境，虽拥有较高历史知名度，但品牌形象老化、文化价值未有效活化、年轻消费群体断层问题突出。

伴随消费结构迭代，Z 时代逐步成为国内消费市场核心主力军。部分老字号虽尝试通过产品改良、包装升级、明星代言、跨界联名等方式触达年轻群体，但多停留在表层营销，未触及品牌老化根源，转型成效有限。新媒体技术的迭代升级重构了信息传播逻辑与消费决策路径，

人工智能、虚拟现实、融媒体短视频等技术，为老字号品牌年轻化提供了全新传播载体、呈现形式与互动场景。同时，国家政策持续加码老字号振兴，为品牌数字化、年轻化转型提供了良好政策环境。

在政策扶持、新媒体赋能、消费代际更迭三重驱动下，以 1995-2009 年出生界定的 Z 时代群体快速崛起，据国家统计局数据，其人口规模约 2.64 亿，2025 年占全国总人口比重达 18-19%，消费贡献占比超 40%。Z 时代具备数字化原生、社交驱动消费、注重情感价值、偏好国潮养生、追求体验感与个性化的典型消费特征，对品牌文化内涵、价值共鸣、视觉审美与场景体验提出更高要求。

新媒体是 Z 时代获取信息、社交互动、消费决策的核心场域，老字号若固守传统传播与经营模式，极易陷入潮流脱节、用户流失、品牌资产贬值的困境。基于品牌活化理论与代际消费差异理论，老字号依托新媒体开展思维革新、渠道重构、内容创新与产品升级，实现与 Z 时代的价值同频与情感对话，已成为维系品牌存续、突破增长瓶颈的核心战略选择。

研究目的

1. 理论层面：梳理国内外老字号品牌年轻化、品牌老化、Z 时代消费行为相关研究脉络与理论体系，现有研究多侧重宏观行业策略或头部老字号案例，对地州市本土中小老字号的微观实证、理论适配性研究较为匮乏。本文以保山“桂香楼”为个案，嵌入品牌活化理论、消费者代际理论，丰富新媒体场景下地方老字号品牌年轻化的理论应用场景，弥补现有研究细分领域空白。

2. 实践层面：通过规范抽样调研、多维度统计实证，系统剖析新媒体语境下保山“桂香楼”品牌老化的内外部成因，结合 Z 时代消费偏好与行为特征，构建适配本土老字号的年轻化转型体系；既助力“桂香楼”破解发展瓶颈、激活品牌资产，也为西南地区同类型地方老字号品牌转型提供实证参考与实践借鉴。

文献综述

相关核心理论基础

品牌老化：品牌老化指品牌在市场发展过程中，因产品迭代滞后、传播模式固化、品牌形象陈旧、价值主张脱离主流消费群体诉求，逐步丧失市场活力与年轻用户吸引力，出现受众断层、市场份额萎缩、品牌价值缩水的状态，分为产品层面老化、形象层面老化、传播层面老化、认知层面老化四大维度，是老字号普遍面临的核心发展困境。

品牌年轻化：品牌年轻化以品牌活化为核心内核，并非单纯迎合年轻群体表层审美，而是从品牌定位、产品矩阵、视觉形象、传播渠道、营销模式、文化价值六大维度进行系统性

重构，通过适配新生代消费需求与媒介环境，重塑品牌形象、培育年轻受众、实现品牌资产持续增值。

Z 时代消费行为：Z 时代作为数字原生代，成长于互联网与新媒体高速发展阶段，消费行为呈现社交化、体验化、情感化、国潮化、健康化、个性化六大特征；消费决策易受短视频、小红书种草、圈层社交、网红 Key Opinion Leader（KOL）影响，不再单一关注产品功能，更注重文化认同、情绪价值、审美体验与社交属性。

国外研究现状

Zhang 和 Guo (2023) 通过探索新品牌和中华老字号（Chinese Brand-Named China, CBNC）之间的联合品牌，总结了品牌个性的两个基本维度——真诚和兴奋，发现并非所有老字号都是有诚意的，因此值得未来的思考问题是一个新品牌如何选择一个成熟的中华老字号作为合作伙伴。

Mao et al. (2023) 提出中华老字号的形象建设至关重要，分析了经济全球化下的 China Time-honored Brands（CTB）发展与挑战，老品牌在发展过程中未能及时适应市场变化，出现了产品陈旧、运营方式落后、体制弊端、后继乏人等问题，认为后续要以年轻消费者乐于接受的方式宣传品牌。

Jain et al. (2025) 提出怀旧数字营销是撬动 Z 时代消费的关键路径，老字号依托复古视觉、传统文化符号打造内容，能够显著提升 Z 时代品牌信任感与购买意愿，为本研究国潮产品开发、怀旧场景打造提供国际理论支撑。

Wen 和 Harun (2025) 从品牌视觉符号视角提出，包装、门店空间、IP 形象三大视觉要素是传统老字号打破代际隔阂的核心抓手，和本研究包装优化、门店场景升级的研究结论形成跨区域理论对照。

He et al. (2024) 针对中国 Z 时代奢侈品与传统老字号消费开展跨国研究，证实文化认同、沉浸式体验是驱动新生代复购的核心变量，为“桂香楼”体验式烘焙项目提供国际实证依据。

除了上述文献的研究外，作为老字号速溶咖啡的雀巢品牌在成功年轻化方面给了很多启示（如图 1 所示），快速渗透 Z 时代，结合青年群体情绪痛点开展情感营销，联动音乐节、高考季打造主题联名内容，以情感化交流拉近与年轻消费者的距离。但雀巢作为外资快消品牌，无非遗技艺、地域民俗等传统文化根基，转型逻辑侧重商业化营销与流量变现，这与我国本土老字号依托非遗技艺、地域文化生存发展的核心逻辑存在本质区别。为此，本文额外选取北京稻香村、云南嘉华鲜花饼等国内糕点类本土老字号作为对标案例：二者坚守传统糕点非遗制作技艺，以文化传承为根基，同步推进产品、包装、新媒体营销创新，实现非遗活态传承与商业发展双向协同，为地州级老字号提供了可落地的本土实践范本。



Figure 1 Brand Rejuvenation Initiatives of the Nestlé Brand

国内研究现状

Yang et al. (2024) 提出品牌年轻化具有正向影响的是数字技术平台推广，品牌年轻化与数字技术的中介是价值共创（Consumer-to-Consumer（C2C）价值共创、Business-to-Business（B2B）价值共创），企业应注重对于数字技术的准确应用，提高数字技术基础设施建设如 5G 网络、大数据、云计算等的应用，为消费者提供多元化的不同消费体验感，通过打造符合年轻消费者青睐的产品，进而寻找品牌可以突破的战略方向，以数字技术助力企业实现品牌年轻化。

Lu (2024) 提出新媒体时代下老字号品牌传播对受众品牌态度和感知都具有正向作用，在品牌传播方面可采用多样化的营销策略，利用新媒体平台搭建自己的官方网站或开设社交媒体账号，开展精准营销和个性化推广；其次利用新媒体平台精准定位，打造 KOL（意见领袖），让其拉近与品牌文化之间的紧密度，拉近与消费者的距离，通过数据收集和分析评估传播效果，最后差异化运营内容和市场定位来突出品牌个性。

Xu et al. (2020) 提出品牌年轻化转型的主要路径有品牌定位的“年轻化”（打造年轻新态度）、品牌形象的“年轻化”（外在仪表形象和通过接触留下的印象感受）、品牌产品的“年轻化”（健康化、多样化选择）、品牌传播的“年轻化”（内容引导消费者共鸣与直营分销共推进，销售渠道多元化）、品牌营销的“年轻化”（将传统文化与企业文化相结合文化营销）的五种方式。

文献评述与本文创新点

现有文献已围绕老字号品牌老化成因、年轻化转型路径、新媒体营销应用、Z 时代消费特征展开丰富研究，但仍存在明显不足：一是研究对象多聚焦全国知名老字号，对地州市域本土中小老字号关注不足，国际 SSCI 文献多聚焦欧美百年品牌、日韩老字号，针对中国西南地州本土糕点老字号实证稀缺；二是多侧重宏观策略提出，缺乏理论与本土个案实证数据深度结合；三是统计分析多停留在基础描述统计，缺少变量关联与影响机制深度探究。四多数研究偏重商业营销维度，弱化老字号非遗技艺传承、地域文化延续的核心使命，对品牌文化内核的挖掘与运用研究不足。

本文创新之处：第一，研究视角创新，下沉保山本土老字号微观个案，聚焦西南地州小众老字号年轻化转型，填补区域细分研究空白；第二，理论融合创新，嵌入品牌老化、品牌年轻化、Z 时代消费行为三大理论，突破现有研究重实证轻理论的局限；第三，研究方法创新，完善抽样与问卷设计规范，增加相关性、交叉及回归分析，提升研究学术严谨度；第四，案例对比创新，区分跨国品牌与国内本土老字号的转型逻辑，结合头部本土糕点老字号成功经验，提炼差异化实践路径；第五，价值内核创新，将非遗技艺活态传承作为品牌年轻化的核心主线，兼顾商业发展与文化传承双重目标，对策落地创新，结合本土地域文化与 Z 世代真实偏好，提出兼具理论性与本土化实操性的优化建议。

研究方法

研究设计：采用定量与定性相结合的研究法，以实证问卷数据为基础，结合文献理论、行业现状、个案实地调研开展定性分析，兼顾数据客观性与理论解释深度。

问卷设计与发放：问卷共设置六大模块 23 道题项：1）受访者个人基础信息 3 题；2）产品需求偏好 7 题；3）价格接受区间 1 题；4）购买渠道偏好 3 题；5）购买行为与促销需求 4 题；6）品牌年轻化创新路径开放性问题 5 题。本次调研采用分层随机抽样法开展样本抽取，分层维度为调研场景，划分为保山青龙街线下商圈、本地高校、抖音、小红书、微信社群等新媒体平台三个层级，各层级内部独立进行随机抽样。调研于 2025 年 7-10 月分三个月，在线上（保山居民及游客）、线下（保山居民及游客）随机发放共 245 份，回收有效问卷 222 份，有效回收率 90.61%。

定量分析方法：运用 SPSS 统计软件，依次开展：1）信度效度检验；2）描述性频数统计；3）人口统计特征与消费偏好交叉分析；4）关键变量相关性分析；5）品牌老化影响因素回归分析，系统挖掘 Z 世代消费偏好、购买行为及老字号品牌老化核心诱因。

定性分析方法：基于问卷定量分析结果，结合品牌活化、Z 时代消费行为理论，梳理“桂香楼”品牌建设现状、内外部老化成因，立足新媒体传播特征与 Z 时代消费诉求，同时对标国内本土老字号成功案例，以非遗技艺传承为核心导向，构建适配本土老字号的品牌年轻化转型方案。

研究结果

1. 信度分析

克隆巴赫系数（Cronbach’s a 系数）是检验信度的一种方法，由 Cronbach (1951) 提出。该系数若 > 0.9 则说明信度极高；若 > 0.8 则说明信度非常好；若 > 0.7 则说明可以接受；若 > 0.6 则应进行修订，但仍有价值；若 < 0.6 则需要重新设计题项。

Table 1 Reliability of the Questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items Alpha	Number of Items
0.755	0.798	23

通常克隆巴赫 Alpha 系数的值在 0 和 1 之间，当这个值越靠近于 1，样本的信度越高。由表可知该数据为 0.755，基于标准化项的克隆巴赫 Alpha 值为 0.798，表示所得样本结果的信度可以接受，可以用问卷进行研究。

2. 效度分析

KMO 统计量的取值一般在 0-1 之间，KMO 值越接近 1，意味着变量之间的相关性越强，原有变量越适合做因子分析，一般在 0.6 以上为好的效度。

Table 2 Questionnaire Reliability

KMO and Bartlett's Test		
KMO Value		0.767
Bartlett's Test of Sphericity	Approximate Chi-Square	6017.926
	Degrees of Freedom	1770
	Significance	0.000

由表 2 可知该数据为 0.767 > 0.6 且巴特利特球形度检验显著性为 0 < 0.05，因此说明可信度很高，表示所得样本结果的可信度非常好，可以适合做因子分析。

3. 基本统计分析

1） 频数分析

Table 3 Frequency of Whether Young Elements Should Be Added to the Outer Packaging

Response		Frequency	Percentage	Valid Percent
Options	Needed	192	86.5	86.5
	Not Needed	30	13.5	13.5
	Total	**222**	**100.0**	**100.0**

本次调查获得的有效样本为 222 份，“桂香楼”外包装是否要添加年轻化元素的分布状况是：需要添加有 192 人，有效百分比为 86.5%；其次是不需要添加的 30 人，有效百分比 13.5%。

Table 4 Frequency of Preferred Pastry Types in Daily Life

Options	Frequency	Percentage
Chinese pastries	65	29.3
Western-style pastries	35	15.8
Either is fine	122	54.9
Total	**222**	**100.0**

调查表明：中式糕点与西式糕点均可以的占比最多，有 122 人，占比 54.9%，有 65 人选择中式糕点占比 29.3%，西式糕点有 35 人选择，占比 15.8%。

Table 5 Price Range

Price Range		Frequency	Percentage	Cumulative Percentage
Options	15-20	107	48.2	48.2
	20-25	101	45.5	93.7
	25-30	12	5.4	99.1
	Above 30	2	0.9	100.0
	Total	**222**	**100.0**	

调查表明：有 48.2% 的年轻人可接受价格在 15-20 元，占比最多，有 45.5% 的年轻人可接受价格在 20-25 元之间，25-30 元与 30 元以上价格占比均少，分别为 5.4% 与 0.9%。另经数据统计，有 86.9% 占比的人认为中式糕点的品牌年轻化形象会影响购买，占比最大，13.1% 的人认为中式糕点的品牌年轻化形象不会影响购买。

2） 多选项分析

Table 6 Channels of Brand Awareness

	Channels of Brand Awareness	Frequency	Percentage
Options	Social media	69	12.7
	Live-streaming e-commerce platforms	40	7.4
	Recommended by friends or relatives	170	31.4
	Offline stores	168	31.0
	Advertisement	37	6.8
	Shopping apps	34	6.3
	Group buying platforms	24	4.4
	Total		**100.0**

由表 6 可见，被调查者中有 31.4% 和 31.0% 的 Z 时代年轻人认知该品牌的渠道朋友或亲戚介绍与线下店铺，频率最高。有 12.7% 的 Z 时代年轻人认知该品牌的渠道是社交媒体，而其它认知渠道占比较少。

购买平台（多选）

Table 7 Purchase Platform

	Purchase Platform	Frequency	Percentage
Options	Video platforms (Douyin, Kuaishou)	184	34.5
	Social platforms (Xiaohongshu, WeChat Official Accounts)	173	32.5
	Group buying platforms (Meituan, Dianping)	107	20.1
	Comprehensive platforms (Taobao, Pinduoduo)	69	12.9
	Total		**100.0**

由表 7 可见，被调查者中有 34.5% 和 32.5% 的 Z 时代年轻人希望购买“桂香楼”品牌的渠道是新媒体平台与社交平台，频率最高。有 20.1% 的 Z 时代年轻人希望购买“桂香楼”品牌的渠道是团购平台，而综合平台占比为 12.9%。

品牌了解渠道（多选）

Table 8 Channels to Learn About the Brand

	Channels to Learn About the Brand	Frequency	Percentage
Options	Browsing short videos	190	24.9
	Browsing Xiaohongshu	175	22.9
	Food delivery apps	167	21.9
	Shopping apps	97	12.7
	Promotion by internet celebrities and stars	48	6.3
	WeChat (Channels, Moments)	61	8.0
	Advertising	26	3.3
	Total		**100.0**

由表 8 可见，被调查者中有 34.5% 和 32.5% 的 Z 时代年轻人希望了解到“桂香楼”品牌的渠道是最多的是刷短视频，占比 24.9%，其次是刷小红书与外卖软件，分别占比 22.9% 与 21.9%，购物软件占比 12.7%，网红明星的推广占比 6.3%，微信占比 8.0%，广告占比最少为 3.3%。

Table 9 Preferences for Purchasing New Chinese-style

	Preferences for Purchasing New Chinese-style	Frequency	Percentage
Options	Packaging	115	17.8
	Staff uniforms	41	6.3
	High-value products	112	17.3
	Green and health-preserving products	131	20.2
	Interesting store decoration	112	17.3
	Dianping	46	7.1
	Diverse and novel flavors	90	14.0
	Total		**100.0**

由表 9 可见，被调查者中购买新中式糕点更看重的是绿色养生产品，占比最高为 20.2%，其次是精致的包装、高颜值产品、有趣的店面装饰分别占比为 17.8%、17.3%、17.3%，多样化的新奇口味占比 14.0%，工作人员制服与线上大众点评占比较少，分别为 6.3%、7.1%。

Table 10 Purchase Purpose of Chinese-style Pastries

	Purchase Purpose	Frequency	Percentage
Options	Social and emotional needs	67	10.6
	Pursuit of culture and tradition	157	24.7
	Innovation of new Chinese-style pastries	160	25.2
	Equal emphasis on health and deliciousness	178	28.0
	Dual pursuit of cuisine and aesthetics	73	11.5
	Total	**635**	**100.0**

由表 10 可见，被调查者中购买新中式糕点的目的最多的是健康与美味并重，占比最高为 28.0%，其次是对文化和传统的追求与新中式糕点的创新，分别占比 24.7% 与 25.2%，社交和情感需求和美食与美学的双重追求的占比相对较少，分别占比 10.6% 与 11.5%。

Table 11 Customizable Production Methods for Customers

	Customizable Production Methods for Customers	Frequency	Percentage
Options	DIY (Do it yourself)	164	27.6
	Watching pastry chefs make pastries	159	26.7
	Making with friends or partners	173	29.1
	Online synchronous making	59	9.9
	Parent-child baking experience	40	6.7
	Total	**595**	**100.0**

由表 11 可见，“桂香楼”的顾客可以选择制作方式最多是和朋友或伴侣一起，占比最高为 29.1%，其次是自己制作与看糕点师制作，分别占比 27.6% 与 26.7%，线上同步制作与亲子烘焙体验分别占比 9.9% 与 6.7%。

Table 12 Innovation Points for the Improvement of Time-Honored Food Enterprises

	Points in Need of Innovation	Frequency	Percentage
Options	Develop green and healthy products to build health-preserving product lines.	175	21.0
	The products are green and healthy, focusing on health-preserving positioning.	164	19.7
	The packaging adopts traditional Chinese trendy (Guochao) elements.	152	18.2
	Leveraging new communication channels to create an “internet-famous vibe”.	99	11.9
	The “IP + domestic products” collaboration strengthens the new Chinese-style positioning.	99	11.9
	Limited-edition pastries themed around the 24 solar terms.	145	17.3
	Total	**834**	**100.0**

由表 12 可见，老字号食品企业可以改进创新的最多的是产品绿色健康，打造养生式产品，占比为 21.0%，其次是产品包装形式，国潮元素包装与利用新型传播渠道，打造“网红感”，分别占比 19.7%、18.2%，浓厚的国风韵味与现代元素的店铺装饰占比 17.3%，“IP + 国货”联动强化新中式定位与利用二十四节气，打造二十四节气限定糕点占比相同，均为 11.9%。

老字号食品品牌的劣势

Table 13 Brand Disadvantages of Time-Honored Food Brands

	Brand Disadvantages of Time-Honored Food Brands	Frequency	Percentage
Response	Severe brand homogenization	164	20.0
	Lack of distinct brand positioning and loss of cultural connotation	160	19.5
	Unsophisticated packaging design and product quality	158	19.3
	Insufficient market promotion, less attractive than Western-style pastries	176	21.5
	Outdated business thinking and a lack of modern marketing strategies	161	19.7
	Total	**819**	**100.0**

由表 13 可知，老字号食品品牌的劣势最多的是市场宣传力度不足，没有西式糕点吸引人，占比为 21.5%，其次是品牌“同质化”现象严重，占比 20.0%，经营思路的老化，缺乏现代化的营销策略占比 19.7%，品牌无鲜明的品牌定位，失去文化内涵占比为 19.5%，品牌的包装设计与产品不够精致占比为 19.3%。

讨论

1. 本部分跳出单纯数据结果重述，结合品牌老化、Z 时代消费行为理论与现有文献开展深度对话与机制解释：实证数据显示，Z 时代购买中式糕点首要关注绿色养生属性、国潮包装、颜值造型与沉浸式门店场景，从理论层面分析，该偏好源于 Z 时代健康消费意识觉醒、国潮文化自信提升以及体验式消费、颜值经济的盛行。需要明确的是，商业属性仅是消费选择的表层动因，Z 世代对中式糕点的认可，本质是对传统手工技艺、地域非遗文化的价值认同。桂香楼作为保山本土老字号，其糕点制作技艺是区域民俗文化的重要载体，绿色养生、国潮包装等外在形式，应当作为非遗技艺传承、传统文化传播的载体与手段，而非品牌发展的最终目标。Z 时代作为数字原生代，长期浸润于短视频、小红书等新媒体场景，形成了视觉审美挑剔、注重健康养生、追求文化认同与场景体验的消费特质，这也解释了为何年轻化视觉设计、健康化产品研发成为老字号转型核心刚需。

本研究结论与 Jain et al. (2025) 的研究结果相一致：Z 时代对老字号承载的传统文化符号、健康类产品接受度较高，视觉审美与健康属性是影响其消费决策的重要因素。

2. 从品牌认知与购买渠道来看，Z 时代主要依托短视频、社交平台获取品牌信息并完成消费转化，亲友推荐与线下门店仍是传统认知主力，但新媒体渠道已成为增量核心。结合 Lu (2024)、Yang et al. (2024) 研究结论，数字媒介生态重构了 Z 时代消费决策路径，短视频碎片化种草、社交圈层口碑传播成为新生代品牌认知的主流方式，而“桂香楼”目前仍依赖线下传统渠道，新媒体矩阵布局滞后，与 Z 时代媒介使用习惯严重脱节，这也是品牌传播力弱化、年轻受众流失的重要原因。当前品牌新媒体内容仅聚焦产品售卖、优惠活动等商业内容，极少挖掘、展示糕点制作非遗技艺、百年品牌历史与保山地域民俗，造成文化内核传播缺位，进一步加剧品牌形象单薄的问题。

本研究结论与 Lu (2024) 的观点相符，其指出新媒体平台是老字号对接年轻消费群体的核心传播载体。Yang et al. (2024) 的研究对象则为数字化基础设施完善的全国大型老字号，与之不同，本文研究发现地市级本土老字号普遍存在数字化运营能力不足的问题。

3. 交叉分析表明，品牌年轻化形象显著正向影响 Z 时代购买意愿，而当前“桂香楼”存在市场推广乏力、品牌同质化严重、经营思维固化、文化内涵传播不足等短板。对照品牌年轻化五大路径，可见“桂香楼”在品牌定位、产品创新、形象设计、数字传播、文化营销等维度均存在明显滞后，未建立适配 Z 时代的品牌价值传递体系。

横向对比国内稻香村、嘉华鲜花饼等本土成功老字号可以发现，头部品牌均将非遗技艺作为品牌核心护城河，以文化差异化摆脱行业同质化困境。桂香楼目前单纯模仿主流商业营销模式，未依托自身独有的传统技艺建立核心竞争力，这是其难以突破发展瓶颈的关键。同时，相较于雀巢等跨国品牌纯粹以流量、情感营销为核心的转型模式，本土老字号必须坚守“技艺传承优先、商业营销为辅”的差异化发展逻辑。

本研究结论与 Xu et al. (2020) 的观点一致认为品牌定位、产品、形象与营销的全方位革新是品牌年轻化的底层逻辑。同时，本研究还进一步证实了：品牌同质化、文化内涵流失是中小型本土老字号的突出痛点；而以往主流研究多聚焦头部国家级老字号，极少探讨该类问题。

4. 体验式消费需求数据显示，Z 时代高度偏好 DIY 自主制作、亲友结伴体验、匠人观摩互动等线下参与模式，契合当代年轻群体社交化、沉浸式、情感化消费诉求。该类体验形式恰好为非遗技艺活态传承提供了绝佳场景，消费者在动手制作、观摩匠人流程的过程中，能够直观感受传统糕点技艺的工序、精髓与文化底蕴，实现从“购买商品”到“体验文化、传承技艺”的转变，这也是老字号区别于普通网红食品品牌的核心优势。老字号可依托传统糕点制作技艺，打造非遗体验场景，将产品消费升级为文化体验消费，实现与 Z 时代的情感共鸣与价值绑定，这也与品牌活化理论中“场景创新、情感赋能”的核心逻辑高度契合。

本研究结论与 He et al. (2024) 的研究结论相一致，二人证实沉浸式体验与情感共鸣能够有效提升 Z 时代对传统品牌的复购意愿。此外，现有研究大多聚焦线上沉浸式体验，与之相比，本研究发现依托传统工艺打造的线下互动体验更受本地 Z 时代群体青睐。

总结

经调研实证与理论分析，保山“桂香楼”品牌老化是外部市场环境、媒介传播、消费代际迭代与内部产品、技术、营销、文化运营多重因素共同作用的结果。

1. 外部成因

技术迭代滞后：缺乏现代烘焙与健康食品研发技术，产品口味、配方、形态难以匹配 Z 时代健康化、多元化、高颜值消费诉求。

新媒体运营缺位：未构建系统化数字传播矩阵，品牌故事、非遗技艺、地域文化内涵未能通过短视频、社交平台有效传播；内容更新滞后、形式单一、缺乏年轻化叙事，与 Z 时代审美与信息接收习惯脱节。

消费需求洞察滞后：未能动态捕捉 Z 时代国潮偏好、养生需求、体验消费、社交打卡等新兴消费趋势，产品与服务供给与市场需求错配。

2. 内部成因

创新体系不足：产品、包装、营销、服务、文化 IP 全方位创新力度薄弱，未能形成年轻化产品矩阵与品牌运营体系。

视觉形象固化：包装设计风格老旧单一，未融入国潮、国风、极简年轻化设计元素，难以适配多元消费场景与 Z 时代审美。非遗传承弱化：对传统糕点手工技艺的梳理、展示、传播不足，未将非遗资源转化为品牌核心竞争力，文化辨识度持续降低。

数字化转型缓慢：未运用大数据、数字化运营工具优化生产管理、用户画像与精准营销，缺乏智能化、数字化品牌运营能力。

建议

结合实证数据与品牌年轻化、品牌活化相关理论，摒弃口语化表述，以学术化专业概念提出以下转型策略：

坚守非遗技艺核心，构建“文化传承 + 商业运营”双驱动模式。系统梳理桂香楼百年糕点手工制作技艺、历史渊源与保山地域民俗，将非遗技艺贯穿产品研发、场景体验、内容传播全环节，区别于纯商业化网红品牌与外资品牌转型路径，打造地州老字号差异化核心竞争力。

数字技术与传统技艺融合迭代：依托现代食品烘焙技术研发绿色养生、低糖低脂年轻化产品线，同时整合短视频、直播电商等新媒体技术拓宽品牌曝光边界，实现产品内核升级与媒介传播增效双向发力。

构建 Z 时代情感共鸣与价值认同体系：通过数位互动行销搭建品牌与年轻群体常态化互动通道，深度挖掘“桂香楼”地域文化、匠人技艺与非遗底蕴，系统化梳理品牌叙事体系；制定精准化新媒体整合营销策略，传导健康饮食理念，在产品设计、商标视觉、门店场景层面完成全方位创新升级。

践行绿色低碳与国潮美学包装升级：选用环保可降解包装材质，结合国潮国风设计语言、现代极简流行趋势，打造兼具文化内涵、视觉美感与年轻化特质的产品包装，适配礼品、日常消费、社交打卡等多元场景。

打造多维度数字化品牌传播矩阵：整合短视频平台、社交种草平台、团购本地生活平台资源，实施差异化内容运营；增设非遗技艺科普、匠人专访、制作流程纪实等内容板块，弱化纯营销内容占比，以文化内容吸引年轻群体；

培育本土 KOL 圈层营销，构建公私域联动的数字传播体系，强化品牌市场声量与年轻受众触达效率。

推进全链路数字化品牌年轻化转型：引入大数据用户画像、智能生产管理、线上线下全域运营模式，从生产端、运营端、营销端、服务端完成数字化升级，锻造品牌核心资产，拓展年轻消费场景。

深耕地域文化的数字化传承与创新传播：依托新媒体载体挖掘、传承保山本土民俗文化与糕点匠人技艺，以短视频纪录片、非遗体验直播、国风场景打造等形式，实现传统文化现代化表达，强化老字号文化辨识度与 Z 时代文化认同。

研究局限与未来研究方向

1. 研究局限

样本局限：本次调研仅覆盖保山本地 Z 时代群体，样本地域范围有限，未纳入省外及不同层级城市消费者，研究结论普适性存在一定约束。

维度局限：本文仅从Z时代消费视角开展研究，未纳入企业经营者、线下商户、中老年消费群体等多主体视角，品牌年轻化影响因素分析维度有待拓展。

方法局限：虽新增交叉分析与相关性分析，但未开展深度结构方程模型检验，变量间深层作用机制仍可进一步挖掘。

视角局限：对非遗技艺传承与商业发展的平衡机制仅做初步探讨，二者融合落地的具体路径仍需进一步深化研究。

2. 未来研究方向

扩大调研样本地域与群体范围，对比不同城市、不同年龄段消费者对地方老字号年轻化的认知差异，提升研究结论普适性。

引入结构方程模型，实证检验品牌形象、产品创新、新媒体传播对 Z 时代品牌认同与购买意愿的作用路径及调节效应。

可进一步对比滇西地区多家本土老字号，构建地州级老字号品牌年轻化转型通用模型，形成更具行业参考价值的理论体系。

后续可聚焦元宇宙、虚拟主播、AI 内容生成等新兴新媒体技术，探究其在老字号品牌沉浸式传播、沉浸式品牌体验打造中的应用路径。

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CONTINUANCE INTENTION IN DOUYIN LIVE-STREAMING E-COMMERCE: A UTAUT2 PERSPECTIVE

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Abstract

Purpose: This study explores what keeps consumers using DouYin live streaming for shopping in China. Using the UTAUT2 framework, media richness theory, and social presence theory, the study examines how seven factors—performance expectancy, effort expectancy, social influence, support conditions, hedonic motivation, price value, and habit—predict whether active users intend to continue using DouYin as a shopping channel.

Study Design/Methodology/Approach: The study used an online survey of 230 active DouYin shoppers across four major Chinese cities (Beijing, Shanghai, Guangzhou, and Shenzhen), conducted from October to November 2024, employing non-probability purposive sampling. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to test how each UTAUT2 factor predicts continuance intention. All constructs showed acceptable to good reliability (α = 0.74-0.85). Common method bias was checked using Harman's single-factor test (first-factor variance = 31.2%).

Findings: All seven UTAUT2 factors significantly predicted continuance intention. Social influence (β = 0.214, $p < .001$) and price value (β = 0.214, $p < .001$) were virtually tied as the strongest drivers, followed in descending order by habit (β = 0.196, $p < .001$), effort expectancy (β = 0.172, $p < .01$), support conditions (β = 0.125, $p < .05$), hedonic motivation (β = 0.113, $p < .05$), and performance expectancy (β = 0.102, $p < .05$), the weakest though still significant predictor. The model explained 54.5% of the variance in continuance intention (R^2 = 0.545; adjusted R^2 = 0.531).

Originality/Value: This study offers one of the first full-model UTAUT2 examinations of DouYin live-streaming e-commerce continuance, using all seven constructs and a validated survey instrument. It uses media richness theory to explain the ranking of factors, proposes the seller-substitution mechanism as a conjecture for future testing, and provides modality-specific strategic guidance for live commerce platform operators and brands.

Keywords: Live Streaming E-commerce, Douyin, UTAUT2, Social Influence, Media Richness

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Introduction

Live-streaming e-commerce has become one of the most important developments in digital retail in recent years. In China, DouYin—ByteDance's domestic app, separate from its international version, TikTok—has become one of the leading live shopping platforms. By mid-2023, 526 million Chinese internet users (48.8% of all netizens) had shopped via livestreaming e-commerce (China Internet Network Information Center [CNNIC], 2023), and DouYin's e-commerce division reported 80% year-on-year GMV growth in 2022 (TechNode, 2023), making it one of the largest synchronous commerce platforms in the world's largest e-commerce market. This growth shows a real change in how Chinese consumers shop: instead of browsing alone, they now participate in live, social shopping events alongside sellers, streamers, and other viewers.

DouYin differs from traditional e-commerce in the type of shopping experience it creates. Users watch live product demos, ask questions in real-time chat, see other viewers buying, and make purchases during countdown deals and flash sales. Media richness theory (Daft & Lengel, 1986) characterizes this as a high-richness channel that provides immediate feedback, multiple cues simultaneously, and a personal touch, all influencing how consumers assess products. Social presence theory (Short et al., 1976) also predicts that the high level of social interaction in live streaming, including seeing other viewers, being addressed directly by the streamer, and forming personal connections, changes how people experience and evaluate the shopping encounter.

Despite DouYin's size, researchers still do not fully understand what keeps consumers coming back to shop on it. Previous studies have looked at specific aspects such as social presence and interactivity (Xu et al., 2020), trust and parasocial relationships (Wongkitrungrueng & Assarut, 2020), platform affordances (Kozinets et al., 2021), and impulse buying, but each study only looks at one piece of the picture. Platform managers need a complete view: not just which factors matter, but how important each one is compared to the others. Understanding continuance is arguably more consequential than understanding initial adoption for platform operators since sustained usage, not first-time trial, is what drives the recurring transaction volume, advertising inventory, and creator-economy engagement that live-commerce platforms depend on.

This study fills that gap by applying UTAUT2 (Venkatesh et al., 2012) to understand why active DouYin users continue to use the platform for shopping. UTAUT2 encompasses seven dimensions of technology adoption: functional, enjoyment-based, social, economic, habitual, and infrastructure-related aspects, which align well with DouYin's combination of functional, social, and entertainment features. Two key points should be highlighted. First, this study assesses continuance intention, whether active users intend to continue using DouYin for shopping, not whether new users will try it for the first time. Second, some theoretical explanations offered for specific results are post-hoc interpretations based on theory, not findings directly tested in this study. Since eligibility depended on recent, active shopping engagement rather than demographic representation, the sample tends to be younger and more female.

This pattern aligns with China's disclosed live-commerce user base (CNNIC, 2023) and is further explained as a scope condition in the Methodology and Limitations sections.

This study focuses on three key research questions. RQ1 investigates which UTAUT2 factors significantly influence continuance intention among active DouYin shoppers and compares their relative importance. RQ2 explores how media richness theory and social presence theory explain the observed ranking of these factors. RQ3 considers what these results mean for DouYin operators, brands, and content creators in prioritizing their platform features and content investments.

Objectives

1. To identify which UTAUT2 factors significantly predict continuance intention among active DouYin shoppers, and to compare how important each factor is relative to the others.
2. To explain the observed factor ranking using media richness theory and social presence theory, providing theoretically grounded reasons for why certain factors matter more than others.
3. To turn the findings into practical, evidence-based recommendations for DouYin operators, brands, and content creators.

Literature Review

DouYin Live Streaming E-commerce as a Synchronous Service Encounter

Live streaming e-commerce can be defined as a convergence of product demo, entertainment, real-time social interaction, and purchasing in one live stream (Wu & Huang, 2023). DouYin excels in this, with a few reinforcing features. A natural short-video algorithm pulls users from entertainment to live video shopping broadcasts, making it easy to get into a live stream. It's a buy button integrated with payment that removes friction when buying. With its network of Key Opinion Leaders (KOLs), brand studios, and micro-influencers, it establishes personal links between streamers and viewers, making commercial interactions appear more like a trusted recommendation (Wongkitrungrueng & Assarut, 2020; Lo et al., 2022). There's no doubt that live streaming offers a completely different shopping experience. Interactivity and feeling part of a community are the main factors that influence purchase intention, not necessarily the product information itself, as demonstrated by Xu et al. (2020). Consumers' trust in live streamers differs from the institutional trust measured in e-commerce studies (McKnight et al., 2002), which relies on formal guarantees and certifications, because it is based on consistency, responsiveness, and interpersonal trust that consumers experience with streamers. Unlike traditional platforms, consumers' trust in live streamers is based on consistency and responsiveness as well as interpersonal trust, rather than on formal guarantees or certifications (Wongkitrungrueng & Assarut, 2020). According to Lo et al. (2022), the emotional excitement produced by live broadcasts causes a feeling of impulse purchase, which is driven by social influence and entertainment value. Dubbed a commercial environment (Bitner, 1992; Hopkins et al., 2009), DouYin is saturated with fascinating cues: viewer counters and scrolling chat show

social activity, countdown timers and lack-of-stock cues foster urgency, and streamers talk directly to the audience in a warm and personal way. As a whole, these attributes form a shopping experience that is quite different from the discrete browsing that occurs in a typical e-commerce setting: more like Pine and Gilmore (1998) conception of shopping as a staged experience than of a mere exchange transaction. It is not only useful to stay on DouYin, but there are also many reasons to feel a sense of belonging, value, entertainment, and habit. This picture is further confirmed by more recent work: Ko and Ho (2024) report the role of expectation confirmation and existing trust to maintain continued purchase intention in live streaming shopping, while Imanuddin and Handayani (2025) report that the Stimulus-Organism-Response mechanisms are not only related to functional utility but are also significant in affecting continued purchase intention in social commerce livestreaming, which represents a separate area of study that deserves more attention: continuance intention.

Theoretical Foundations

Media Richness Theory

Media richness theory (Daft & Lengel, 1986) ranks communication channels by their ability to reduce misunderstanding and ambiguity through four qualities: immediate feedback; multiple cues at once (words, images, voice, and body language); natural conversational language; and personal focus. High-richness channels work best for complex or emotional communication; low-richness channels work best for clear, factual information. The theory predicts that a channel works best when its richness matches the type of task being done. DouYin live streaming is one of the richest digital shopping channels available: sellers talk, demonstrate, use facial expressions and gestures, and respond to comments—all at the same time. Viewers get instant responses, can see what other viewers are buying, and experience the stream as a lively social event rather than a product page. This richness matters for adoption. First, sellers can explain value and respond to price concerns in real time, making price value a stronger driver. Second, because the seller performs much of the work the platform would normally handle, platform-level functional quality (performance expectancy) becomes less critical. Third, live social activity, including other viewers commenting and buying, creates ongoing social proof throughout the session.

Social Presence Theory

Social presence theory (Short et al., 1976) says that different media create different feelings of being with other people. High-social-presence media create warmth, emotional connection, and trust. Low-social-presence media lead to more detached, information-based decisions. In e-commerce, Gefen and Straub (2004) show that social presence builds trust, and Hassanein and Head (2007) show that it increases enjoyment and purchase intention. Both findings apply to DouYin continuance: users who feel a genuine social connection during DouYin streams are more likely to keep coming back than those who use it only as a functional shopping tool. DouYin builds high social presence through several layers at once: the streamer talks directly to the audience on camera; scrolling comments and reaction emojis show other viewers participating; real-time purchase alerts show that people around you are buying; and regular

viewers form a personal connection—a parasocial relationship—with streamers they follow (Horton & Wohl, 1956; Wongkitrungrueng & Assarut, 2020; Lo et al., 2022). Together, these features do not feel like add-ons. They are what make the DouYin shopping experience feel different from any other channel. Social presence theory also predicts that DouYin's high social presence should make social influence a stronger driver of continuance than on traditional platforms, because social activity is visible and occurs in real time rather than being stored as reviews and ratings. It also helps explain habit: the ongoing relationship viewers have with their favorite streamers, and the sense of belonging to a community, give users a reason to return regularly, which does not exist on purely transactional, asynchronous platforms.

UTAUT2 and the Case for Full-Model Application

UTAUT2 was developed by Venkatesh et al. (2012) by extending the original UTAUT model (Venkatesh et al., 2003) with hedonic motivation, price value, and habit to better model the behavior of ordinary consumers adopting technology. The instrument has been extensively validated in various fields such as mobile payment (Morosan & DeFranco, 2016), social media commerce (Alalwan et al., 2017), digital health (Dwivedi et al., 2019), and digital content services (Oyedele & Simpson, 2018). Previous research on live streaming has included only a few UTAUT2 variables, where Xu et al. (2020) excluded the price value, and Wongkitrungrueng and Assarut (2020) focused only on trust and engagement. This research combines all seven constructs and tests all of them simultaneously, rather than testing each construct individually.

This study defines the seven UTAUT2 constructs as follows for the DouYin context: 1) Performance Expectancy (PE)—whether DouYin helps users shop more effectively; 2) Effort Expectancy (EE)—how easy DouYin feels to use for shopping; 3) Social Influence (SI)—whether important people in the user's life think they should use DouYin; 4) Support Conditions (SC)—whether the user has the devices and internet connection needed to use DouYin well; 5) Hedonic Motivation (HM)—how enjoyable and entertaining DouYin is; 6) Price Value (PV)—whether DouYin offers good value for money; and 7) Habit (HB)—whether using DouYin for shopping has become automatic. These seven dimensions capture the key reasons people continue to use any technology, making UTAUT2 the most suitable framework for this study.

Hypothesis Development

Seven hypotheses are proposed, one for each UTAUT2 construct. Each hypothesis is supported by the theories reviewed above and by prior research on live streaming. All hypotheses predict a positive effect on continuance intention within the same sample; no comparisons between groups are made.

Performance Expectancy (PE)

PE measures how well DouYin works as a shopping tool. In a live streaming context, this includes the quality of product demonstrations, how clearly sellers explain products, how quickly sellers answer questions, and how reliably the purchase process works. Users who feel that DouYin genuinely helps them find and buy the right products are expected to keep using it. This is one of the most consistently

supported factors in UTAUT2 research (Venkatesh et al., 2012), and it is expected to hold for DouYin even though sellers handle some of the work that the platform itself would normally do.

H1: Performance expectancy positively influences continuance intention to use DouYin.

Effort Expectancy (EE)

EE measures how easy DouYin feels to use for shopping. DouYin is designed to be simple: its algorithm automatically surfaces content to users, purchases can be made with one tap, and payment is built in. However, shopping on a live stream still requires more effort than browsing a static page: users need to watch the broadcast, read the chat, evaluate deals quickly, and buy within time limits. Users who find all of this manageable are expected to continue using DouYin (Davis, 1989; Venkatesh et al., 2012).

H2: Effort expectancy positively influences continuance intention to use DouYin.

Social Influence (SI)

SI in UTAUT2 measures subjective norm—how much the people around you think you should use the platform. It is important to be clear about what this construct covers: the SI survey items measure only peer normative pressure. They do not measure the social proof visible inside a live broadcast (such as other viewers commenting and buying), or the personal connection viewers feel with streamers. Those are different kinds of social influence that this study does not directly measure, and they are important areas for future research. Within the scope of peer normative pressure, social presence theory predicts that DouYin's highly social nature strengthens how much peer endorsements matter: when you can see that your friends and colleagues actively use DouYin for shopping, the pressure to join in is reinforced by direct evidence. Research consistently confirms social influence as a key driver of live streaming adoption (Wongkitrungrueng & Assarut, 2020; Xu et al., 2020; Alalwan et al., 2017).

H3: Social influence (as subjective norm) positively influences continuance intention to use DouYin.

Price Value (PV)

PV measures whether DouYin offers good value for money. Live streaming has developed a unique pricing model: exclusive deals available only during broadcasts, countdown flash sales, KOL-negotiated prices, and bundle offers. Sellers actively build up the sense of value in real time by explaining quality, showing features, emphasizing savings, and creating urgency through time limits and low stock. Media richness theory explains why this works so well: in a high-richness synchronous channel, sellers can directly shape how consumers weigh the benefits against the cost (Zeithaml, 1988), rather than leaving shoppers to decide quietly on their own.

H4: Price value positively influences continuance intention to use DouYin.

Hedonic Motivation (HM)

HM measures how fun and enjoyable DouYin is to use. The broadcast format itself, streamer personality, live game features (virtual gifts and lucky draws), and the spectacle of seeing many other viewers participate all make DouYin inherently entertaining (Kozinets et al., 2021; Holbrook & Hirschman, 1982). Social presence theory also predicts that the warmth and emotional engagement of

a high-social-presence platform add to enjoyment. Users who find DouYin genuinely fun are expected to keep using it for reasons beyond just getting a good deal.

H5: Hedonic motivation positively influences continuance intention to use DouYin.

Habit (HB)

HB measures how automatic and routine DouYin use has become. Because DouYin is both an entertainment app and a shopping platform, users who habitually scroll through short videos are naturally exposed to live commerce without actively switching apps or deciding to shop. Limayem et al. (2007) show that as users spend more time on a platform, habit becomes one of the strongest predictors of continued use because habitual actions occur partly without conscious decision-making. Since all respondents in this study are active users, strong habit effects are expected.

H6: Habit positively influences continuance intention to use DouYin.

Support Conditions (SC)

SC measures whether users have the devices and internet connection needed to use DouYin effectively. Watching live streams demands more technical skills than browsing a product page: users need a stable, fast internet connection, a compatible device, and smooth video playback. Users who feel well-equipped are expected to continue using DouYin more. Those who face regular technical problems—slow connections, buffering video, incompatible devices—face real barriers that reduce their willingness to engage (Parasuraman, 2000; Venkatesh et al., 2012). This is consistent with perceived-risk research showing that functional and performance-related risk reduce technology engagement more broadly (Featherman & Pavlou, 2003).

H7: Support conditions positively influence continuance intention to use DouYin.

Building on the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2; Venkatesh et al., 2012), this study introduces a conceptual framework where seven independent constructs collectively predict the intention to continue using DouYin for live streaming e-commerce. These constructs are expected to positively influence continuance intention, creating an integrated framework (Figure 1) that highlights the functional, social, hedonic, and structural factors driving ongoing engagement with live streaming e-commerce.

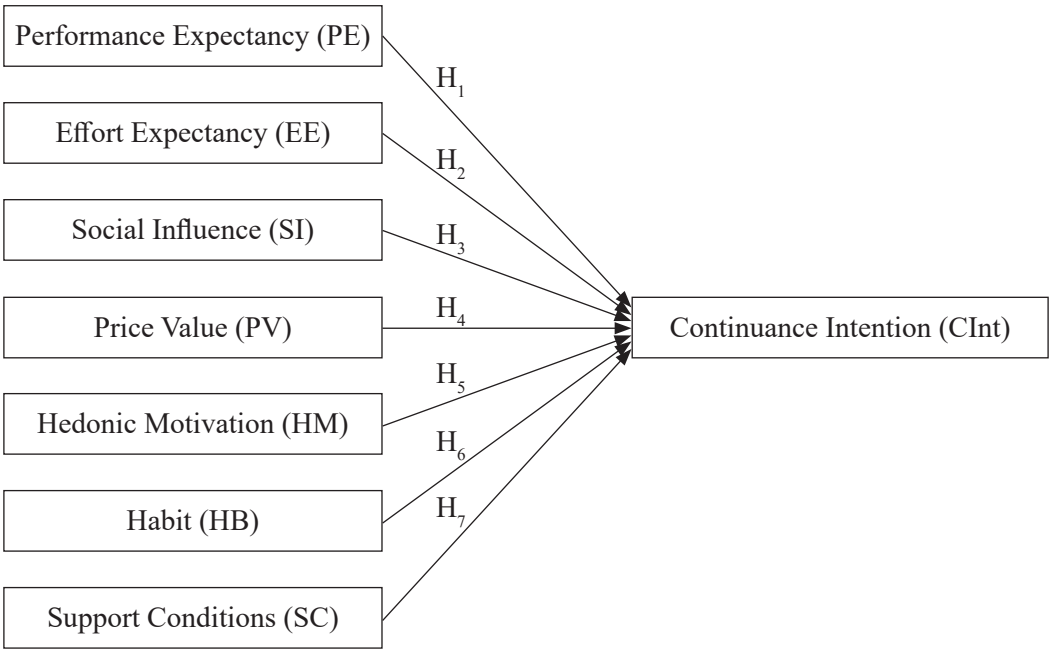


Figure 1 Proposed Research Framework adapted from UTAUT & UTAUT2

Methodology

This study used a quantitative cross-sectional survey design. The proposed model was estimated using Partial Least Squares Structural Equation Modeling (PLS-SEM), which is well suited to prediction-oriented models with reflective latent constructs and does not require multivariate normality (Hair et al., 2019). Based on the research question, this study used purposive sampling and selected the specific population of active DouYin shoppers. The survey link was sent to the WeChat groups of shoppers and DouYin content creators in October–November 2024 on Wenuanxing (SurveyStar). Eligibility screening was done at the entry point: Only individuals who were 1) 20 years old or older, 2) lived in Beijing, Shanghai, Guangzhou, or Shenzhen, and 3) had shopped on DouYin at least once a month in the last three months were allowed to continue. A total of 247 responses were received, of which 17 were removed because they failed built-in attention checks, leaving n = 230 responses (which is more than the suggested 15:1 ratio of 105 cases for seven predictors in a regression; Hair et al., 2010).

The items were all measured with validated scales, which were adapted from Venkatesh et al. (2012) with slight wording changes for the DouYin context. Three items on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) were used for each construct. The items were selected from validated UTAUT2 scales and reviewed by three academics for content validity, and the items were translated into Chinese by a professional translator with back-translation verification, finally, the items were tested with 30 active users of DouYin by using the pilot test method, and the Cronbach's alpha (α) value is in the range from 0.68 to 0.86 for all constructs, indicating acceptable to good reliability at the pilot stage. The full-sample alpha values (α) are in the range from 0.74 to 0.85, showing good to acceptable reliability in the main study and are presented in Table 5. The operationalization of the UTAUT2 constructs is shown in Table 1.

Table 1 UTAUT2 Construct Operationalization

Construct	Items	Sample Item	Theoretical Grounding	Source
PE	3	Using DouYin improves my shopping effectiveness.	Task effectiveness; outcome quality (Brady & Cronin, 2001)	Venkatesh et al. (2012)
EE	3	I find DouYin easy to use for shopping.	Perceived ease of use (Davis, 1989)	
SI	3	People important to me think I should use DouYin.	Subjective norm; peer normative pressure (Venkatesh et al., 2012)	
SC	3	I have the resources necessary to use DouYin for shopping.	Facilitating infrastructure; technology readiness (Parasuraman, 2000)	
HM	3	Using DouYin for shopping is fun and enjoyable.	Experiential value; hedonic consumption (Holbrook & Hirschman, 1982)	
PV	3	DouYin offers good value for money on purchases.	Perceived value; benefits-sacrifice tradeoff (Zeithaml, 1988)	
HB	3	Using DouYin for shopping has become a habit for me.	Automaticity; continuance habit (Limayem et al., 2007)	
CInt	3	I intend to continue using DouYin for shopping in the future.	Continuance intention (Limayem et al., 2007; Ajzen, 1991)	

Remarks: CInt = Continuance Intention. SI captures only subjective norm; in-broadcast social proof and parasocial relationship constructs are not measured by these items.

Partial Least Squares Structural Equation Modeling (PLS-SEM)

Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to estimate the proposed model structure. This is a structural model that directly estimates the scores of latent variables from their indicators instead of relying on summated scales (Wold, 1982; Lohmöller, 1989). Each of the seven exogenous constructs (PE, EE, SI, PV, HM, HB, and SC) was modeled as a reflective (Mode A) latent variable predicting continuance intention (CInt), also reflective, through the path weighting approach for estimating inner-model parameters, consistent with their conceptualization as multi-item reflective scales in the UTAUT2 literature (Venkatesh et al., 2012). The model was estimated in R using the seminr package (Ray et al., 2021), a package that has been continually benchmarked and compared with other packages such as SmartPLS, ADANCO, semPLS, and matrixpls, and therefore provided a defensible alternative when SmartPLS was not available in the analysis environment. Path significance was evaluated using 5,000 resampled data from a nonparametric bootstrapping procedure. These were evaluated by means of the Heterotrait-Monotrait ratio of correlations (HTMT; Henseler et al., 2015), effect sizes by means of Cohen's f^2 (f Squared function), and predictive relevance (Q^2 computed using 10-fold cross-validated PLSpredict; Shmueli et al., 2016; Hair et al., 2019).

Results

A number of critical checks were carried out in preliminary analyses. All three measures of reliability–Cronbach's alpha, rhoA and composite reliability (rhoC)–were used to evaluate reliability,

and a criterion of 0.70 was used for all three (Nunnally & Bernstein, 1994; Hair et al., 2019). Convergent validity was assessed by measuring the item-to-construct loadings and Average Variance Extracted (AVE) values with 0.50 as the minimum threshold (Hair et al., 2019). Finally, discriminant validity was verified using the Fornell-Larcker criterion (Fornell & Larcker, 1981) and the Heterotrait-Monotrait ratio of correlations (HTMT) (Henseler et al., 2015), which was under 0.85 for all the correlations. Common Method Bias (CMB) was assessed using two complementary checks, since Harman's single-factor test alone is a necessary but not sufficient safeguard. First, Harman's single-factor test showed the first factor accounted for 31.2% of variance, below the 40% threshold of concern. Second, a full collinearity test (Kock, 2015) was conducted by regressing each construct's composite score on all other constructs as presented in Table 2. The resulting variance inflation factors ranged from 1.27 to 2.14, well below the conservative 3.3 threshold, providing convergent evidence that Common Method Bias is not a serious concern in this dataset. Procedural remedies were also applied at the design stage, including anonymized responses and built-in attention-check items to screen out inattentive respondents. Path coefficients were evaluated using nonparametric bootstrapping, and significant values and 95% confidence intervals were reported for each predictor.

Table 2 Common Method Bias: Full Collinearity Test (VIF)

Construct	VIF
PE	1.321
EE	1.481
SI	1.268
PV	1.490
HM	1.286
HB	1.481
SC	1.412
BI	2.144

Sources or Remarks: Author's Calculation. VIF = variance inflation factor from a full collinearity test (Kock, 2015), computed by regressing each construct's composite score on all other constructs; all values fall below the conservative 3.3 threshold, indicating common method bias is not a serious concern. This corroborates Harman's single-factor test, which showed the first factor accounted for 31.2% of variance (below the 40% threshold of concern).

Table 3 Convergent and Discriminant Validity

Construct	AVE	√AVE	PE	EE	SI	PV	HM	HB	SC	CI
PE	.712	.844	-	.419	.294	.379	.327	.460	.468	.506
EE	.705	.840	.333	-	.335	.535	.350	.509	.461	.613
SI	.701	.837	.232	.264	-	.305	.351	.340	.351	.540
PV	.705	.840	.300	.424	.241	-	.455	.437	.453	.626
HM	.660	.812	.252	.268	.267	.348	-	.429	.393	.521
HB	.674	.821	.358	.393	.262	.339	.321	-	.492	.636
SC	.696	.834	.369	.360	.272	.354	.298	.378	-	.564
CI	.769	.877	.416	.503	.443	.515	.413	.511	.459	-

Sources or Remarks: Author's Calculation. Bold diagonal values (√AVE) exceed all inter-construct correlations in their row and column, confirming the Fornell-Larcker criterion (Fornell & Larcker, 1981). Values above the diagonal are Heterotrait-Monotrait ratios (HTMT); all values fall below the 0.85 threshold (Henseler et al., 2015), corroborating discriminant validity established by the Fornell-Larcker criterion.

Inter-construct correlations were low to moderate (r = 0.232-0.535), consistent with the seven UTAUT2 constructs capturing meaningfully distinct dimensions of continuance intention, and discriminant validity was confirmed because the square root of each construct's AVE exceeded its highest inter-construct correlation in all cases (Fornell & Larcker, 1981); this was further corroborated by HTMT values well below the conservative 0.85 threshold as shown in Table 3.

Table 4 presents the sample profile. Most respondents were female (53.9%), middle-income (67.0% earning CNY 5,001-10,000 per month), educated (62.6% bachelor's degree; 29.6% postgraduate), and aged 20-40 (67.0%)—consistent with DouYin's known demographics in tier-one Chinese cities (CNNIC, 2023). Users aged 51-70 made up 21.8% of the sample, confirming DouYin's expansion beyond younger demographics. Shopping frequency was high: 44.8% shop on DouYin at least several times per week.

Table 4 Sample Demographic Profile and DouYin Usage (n = 230)

Characteristic	n	%	Characteristic	n	%
Gender			**Usage frequency (shopping)**		
Male	106	46.1	Daily	32	13.9
Female	124	53.9	Several times/week	71	30.9
Age group			Weekly	67	29.1
20-30 years	86	37.4	Monthly	60	26.1
31-40 years	68	29.6	**Education**		
41-50 years	26	11.2	Diploma or below	18	7.8
51-60 years	34	14.8	Bachelor's degree	144	62.6
61-70 years	16	7.0	Master's degree or above	68	29.6
			Monthly income (CNY)		
			1,000-5,000	41	17.8
			5,001-10,000	154	67.0
			>10,000	35	15.2

Sources: Sample of active DouYin shoppers from four tier-one Chinese cities.

Table 5 displays the reliability and descriptive statistics. All Cronbach's alpha (α), rhoA, and rhoC values are above 0.70 (α ranges from 0.74 to 0.85; rhoA from 0.749 to 0.850; rhoC from 0.853 to 0.909), and all AVE values surpass 0.50 (ranging from 0.660 to 0.769), indicating convergent validity and reliability (Hair et al., 2019). Item loadings all range from 0.780 to 0.882, as shown in Figure 2; all values exceed the 0.70 minimum recommended by Hair et al. (2019).

Table 5 Reliability and Descriptive Statistics

Construct	α	rhoA	rhoC	Mean	SD	Skew	Kurt
Performance Expectancy (PE)	0.80	0.799	0.881	2.87	0.84	0.25	0.04
Effort Expectancy (EE)	0.79	0.802	0.877	2.82	0.83	-0.02	-0.06
Social Influence (SI)	0.79	0.814	0.873	2.82	0.85	0.20	0.02
Price Value (PV)	0.79	0.818	0.876	2.77	0.81	0.29	0.15
Hedonic Motivation (HM)	0.74	0.749	0.853	2.73	0.74	-0.01	0.07
Habit (HB)	0.76	0.767	0.860	2.72	0.74	-0.17	-0.29
Support Conditions (SC)	0.78	0.799	0.872	2.83	0.81	0.01	-0.27
Continuance Intention	0.85	0.850	0.909	3.35	1.12	-0.18	-1.08

Sources: Authors' calculation

Table 6 presents the PLS-SEM structural model results together with the corresponding hypothesis test outcomes, integrating path coefficients, bootstrapped standard errors, t-values, significance levels, and effect sizes (f^2) for all seven hypothesized relationships. All seven paths (H1-H7) were statistically significant and supported, with standardized path coefficients from $\beta = 0.102$ (performance expectancy) to $\beta = 0.214$ (social influence and price value). The model showed strong explanatory and predictive power ($R^2 = 0.545$, Adjusted $R^2 = 0.531$). Figure 2 presents the corresponding path diagram, mapping these coefficients onto the full structural model alongside the outer loadings linking each construct to its retained items.

Table 6 PLS-SEM Structural Model and Hypothesis Testing Results (n = 230)

H	Path	SE	*β*	t	*p*	f^2	Result
H3	SI → CInt (+)	0.047	0.214	4.595	<.001**	0.086	Supported
H4	PV → CInt (+)	0.049	0.214	4.369	<.001**	0.071	Supported
H6	HB → CInt (+)	0.050	0.196	3.903	<.001**	0.060	Supported
H2	EE → CInt (+)	0.050	0.172	3.415	.001**	0.045	Supported
H7	SC → CInt (+)	0.049	0.125	2.558	.011*	0.025	Supported
H5	HM → CInt (+)	0.048	0.113	2.349	.017*	0.022	Supported
H1	PE → CInt (+)	0.045	0.102	2.260	.025*	0.017	Supported

Sources or Remarks: Author's calculation. $R^2 = 0.545$; Adjusted $R^2 = 0.531$; $Q^2 = 0.397$ (10-fold cross-validated redundancy); GoF = 0.618; maximum HTMT = 0.636 (all construct pairs below the 0.85 threshold); bootstrap based on 5,000 resamples. CInt = continuance intention. Predictors are listed in descending order of β. *$p < .05$; **$p < .01$.

Figure 2 visually depicts the full PLS-SEM model, integrating both the measurement and structural components in a single diagram. The seven hypothesized structural paths (H1-H7) are labeled with their standardized path coefficients (β) and significance level. The endogenous construct, continuance intention (CInt), also reports its coefficient of determination ($R^2 = .545$), reflecting the proportion of variance explained by the seven UTAUT2 predictors.

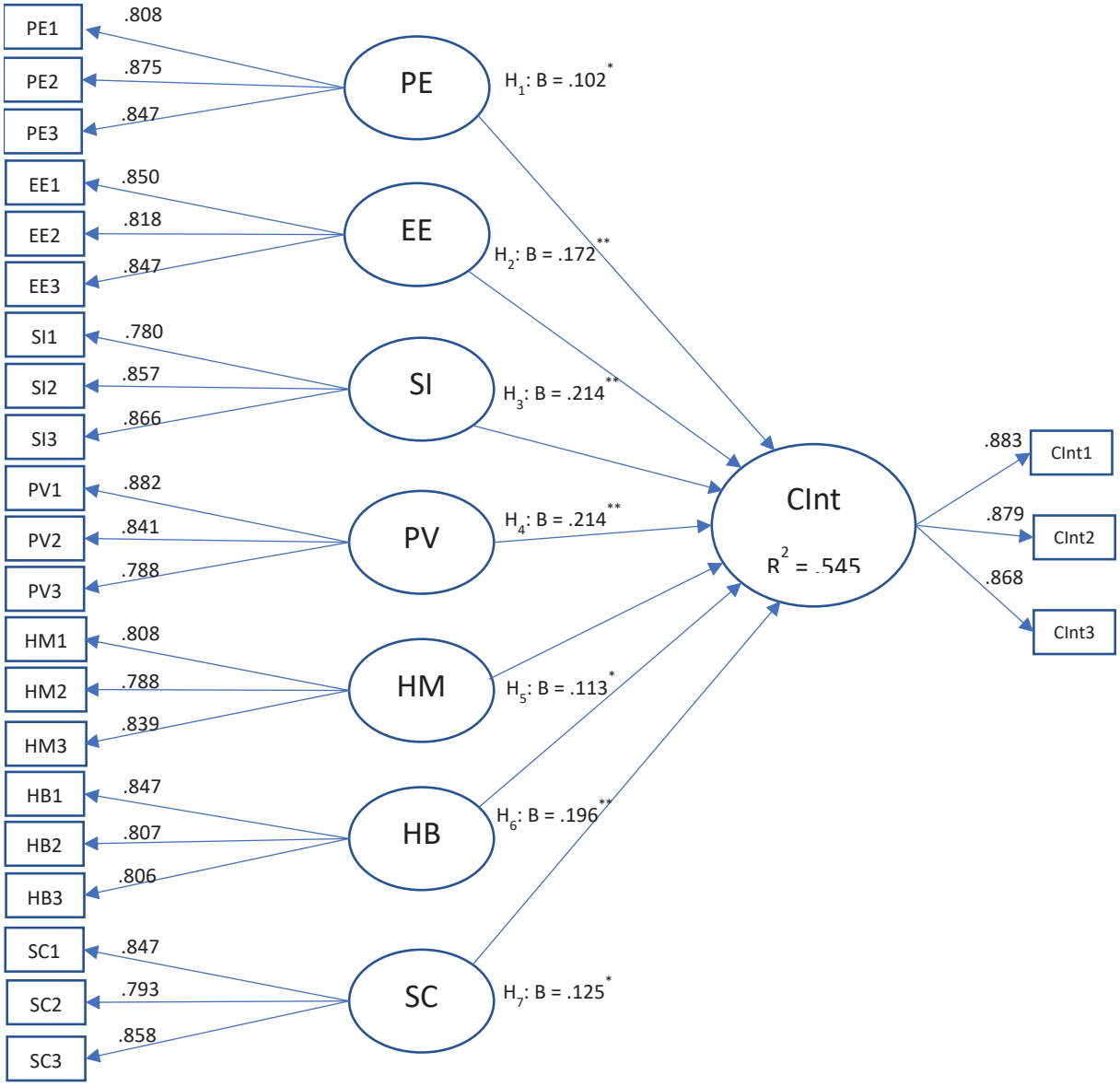


Figure 2 PLS-SEM Structural Model with Standardized Path Coefficients (n = 230)

Remarks: Author's calculation; *$p < .05$; **$p < .01$ (standardized path coefficients β, bootstrap n = 5,000)

Discussion

Together, social influence ($\beta = 0.214$, $p < .001$) and price value ($\beta = 0.214$, $p < .001$) are the two strongest drivers for continuance intention, with habit ($\beta = 0.196$, $p < .001$) not far behind. Theories of media richness and social presence provide a theoretical interpretation of social influence's strong position. In this study, we use the subjective norm (how much people around you think you should use DouYin for shopping) as the measure of social influence. Social presence theory suggests that in high-presence platforms there are stronger and continuous peer endorsements (Gefen & Straub, 2004; Wongkitrungrueng & Assarut, 2020; Alalwan et al., 2017). The UTAUT2 SI items measure only peer normative pressure and not in-broadcast parasocial relationships or streams. This is most likely because these are unmeasured mechanisms and cannot be disaggregated in this data set to explain the SI coefficient. The result is

consistent with Wongkitrungrueng and Assarut (2020), who found that social influence is one of the most important factors influencing the adoption of live commerce, and Alalwan et al. (2017), who revealed that social influence is one of the most important factors influencing the adoption of mobile commerce. Both previous studies, however, went beyond subjective norm and measured a wider range of social influence measures, such as in-platform social cues, whereas our SI items only measured subjective norm, meaning that the full effect of social influence in DouYin may be larger than our coefficient suggests.

The price value stands out as the co-equal robust predictor due to DouYin's unique value offering in real time. Sellers actively build perceived value in broadcasts by comparing quality, offering countdowns, selling at Key Opinion Leader (KOL) prices, and creating social proof of purchase decisions. This is active value construction, which is particularly effective in high-richness synchronous channels (Zeithaml, 1988). Additionally, the loss aversion effect demonstrated in time-limited pricing (Tversky & Kahneman, 1981) can be seen as further enhancing the perceived value in the limited time frames of DouYin broadcasts during promotions. This result corroborates previous studies by Morosan and DeFranco (2016), where they identified price value as significant for the adoption of NFC mobile payment, and also extends Zeithaml (1988) value framework to a real-time synchronous context. However, the seller-dominated value construction in live streaming, such as countdown sales, KOL pricing, and social proof of sales, is a more dynamic value mechanism than the more static price comparisons found in previous UTAUT2 research in traditional e-commerce settings.

The significant association with habit ($\beta = 0.196, p < .001$) indicates that DouYin's role in combining entertainment and commerce has made it easier for users to perform live commerce activities as a habit. This matches the findings of Limayem et al. (2007), who show that habit can become the most influential factor driving continued use over time, and of Venkatesh et al. (2012), who validate habit as an important predictor in a variety of consumer technology settings. In contrast to the previous UTAUT2 model, where the construct of habit usually comes after functional and social factors, its strong ranking in this model implies that DouYin's entertainment-commerce business model makes it easier to build a habit than the entertainment-commerce business model.

The effort expectancy ($\beta = 0.172, p < .01$) is a concept in the middle of the list between the strongest drivers and the weaker ones. This is in line with Davis (1989) and Venkatesh et al. (2012), who have always identified perceived ease of use as a key adoption determinant. Its position indicates that the ability to make purchases in one tap has reduced the "barrier to action" for active users without removing it as a differentiator for continuance altogether. Support conditions ($\beta = 0.125, p < .05$) are among the weaker, but still statistically significant, predictors. This indicates that among a well-equipped tier-one sample, the technical requirements of streaming place only a secondary demand on continued video engagement, and that, as Venkatesh et al. (2012) discover, the facilitating conditions of the context are a significant but comparatively minor adoption driver across contexts. Its weaker performance in this area could suggest that support conditions play more of a threshold role (required but not necessarily distinguishing

within a relatively well-equipped sample) than a perpetuating role in continuance, which it seems will be significant in lower-tier markets where DouYin is growing.

Hedonic motivation ($\beta = 0.113$, $p < .05$) and performance expectancy ($\beta = 0.102$, $p < .05$) are the weakest, though still significant, predictors. The small impact of hedonic motivation contrasts starkly with Chen et al. (2024), who found that entertainment is among one of the most important predictors of live streaming purchase intention and we explain this contrast as a result of the threshold condition. For most active users, the live broadcast format produces entertainment as a structural aspect, meaning that the differences in continuation are not large enough to be attributed to a difference in hedonic motivation. The performance expectancy is ranked last, unlike the findings of Venkatesh et al. (2012) and Xu et al. (2020), who found that PE is among the top predictors of technology adoption and live streaming engagement, respectively. This is explained by a post-hoc conjecture on seller substitution. Streamer interaction can replace some of the functionality of a platform in synchronous encounters. The two explanations are speculative inferences that would need to be tested through empirical studies in the future.

These findings also align with recent live-streaming commerce literature. Ko and Ho (2024) similarly found that ongoing trust and expectation confirmation, rather than initial ease of use, drive continued purchase intention in live-streaming shopping, consistent with effort expectancy's comparatively modest role in this study. Imanuddin and Handayani (2025), applying a Stimulus-Organism-Response framework to social commerce livestreaming, likewise identify social and hedonic stimuli as key organismic drivers of continuance, reinforcing the strong roles found here for social influence and habit. Together, these recent studies suggest that the relative importance of trust-and-confirmation mechanisms versus baseline ease-of-use may be converging across live-streaming commerce platforms more broadly, rather than being unique to DouYin.

Conclusions

This study examined the factors that drive active DouYin users to continue shopping on the platform, using a sample of 230 users from four major Chinese cities. All seven UTAUT2 factors were significant predictors, and the model explained 54.5% of the variance in continuance intention ($R^2 = 0.545$; Adjusted $R^2 = 0.531$), estimated using Partial Least Squares Structural Equation Modeling (PLS-SEM). Social influence and price value emerged as the strongest, virtually tied, drivers of continuance intention, followed in descending order by habit, effort expectancy, support conditions, hedonic motivation, and performance expectancy, the weakest though still significant predictor. Discriminant validity (HTMT), effect sizes (f^2), and predictive relevance (Q^2) all confirmed the robustness of the model.

The findings directly address three gaps identified in the introduction. First, prior studies on live streaming adoption have tested only partial sets of UTAUT2 constructs (Xu et al., 2020; Wongkitrungrueng & Assarut, 2020), leaving the relative importance of all seven factors unknown. Second, existing research has focused predominantly on initial purchase intention rather than continuance among active users. Third,

this study benchmarks the relative importance of all seven predictors using standardized coefficients reported as a continuous ranking by effect size, rather than a single-point ranking or discrete groupings, clarifying which differences in predictive strength are well-supported versus descriptive. This study addresses all three gaps simultaneously.

Theoretical Contributions

Academically, this study provides the first full-model UTAUT2 examination of DouYin live streaming e-commerce continuance intention, applying all seven constructs simultaneously to an active-user sample. Reporting predictors as a continuous ranking by standardized effect size, rather than imposing discrete significance-based groupings, avoids overstating the precision of fine-grained distinctions between closely spaced coefficients. This approach is replicable across other platforms and technology adoption contexts.

Theoretically, media richness theory is used to explain why the factor hierarchy looks the way it does—specifically, why price value ranks as the top driver (sellers can actively construct value in real time in a high-richness channel) and why performance expectancy ranks last (streamer interaction substitutes for platform-level functional quality in synchronous encounters). Social presence theory explains why social influence and habit are amplified in DouYin's synchronous, entertainment-integrated environment relative to asynchronous platforms. Two post-hoc interpretations—the seller-substitution mechanism for PE and the threshold-condition explanation for HM—are introduced as clearly labeled conjectures for future empirical testing. Together, these theoretical contributions offer a richer account of technology continuance in synchronous commerce contexts than UTAUT2 alone provides.

Managerial/Practical Implications

In practice, the findings offer modality-specific guidance for three audiences. For platform operators, the leading role of price value, social influence, and habit suggests that investment in exclusive live-pricing infrastructure, social proof mechanisms—visible viewer counts, real-time purchase alerts, peer sharing features—and habit-forming design (e.g., recurring streaming schedules integrated into the short-video feed) will yield the highest continuance returns. For brands and content creators, effort expectancy's moderate role indicates that keeping the purchase path frictionless remains worthwhile, even though it is no longer a top differentiator of continuance. For market expansion teams, the comparatively weaker but still significant role of support conditions even in a well-equipped tier-one sample signals that device compatibility and connection quality will be considerably more important barriers in lower-tier Chinese cities and international markets where DouYin is expanding. The seller-substitution pattern identified for performance expectancy also has a direct design implication. Because streamer interaction appears to compensate for gaps in platform-level functional quality, operators should calibrate investment in AI-driven interface automation (e.g., automated recommendations, chatbot-assisted checkout) against continued investment in live streamer training and support, since over-automating the interface risks displacing the human interaction that currently substitutes for functional shortcomings, particularly for less tech-savvy or lower-expectancy user segments.

Limitations and Future Research Direction

Four main limitations should be acknowledged. First, the cross-sectional design captures a single point in time. Longitudinal research would clarify how the factor hierarchy evolves as DouYin matures. Second, the four-city tier-one sample limits generalizability to lower-tier Chinese cities and international markets. Third, while PLS-SEM corrects for the measurement-error attenuation inherent in summated-scale approaches, the structural model remains inherently linear, and non-linear or threshold relationships between predictors and continuance intention cannot be detected without additional nonlinear PLS extensions. Fourth, respondents were recruited through WeChat groups oriented around DouYin shopping and content creation, which likely selected for users who were already engaged, habitual, and socially embedded in the platform; this sampling approach may inflate estimates of habit, hedonic motivation, and social influence relative to the broader population of occasional or lapsed DouYin shoppers, and should be considered when interpreting the relative strength of these predictors.

Four future research directions are recommended: 1) disaggregate the social influence construct into peer normative pressure, in-broadcast social proof, and parasocial streamer influence; 2) test the seller-substitution mechanism by adding streamer interaction quality as a moderator of PE-continuance; 3) test whether the relative ordering of predictors by effect size holds within specific product categories; and 4) validate self-reported intentions against actual platform usage data.

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Ethics Considerations

All procedures performed in this study were in accordance with accepted ethical standards for minimal-risk behavioral research. Data were collected anonymously. No personally identifiable information was collected, and participation was voluntary. Respondents were informed about the purpose of the study and were free to withdraw at any time. All responses were used exclusively for academic research purposes, and informed consent was implied through voluntary participation.

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DETERMINANTS OF STUDENTS' ACCEPTANCE AND USE OF DIGITAL CHINESE LEARNING APPLICATIONS: A UTAUT-BASED ANALYSIS AT A THAI PRIVATE UNIVERSITY

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Abstract

Purpose: This study examines the determinants of students' acceptance and use of digital Chinese learning applications in higher education. Despite growing adoption, evidence on technology acceptance among Thai university students remains limited, and prior studies report inconsistent effects of key UTAUT constructs. This study investigates how technological and social perceptions shape students' behavioral intention and actual use of these learning applications.

Study Design/Methodology/Approach: A quantitative survey was conducted with 243 undergraduate students at a private university in Thailand who had experience using digital Chinese learning applications. The questionnaire measured UTAUT constructs, and structural equation modeling examined direct and indirect relationships, including the mediating role of Behavioral Intention.

Findings: Effort Expectancy and Social Influence significantly and positively influence Behavioral Intention ($\beta = 0.4434$, $p < .001$; $\beta = 0.6599$, $p < .001$, respectively), with Social Influence exerting the strongest effect. In contrast, Performance Expectancy has a significant negative effect on Behavioral Intention. Behavioral Intention is the strongest predictor of Actual Use ($\beta = 0.9665$, $p < .001$), whereas Facilitating Conditions has no significant effect. Mediation analysis confirms that Behavioral Intention mediates the effects of Effort Expectancy and Social Influence on Actual Use. The indirect effect of Performance Expectancy is significant but negative.

Originality/Value: This study provides empirical evidence on Thai university students' acceptance of digital Chinese learning applications, a context that has received limited scholarly attention. The findings extend the UTAUT framework for mobile-assisted language learning by highlighting the dominant roles of social influence, usability, and intention formation over perceived usefulness, and offer practical implications for enhancing student engagement and optimizing the integration of digital language learning tools in higher education.

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Keywords: UTAUT, Mobile-assisted Language Learning (MALL), Digital Chinese Learning Application, Behavioral Intention, Social Influence, Effort Expectancy, Performance Expectancy

Introduction

The rapid expansion of Chinese language learning worldwide has highlighted the growing importance of digital tools in supporting effective language acquisition. As China's global economic and cultural presence grows, Mandarin Chinese has become one of the most widely studied foreign languages globally, with demand increasing across many countries, including Thailand. Digital applications such as Duolingo, HelloChinese, HelloTalk, and WeChat-based tools are now commonly used to supplement classroom learning by providing varied practice in pronunciation, vocabulary, and sentence structures through interactive and self-paced activities. Gamified applications like Duolingo and HelloChinese provide structured lessons, pronunciation practice, and immediate feedback on interactive tasks (Li & O'Rourke, 2022; Puri et al., 2025). Communication-oriented platforms, such as HelloTalk and WeChat, enable authentic interaction with native speakers through text, voice, and multimedia messaging (Puri et al., 2025). These features allow learners to practice pronunciation, vocabulary, and syntax structures through both guided and self-paced activities.

Existing research provides strong evidence that digital learning applications can enhance a range of Chinese language skills. Ma (2024) reported that Quizlet significantly improved vocabulary retention and learner motivation through structured digital flashcards and spaced-repetition techniques. Likewise, Cheng (2024) demonstrated that WeChat-supported learning activities enhance students' speaking and reading proficiency by facilitating authentic communication and social interaction. A systematic review by Cao et al. (2025) confirmed that WeChat also contributes to reduced anxiety, stronger learner confidence, and richer multimodal learning experiences through its multimedia, messaging, and collaborative features. These findings collectively suggest that Mobile-Assisted Language Learning (MALL) environments offer meaningful opportunities for Chinese learners to engage in continuous and interactive practice beyond the traditional classroom.

In addition to pedagogical advantages, research on digital language learning increasingly draws on the Unified Theory of Acceptance and Use of Technology (UTAUT) to explain students' adoption behavior. Chen and Zhao (2022) found that while mobile vocabulary applications were perceived as useful, ease of use and motivational design elements played a stronger role in shaping behavioral intention among Chinese learners. Meanwhile, Ke et al. (2025) further emphasized the importance of digital and AI literacy in strengthening university students' acceptance of educational technologies. Yet despite these insights, prior studies have reported inconsistent effects of Performance Expectancy and Facilitating Conditions across cultural and institutional settings, suggesting the need for additional context-specific research.

However, despite the growing international literature on MALL and UTAUT, empirical studies from Thailand—especially those focusing on Chinese language learning in private universities—remain limited.

Most regional studies instead examine English-language learning applications or general digital literacy, leaving a gap in understanding how Thai learners adopt digital Chinese learning applications. Additionally, the mediating role of Behavioral Intention, although theoretically central in UTAUT, has been insufficiently tested in mobile Chinese-learning environments. Emerging research also shows that Facilitating Conditions can have unexpected negative effects on Actual Use when excessive support undermines learner autonomy, as seen in studies of MALL engagement (Hwang et al., 2024) —a phenomenon not yet explored with Thai university students.

Given these gaps, the present study investigates the determinants of students' acceptance and actual use of digital Chinese learning applications at a Thai private university. Applying the UTAUT framework, the study examines both direct effects among key constructs—Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Behavioral Intention, and Actual Use—and indirect effects mediated by Behavioral Intention. The findings aim to extend empirical evidence on MALL adoption and support the development of more effective digital Chinese language-learning strategies within Thai higher education.

Objectives

The objectives of this study are as follows:

1. To examine the levels of acceptance and actual use of digital Chinese learning applications among students at a private university in Thailand.
2. To investigate the effects of Performance Expectancy, Effort Expectancy, and Social Influence on Behavioral Intention to use digital Chinese learning applications.
3. To determine the effects of Behavioral Intention and Facilitating Conditions on the Actual Use of digital Chinese learning applications.
4. To assess the mediating role of Behavioral Intention in the relationships among the UTAUT constructs and the actual use of the applications.

Literature Review

Digital Chinese Learning Applications in Thai Learners

Thai, which uses an abugida writing system, differs fundamentally from Chinese in several linguistic aspects. Although Thai is also a tonal language with five tones, Thai learners of Mandarin often experience persistent difficulties in perceiving and producing Mandarin tones, which may contribute to increased communicative anxiety. In addition, learning and processing Chinese characters pose substantial challenges for second-language learners due to the logographic writing system and the complex semantic structure of Chinese words, particularly in compound character forms (Jiang, 2018). Several studies have further reported that Thai students perceive writing Chinese characters as more difficult than writing English words (Guo & Lertlit, 2021; Xinyan & Kongjit, 2020).

Digital learning applications have demonstrated their effectiveness in supporting Chinese language learning. Interactive features such as speech recognition and gamified tasks in the Hong En literacy application have been shown to enhance Thai learners' listening proficiency (Wu et al., 2025). Quizlet has been found to improve vocabulary retention and learner motivation through spaced repetition and interactive flashcards (Ma, 2024). Similarly, the web-based tool stroke order has been shown to increase learners' writing speed, thereby supporting improvements in writing accuracy and learning motivation (Sun et al., 2026). Overall, the evidence indicates that digital applications play an important role in assisting Thai learners of Chinese.

Research trends also emphasize the psychological dimension of Digital learning applications. Hu et al. (2023) showed that flow experience and collaboration significantly increase continuance intention, suggesting motivation is a key component of sustained engagement with digital applications. Ye et al. (2025) reported that short video viewing and interaction stimulate the intrinsic motivation and self-efficacy of Thai students. These studies collectively demonstrate that digital Chinese learning tools provide pedagogical value across various skills and learning settings.

The varied features of these Chinese learning applications may influence learners' acceptance of technology. Functions such as stroke-order animation, voice recognition, and structured vocabulary exercises reduce the complexity of learning tones and characters, thereby enhancing perceived ease of use (Sun et al., 2026). This suggests that Effort Expectancy may play an important role in learning Chinese, a linguistically complex language that is different from Thai, a phonetic language. In addition, communication features in applications such as WeChat and HelloTalk may strengthen Social Influence (Wang & Jiang, 2025), while mobile accessibility and feedback functions contribute to Facilitating Conditions and Performance Expectancy. These relationships indicate that particular features of digital applications may shape learners' acceptance across the UTAUT framework.

Unified Theory of Acceptance and Use of Technology (UTAUT)

UTAUT proposes four determinants of technology acceptance: Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions (Venkatesh et al., 2003). The model has been widely applied in educational technology, including mobile language learning. Findings related to Performance Expectancy remain mixed. Chen and Zhao (2022) found that usefulness was less influential than motivational and ease-of-use factors in gamified Chinese vocabulary learning. Effort Expectancy has consistently been identified as a strong predictor of behavioral intention, implying that ease of use reduces cognitive load and enhances willingness to adopt digital tools (Venkatesh et al., 2003; Hoi, 2020). Social Influence is particularly influential in collectivist cultures. Cheng (2024) found that teacher guidance and peer support significantly shape participation in WeChat-based learning. Similarly, Ke et al. (2025) emphasized that social expectations strongly predict adoption of digital learning platforms.

Facilitating Conditions traditionally predict system use, but recent studies suggest more complex outcomes. Hwang et al. (2024) observed that excessive external support in MALL may reduce autonomous

use when learners depend too heavily on institutional resources. This signals a need to revisit UTAUT assumptions in different learning contexts.

This study adopts the original UTAUT model (Venkatesh et al., 2003) rather than UTAUT2, as the additional constructs in UTAUT2 (e.g., hedonic motivation, price value, and habit) are more relevant to consumer behavior contexts. The original model is considered more appropriate for examining technology acceptance in educational settings (Venkatesh et al., 2012).

Empirical Studies on Acceptance of Digital Language Learning Tools

Numerous studies examine MALL. Burston (2015) reviewed MALL advances and highlighted its potential in improving language skills. Hoi (2020) found that perceived usefulness and ease of use strongly predicted mobile language learning acceptance among higher education learners.

Collaboration and communication via WeChat also emerge as key factors in digital Chinese learning success. Dimov and Mutti (2023) described how WeChat supports language interaction and strengthens vocabulary retention through peer engagement. Li (2023) demonstrated that WeChat-based vocabulary modules promote long-term retention. These findings underscore the necessity of evaluating both technological and social determinants in examining learners' acceptance of digital tools.

Research Gap

While numerous studies confirm the pedagogical benefits of digital Chinese learning tools, very few investigations focus on Thai learners' acceptance of these applications. Existing research insufficiently covers how technological perceptions, social contexts, and support environments jointly affect acceptance of Chinese learning applications.

Additionally, inconsistent findings regarding Performance Expectancy and Facilitating Conditions indicate the need to reassess these constructs in different cultural settings. Although Behavioral Intention is theorized to mediate relationships in UTAUT, empirical evidence in mobile Chinese learning remains limited. Therefore, this study fills the gap by applying UTAUT to examine both direct and indirect effects among technological and social determinants influencing acceptance and actual use of digital Chinese learning applications among Thai university students.

The conceptual framework of this study is based on the UTAUT model, in which Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions influence Behavioral Intention and Actual Use. Behavioral Intention is also proposed as a mediating variable between the independent variables and Actual Use.

Based on the Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003) and prior literature on technology acceptance and mobile-assisted language learning, the following hypotheses are proposed:

H1: Performance Expectancy positively affects Behavioral Intention.

H2: Effort Expectancy positively affects Behavioral Intention.

H3: Social Influence positively affects Behavioral Intention.

H4: Behavioral Intention positively affects Actual Use.

H5: Facilitating Conditions positively affect Actual Use.

Methodology

This study employed a quantitative survey design to investigate the determinants of students' acceptance and actual use of digital Chinese learning applications. The participants consisted of 243 students at a private university in Thailand who reported using digital Chinese learning applications. Convenience sampling was used due to easy accessibility to the target population. Convenience sampling is widely adopted in exploratory technology-acceptance research because of its practicality and efficiency in obtaining participants from accessible groups (Fowler Jr, 2009; Leedy & Ormrod, 2019).

Sample Size Justification

The adequacy of the sample size was supported by SEM guidelines. According to Hair et al. (2006), covariance-based SEM generally requires a minimum of 200 participants and 10-20 respondents per observed indicator to ensure sufficient statistical power and model stability. With 19 observed indicators in the UTAUT-based measurement model, the recommended sample size ranges from 190 to 380 participants. Therefore, the sample of 243 respondents meets these requirements. In addition, prior methodological literature suggests that CB-SEM typically requires at least 200 cases for models involving multiple constructs and structural relationships (Hair et al., 2006). The sample size used in this study exceeds this threshold, supporting the adequacy of the data for SEM analysis.

Research Instrument

The questionnaire consisted of 19 items across six constructs: Performance expectancy (3 items), Effort expectancy (3 items), Social influence (4 items), Facilitating conditions (3 items), Behavioral intention (3 items), and Actual use (3 items). Representative items include "Using digital applications helps me learn Chinese more effectively" and "I plan to use these applications for learning Chinese in the future". All items were adapted from Venkatesh et al. (2003) and reworded to reflect the context of digital Chinese learning applications among Thai university students. Responses were measured using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Measurement Model

The measurement model was assessed using Confirmatory Factor Analysis (CFA), and the results indicated an acceptable model fit (CFI = 0.950, TLI = 0.940, SRMR = 0.039, RMSEA = 0.084). Reliability was confirmed using Cronbach's alpha, with all constructs exceeding the recommended threshold of 0.70 (Hair et al., 2006). Construct validity was supported by standardized factor loadings ranging from 0.746 to 0.933, exceeding the recommended minimum of 0.70 and indicating adequate indicator reliability. Convergent validity was further supported by Average Variance Extracted (AVE) values above 0.50 for all constructs, while discriminant validity was assessed using the HTMT criterion.

Data Collection Procedures

Data was collected online through course communication channels. Students were informed of the study purpose and provided voluntary participation and confidentiality assurances. Responses were screened for completeness before analysis. Missing data were examined prior to analysis and found to be minimal; therefore, listwise deletion was applied.

Ethical considerations were carefully addressed in this study. Participation was voluntary, and all respondents were informed of the purpose of the research prior to data collection. No personally identifiable information was collected, and responses were analyzed in aggregate to ensure anonymity and confidentiality. Participants were free to withdraw from the study at any time without any consequences. The study involved minimal risk and adhered to standard ethical principles for survey-based research involving human participants.

Data Analysis

Data analysis was conducted using Jamovi. Descriptive statistics were used to summarize demographic characteristics and construct-level mean scores. The analysis followed a two-step approach. First, CFA was conducted to evaluate the measurement model, including factor loadings, internal consistency reliability, convergent validity, and discriminant validity. Second, Structural Equation Modeling (SEM) was applied to examine the relationships among constructs, as it enables the simultaneous estimation of measurement and structural models and is widely used in technology-acceptance research (Hair et al., 2006).

Model fit was assessed using standard indices, including CFI, TLI, RMSEA, and SRMR. Factor loadings, internal consistency reliability, and overall model fit were evaluated in accordance with accepted covariance-based SEM assessment guidelines (Hair et al., 2006; Kline, 2023). Behavioral Intention was further analyzed as a mediator of the effects of Performance Expectancy, Effort Expectancy, and Social Influence on Actual Use.

Common method bias was assessed using Harman's single-factor test. The first factor accounted for 63.6% of the total variance, which exceeds the recommended threshold of 50%, indicating the possible presence of common method bias. Therefore, the results should be interpreted with caution. However, additional evidence from confirmatory factor analysis showed that the measurement model demonstrated acceptable validity and model fit, suggesting that the observed relationships remain meaningful within the context of the study. In addition, respondents were assured of anonymity and confidentiality, and the questionnaire used previously validated constructs adapted to the study context.

Results

This section presents the findings of the descriptive analysis, measurement model evaluation, and hypothesis testing. The results are organized to address the research objectives and the proposed UTAUT relationships.

Descriptive Statistics

Descriptive analysis was conducted to examine students' perceptions of the UTAUT constructs. As shown in Table 1, students reported consistently high levels across all constructs. Facilitating Conditions (FC) had the highest mean score ($\bar{x}$ = 4.185, SD = 0.906), indicating that students perceived strong technological and resource support. Behavioral Intention (BI) ($\bar{x}$ = 4.095, SD = 0.870), Performance Expectancy (PE) ($\bar{x}$ = 4.054, SD = 0.920), and Effort Expectancy (EE) ($\bar{x}$ = 4.011, SD = 0.916) also received high ratings. Social Influence (SI) ($\bar{x}$ = 3.931, SD = 0.917) and Actual Use (AU) ($\bar{x}$ = 3.948, SD = 0.992) recorded slightly lower means but remained above the scale midpoint.

Table 1 Mean and Standard Deviation of UTAUT Constructs

Construct	Mean	SD
Performance Expectancy (PE)	4.054	0.920
Effort Expectancy (EE)	4.011	0.916
Social Influence (SI)	3.931	0.917
Facilitating Conditions (FC)	4.185	0.906
Behavioral Intention (BI)	4.095	0.870
Actual Use (AU)	3.948	0.992

Measurement Model Assessment

Construct validity and reliability were evaluated before testing the structural model. All items demonstrated strong standardized factor loadings ranging from 0.746 to 0.933, exceeding the recommended threshold of 0.70. Reliability analysis showed excellent internal consistency, with Cronbach's alpha values above 0.70 for all constructs.

Table 2 AVE and Square Root of AVE

Construct	AVE	√AVE
PE	0.817	0.904
EE	0.772	0.879
SI	0.732	0.856
FC	0.744	0.863
BI	0.796	0.892
AU	0.814	0.902

Convergent validity was further supported by AVE values ranging from 0.732 to 0.817, all of which exceeded the recommended threshold of 0.50. These results confirm that the measurement model adequately represents the underlying UTAUT variables and demonstrates satisfactory reliability and validity.

Table 3 Discriminant Validity Assessment Using the Fornell–Larcker Criterion

Construct	PE	EE	SI	FC	BI	AU
PE	**0.904**	0.848	0.830	0.758	0.690	0.694
EE		**0.879**	0.829	0.902	0.788	0.735
SI			**0.854**	0.789	0.820	0.834
FC				**0.862**	0.791	0.669
BI					**0.892**	0.891
AU						**0.903**

Remarks: Diagonal values represent √AVE; off-diagonal values represent inter-construct correlations.

Discriminant validity was initially assessed using the Fornell–Larcker criterion, which indicated potential concerns as several inter-construct correlations exceeded the square root of AVE. To address this limitation, the Heterotrait–Monotrait (HTMT) ratio was employed as a more robust assessment. As shown in Table 4, most HTMT values were below the recommended threshold of 0.90, although the value between EE and FC slightly exceeded the threshold (0.906), suggesting a potential overlap between these constructs. However, given that the majority of construct pairs met the HTMT criterion and the theoretical distinction between constructs is well established in the UTAUT framework, discriminant validity was considered acceptable for the purposes of this study.

Table 4 Heterotrait–Monotrait Ratio of Correlations (HTMT)

Construct	PE	EE	SI	FC	BI	AU
PE	-	0.852	0.835	0.769	0.697	0.694
EE	0.852	-	0.830	0.906	0.792	0.739
SI	0.835	0.830	-	0.784	0.824	0.838
FC	0.769	0.906	0.784	-	0.799	0.673
BI	0.697	0.792	0.824	0.799	-	0.887
AU	0.694	0.739	0.838	0.673	0.887	-

Remarks: HTMT values below 0.90 indicate acceptable discriminant validity.

Discriminant validity was further assessed using the HTMT criterion. As shown in Table 4, most HTMT values were below the recommended threshold of 0.90, although the value between EE and FC slightly exceeded the threshold (0.906), indicating potential overlap between these constructs.

Structural Model Evaluation

The structural model demonstrated an acceptable fit, with key fit indices within acceptable ranges (CFI = 0.950, TLI = 0.940, SRMR = 0.039, RMSEA = 0.084). These results indicate that the model provides an adequate representation of the data and is suitable for examining the hypothesized relationships among the constructs.

Direct Effects

Table 5 presents the results of hypothesis testing for direct effects. SI and EE emerged as significant predictors of BI. SI had the strongest positive effect ($\beta = 0.6599$, $p < .001$), followed by EE ($\beta = 0.4434$, $p < .001$). In contrast, PE showed a significant negative effect on BI ($\beta = -0.2134$, $p = 0.030$).

BI was the strongest determinant of AU ($\beta = 0.9665$, $p < .001$). FC did not have a significant effect on AU ($\beta = -0.0735$, $p = 0.265$), indicating that perceived support does not significantly influence students' actual usage of digital Chinese learning applications.

Table 5 Direct Effects Among UTAUT Constructs

Path	*β*	*p*-value	Result
PE → BI	-0.2134	0.030	Not supported (negative relationship observed)
EE → BI	0.4434	< .001	Supported
SI → BI	0.6599	< .001	Supported
BI → AU	0.9665	< .001	Supported
FC → AU	-0.0735	0.265	Not supported

Indirect Effects

The mediation analysis examined whether BI mediated the effects of PE, EE, and SI on AU. As shown in Table 6, BI significantly mediated the relationships between EE and AU ($\beta = 0.4286$, $p < .001$) and between SI and AU ($\beta = 0.6378$, $p < .001$). In contrast, the indirect effect of PE on AU through BI was significant but negative ($\beta = -0.2063$, $p = 0.032$), indicating that higher perceived usefulness may reduce intention and, consequently, actual usage in this context.

Table 6 Indirect Effects via BI

Indirect Path	*β*	*p*-value	Result
PE → BI → AU	-0.2063	0.032	Not supported (negative relationship observed)
EE → BI → AU	0.4286	< .001	Supported
SI → BI → AU	0.6378	< .001	Supported

Overall, the findings highlight the central role of Behavioral Intention in shaping students' actual use of digital Chinese learning applications. Social Influence and Effort Expectancy were the strongest predictors of Behavioral Intention, with Social Influence exerting the greatest influence. In contrast, Performance Expectancy showed a significant negative effect on Behavioral Intention, indicating that perceived usefulness may not necessarily encourage intention to use in this context.

Behavioral Intention emerged as the strongest determinant of Actual Use, confirming its key role in driving actual behavior. Facilitating Conditions did not have a significant direct effect on Actual Use, suggesting that perceived support does not play a decisive role in influencing students' usage of digital Chinese learning applications.

Furthermore, Behavioral Intention significantly mediated the effects of Effort Expectancy and Social Influence on Actual Use. The indirect effect of Performance Expectancy on Actual Use through Behavioral Intention was also significant but negative, reflecting the negative relationship between Performance Expectancy and Behavioral Intention.

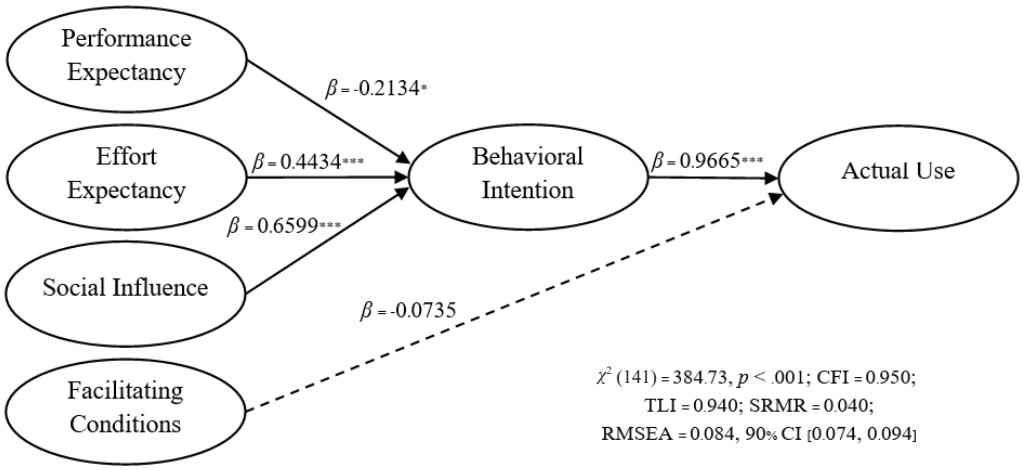


Figure 1 Structural Model with Standardized Path Coefficients

Remarks: Standardized coefficients shown; * $p < .05$, ** $p < .01$, *** $p < .001$.

Discussion

The findings of this study provide important insights into the determinants of students' acceptance and use of digital Chinese learning applications within the UTAUT framework (Venkatesh et al., 2003). Overall, the results both support and extend existing literature in technology acceptance and mobile-assisted language learning contexts.

The results indicate that both Social Influence and Effort Expectancy significantly and positively influence Behavioral Intention. This is consistent with the UTAUT model, which highlights the importance of social factors and perceived ease of use in shaping users' intention to adopt technology (Venkatesh et al., 2003). Similarly, Effort Expectancy has been widely recognized as a key determinant of Behavioral Intention in both UTAUT and TAM, where ease of use reduces cognitive effort and increases willingness to engage with technology (Davis, 1993). Empirical evidence from mobile-assisted language learning contexts also supports this relationship, indicating that user-friendly systems enhance learners' intention to use digital applications (Hwang et al., 2024).

In contrast to most prior studies, Performance Expectancy was found to have a significant negative effect on Behavioral Intention. This finding challenges the traditional assumption that perceived usefulness positively influences technology adoption (Davis, 1993; Venkatesh et al., 2003). Also, this finding may reflect unmet expectations or a mismatch between perceived usefulness and actual learning experience. This interpretation is consistent with studies suggesting that perceived usefulness alone may not be sufficient to sustain engagement if it does not align with actual user experience (Li, 2023).

The analysis further shows that Behavioral Intention was the strongest predictor of Actual Use, as indicated by the largest standardized path coefficient, which is consistent with both UTAUT and TAM. These frameworks emphasize that intention is the most direct determinant of behavior (Davis, 1993; Venkatesh et al., 2003). This finding is also supported by research in mobile-assisted language learning, which demonstrates that higher levels of intention lead to greater engagement and sustained usage of learning applications (Hwang et al., 2024).

However, Facilitating Conditions were found to have no significant effect on Actual Use. This result suggests that facilitating conditions may not directly influence usage behavior in contexts where access to technology and infrastructure is already widespread. As students already possess sufficient access to devices and internet connectivity, external support systems may not play a decisive role in determining whether they use digital learning applications. This finding is consistent with recent research indicating that the importance of facilitating conditions may diminish in highly digitalized environments where technological access is no longer a major barrier (Hwang et al., 2024). This finding may also be interpreted through the lens of self-determination theory, which suggests that excessive external support can undermine learners' sense of autonomy, thereby reducing intrinsic motivation to engage in self-directed learning activities.

In addition, the mediation analysis confirms that Behavioral Intention plays a crucial role in translating Effort Expectancy and Social Influence into Actual Use. This supports the theoretical assumption of UTAUT that intention functions as a key mediating mechanism between external factors and user behavior (Venkatesh et al., 2003). Meanwhile, the indirect effect of Performance Expectancy was also significant but negative, reflecting the same pattern observed in the direct relationship and reinforcing the complexity of users' perception of usefulness in this context.

In summary, this study confirms the importance of Social Influence, Effort Expectancy, and Behavioral Intention in explaining technology adoption in digital language learning. At the same time, it provides new evidence that challenges traditional assumptions regarding Performance Expectancy and Facilitating Conditions. These findings highlight that technology acceptance is context-dependent and influenced by users' expectations, experiences, and learning environments. The strong relationship between Behavioral Intention and Actual Use may also reflect a high degree of conceptual proximity between the constructs and should be interpreted with caution.

Conclusions

This study explored the factors influencing students' acceptance and actual use of digital Chinese learning applications in a private university in Thailand, using the UTAUT framework as the theoretical foundation. The findings clearly highlight the central role of Behavioral Intention, which emerged as the strongest predictor of Actual Use. In particular, Social Influence and Effort Expectancy were found to significantly shape students' intention to use the applications, with Social Influence showing the strongest

effect. This suggests that peer and social environments, together with ease of use, play a crucial role in encouraging students to engage with digital language learning tools.

On the other hand, Performance Expectancy was found to have a significant but negative effect on Behavioral Intention. This indicates that perceived usefulness alone may not always encourage adoption, especially when users' expectations do not align with their actual experience. In addition, Facilitating Conditions did not significantly influence Actual Use. These findings challenge traditional assumptions within the UTAUT framework and suggest that, in highly accessible technological environments, external support may no longer be a decisive factor in driving usage behavior.

The mediation analysis further reinforces the importance of Behavioral Intention, showing that it acts as a key mechanism through which Effort Expectancy and Social Influence translate into Actual Use. At the same time, the indirect effect of Performance Expectancy was significant but negative, reflecting the same pattern observed in the direct relationship. This highlights the complexity of user perceptions in digital learning contexts.

Overall, this study contributes empirical evidence to the growing literature on technology acceptance and digital language learning, particularly in the context of Asian higher education. The findings suggest that social influence, usability, and intention formation are more influential than perceived usefulness in shaping students' behavior. These insights offer practical implications for educators, curriculum designers, and application developers, emphasizing the need to design user-friendly systems, create supportive social learning environments, and focus on enhancing students' intention to engage with digital learning tools.

Limitations

This study has several limitations that should be considered when interpreting the findings. First, the use of convenience sampling and data collection from a single private university may limit the generalizability of the results to other educational contexts. Second, the study relied on self-reported data, including the measurement of Actual Use, which may be subject to response bias. Third, the cross-sectional design does not allow for causal inferences over time. In addition, although common method bias was assessed and procedural remedies were applied, the relatively high variance explained by a single factor suggests that potential bias cannot be entirely ruled out. Finally, some constructs exhibited high inter-correlations, indicating possible conceptual overlap, which should be interpreted with caution. Future studies may employ longitudinal designs and multi-source data to further validate the causal relationships identified in this study.

Recommendations

Recommendations for Educators

1. Strengthen social influence within the learning environment: As Social Influence was the strongest predictor of Behavioral Intention, instructors should actively promote the use of digital Chinese learning applications during classroom activities. Peer-based approaches—such as group tasks, collaborative

exercises, or shared learning progress—can help build a supportive learning environment and motivate students to engage more consistently with the applications.

2. Provide structured app-based learning activities: Since Behavioral Intention strongly predicted Actual Use, integrating app-based tasks into the curriculum (e.g., weekly vocabulary assignments, tone practice logs, or character recognition exercises) can help reinforce intention and convert it into actual behavior. Applications with structured learning paths, progress tracking, and assignment-friendly features may better support such integration.

3. Support ease of use through initial guidance: Given the significant effect of Effort Expectancy, educators should ensure that students feel comfortable using the applications. Short demonstrations, onboarding sessions, or guided practice at the beginning can reduce uncertainty and help students use digital tools more confidently. Instructors should also select applications with clear instructions, simple navigation, and built-in tutorials to further reduce perceived effort.

Recommendations for Application Developers

1. Prioritize usability and simplicity: Developers should focus on creating intuitive and user-friendly interfaces to enhance Effort Expectancy. Clear navigation, simple layouts, and guided features such as tutorials or step-by-step instructions can improve the overall learning experience.

2. Incorporate social learning features: Given the importance of Social Influence, integrating social components—such as collaborative tasks, leaderboards, message boards, or peer challenges—may increase learners' motivation and help sustain long-term application use.

3. Make learning outcomes more visible: Since performance expectancy showed a negative effect on Behavioral Intention, applications should better communicate their value to users. Features such as progress tracking, immediate feedback, and visible learning achievements can help users clearly see the benefits of using the application.

Recommendations for Institutions

1. Encourage autonomous learning: As facilitating conditions were not found to significantly influence Actual Use, institutions should avoid over-reliance on external support systems. Instead, they should promote self-directed learning while providing support only when necessary.

2. Promote digital learning engagement: Institutions can foster stronger engagement by encouraging the use of digital learning tools as part of the learning culture. This may include integrating digital applications into courses or recognizing students who actively engage with them.

3. Provide reliable but non-intrusive support: Rather than expanding technical support beyond necessity, institutions should focus on ensuring stable internet access, up-to-date devices, and accessible help desks-all of which support learning without diminishing students' reliance on the applications themselves.

Recommendations for Future Implementation

1. Integrate applications into course planning: Digital Chinese language courses should be designed

to include application-based practice as a standard component, ensuring alignment between classroom instruction and digital learning tasks.

2. Monitor usage to improve learning outcomes: Educators and institutions can review students' usage patterns to better understand engagement levels and identify areas for improvement. This can help refine teaching strategies and enhance the effectiveness of digital learning over time.

Appendix A: Measurement Items

All measurement items were derived and adapted from the original UTAUT instrument and modified to fit the context of digital Chinese learning applications. Responses were measured using a five-point Likert scale (1 = Strongly disagree, 5 = Strongly agree).

Table 7 Measurement Items of UTAUT Constructs

Construct	Code	Measurement Item
Performance Expectancy (PE)	PE1	Using digital applications helps me learn Chinese more effectively
	PE2	Digital applications help me achieve my Chinese learning goals more quickly
	PE3	Using applications helps me understand Chinese lessons better than traditional learning methods
Effort Expectancy (EE)	EE1	Learning Chinese through digital applications is easy for me
	EE2	I find these applications uncomplicated and easy to understand
	EE3	I can learn how to use the applications for learning Chinese by myself
Social Influence (SI)	SI1	Important people in my life (such as teachers, friends, or family) think that I should use applications to learn Chinese
	SI2	My classmates often use digital applications to learn Chinese
	SI3	I feel encouraged by people around me to use technology to improve my Chinese skills
	SI4	The popularity of other users influences my decision to use Chinese learning applications
Facilitating Conditions (FC)	FC1	I have devices (such as a smartphone or tablet) that allow me to conveniently use applications for learning Chinese
	FC2	I have sufficient internet access to use applications for learning Chinese
	FC3	If I encounter problems while using the applications, I can find help or guidance
Behavioral Intention (BI)	BI2	I plan to use these applications for learning Chinese in the future
	BI3	If there are new applications related to learning Chinese, I am willing to try them
	BI4	Overall, I intend to make digital technology a part of my Chinese language learning
Actual Use (AU)	AU2	I use Chinese learning applications to review vocabulary or previous lessons regularly
	AU3	I often use applications to improve my Chinese listening, speaking, reading, and writing skills
	AU4	Using digital applications has become a part of my routine for learning Chinese

Remarks: All measurement items were derived and adapted from Venkatesh et al. (2003) and modified to reflect the context of digital Chinese learning applications.

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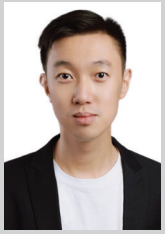
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数字领导力与员工业绩之间的关系：创新自我效能感的中介作用

DIGITAL LEADERSHIP AND EMPLOYEE PERFORMANCE: THE MEDIATING ROLE OF INNOVATIVE SELF-EFFICACY

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摘要

研究目的：本研究旨在探究数字领导力如何通过创新自我效能感的中介作用影响员工的工作业绩。

研究设计/方法/途径：本文采用文献分析法和问卷调查法以及定量数据分析的方式，通过对 501 名企业员工发放的问卷，SPSS 26.0 和 Mplus 8.7 等统计软件对问卷调查所取得的数据进行分析。

研究结果：数字领导力对工作绩效影响中，数字领导力显著正向预测员工业绩（$\beta = 0.424$, $p < 0.001$）。当引入中介变量后，数字领导力的直接效应依然显著（c' = 0.3173, $p < 0.001$），结果验证了假设：创新自我效能感在数字领导力与员工业绩之间起中介作用。

创新性与价值：本研究明确了创新自我效能感在数字领导力与员工业绩行为之间所起的中介作用，为企业设计激励机制提供了新的视角。同时为企业构建数字领导力培养体系提供可操作的理论支撑，也为企业设计激励机制与心理赋能策略提供路径指引。企业应建立透明的沟通与反馈机制，提升员工的创新自信心，从而形成“信任——效能——创新——绩效”的良性循环，推动员工主动创新。

关键词：数字领导力　创新自我效能感　员工业绩

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Abstract

Purpose: This study examines how digital leadership influences employee performance through the mediating role of innovative self-efficacy.

Study Design/Methodology/Approach: This study uses literature analysis, a questionnaire survey, and quantitative data analysis. The researchers distributed a questionnaire to 501 corporate employees and analyzed the collected data using statistical software such as SPSS 26.0 and Mplus 8.7.

Findings: Digital leadership had a significant positive total effect on job performance ($\beta = 0.424$, $p < 0.001$). After introducing the mediator, the direct effect of digital leadership remained significant (c' = 0.3173, $p < 0.001$). These results support the hypothesis that innovative self-efficacy mediates the relationship between digital leadership and employee performance.

Originality/Value: This study clarifies the mediating role of innovation self-efficacy in the relationship between digital leadership and employees' performance behavior, offering a new perspective for enterprises to design incentive mechanisms. It also provides practical theoretical support for developing digital leadership training systems and guidance for designing incentive mechanisms and psychological empowerment strategies. Enterprises should establish transparent communication and feedback mechanisms to strengthen employees' confidence in innovation, creating a virtuous cycle of "trust–efficacy–innovation–performance" and encouraging proactive employee innovation.

Keywords: Digital Leadership, Creative Self-efficacy, Employee Performance

引言

在数字化转型浪潮中，领导者的角色正从传统的指令下达者转向数字愿景的引领者与技术赋能的推动者。数字领导力（Digital Leadership）——即领导者通过运用数字工具、营造数字化创新氛围、支持员工技能升级所展现出的领导行为——已被证实能够显著提升员工工作绩效 (Avolio et al., 2014)，但其内在的传导机制仍处于“黑箱”状态，梳理现有文献可以发现，学者们主要从两条路径探讨领导力对绩效的影响机制。

一是基于社会认知理论的“态度——动机”路径，探讨了工作投入、组织承诺及领导——成员交换关系（LMX）等传统中介机制。然而，这些传统中介变量多聚焦于员工的常规角色内行为（in-role behaviors），难以解释在数字化转型这一充满不确定性与高技术门槛的情境下，员工如何克服技术焦虑并实现突破性业绩。

二是强调数字领导力作为一种外部资源支持对绩效的直接拉动 (Guo & Huang, 2026)。这一视角忽视了员工内在认知图式的重塑过程。根据社会认知理论 (Bandura, 1986, 1997)，外部环境刺激（如数字领导行为）必须通过个体的自我信念系统（Self-belief system）才能转化为具体的行为结果。

本研究的缺口定位在于：现有研究忽视了数字化情境下“技术赋能”向“心理赋能”转化的认知桥梁。在数字化工作场所中，员工不仅面临工作任务的完成，更面临频繁的工具迭代与创新要求。相比于一般性的工作投入，创新自我效能感（Creative Self-Efficacy, CSE）(Tierney & Farmer, 2002) 作为个体对自身成功完成创新性任务的信心，更契合数字化转型中“创新驱动绩效”的核心逻辑。因此，将创新自我效能感作为中介变量引入“数字领导力→员工业绩”的链条，既是对社会认知理论在数字化管理领域的具体延伸，也为企业实践提供了可操作的管理抓手，领导者可以通过增强数字领导行为来激活员工的创新自信，进而实现业绩提升。

研究目的

本研究旨在探讨数字领导力与员工业绩的影响机制，并分析创新自我效能感的中介作用。

具体目标如下：

1. 探讨数字领导力对员工业绩的直接影响。
2. 创新自我效能感在数字领导力与员工业绩绩之间的中介作用。
3. 分析数字领导力如何通过提升员工的创新自我效能感，进而激发和提高员工业绩。

文献综述

理论基础

社会认知理论突出了个体认知在行为塑造中的关键价值，为分析数字领导者在不确定环境中如何激发员工和组织的创新实践提供了多维视角。该理论揭示了认知中介如何桥接领导输入与创新输出，促进适应性响应 (Bandura, 1986)。此外，自我效能感概念则为考察领导者效能信念的生成、强化及其对个人行为的影响机制奠定了理论基础。通过绩效经验、替代学习和社会说服等途径，提升效能感可直接驱动创新动机和工作绩效的改善 (Bandura, 1997)。这些理论要素共同构筑了本研究探讨领导力对员业绩影响的分析框架。

在数字化转型日益加速的组织情境中，领导者与员工之间的互动模式发生了深刻变革。数字领导力，作为一种利用数字化工具和平台来指导、影响和激励员工的新型领导方式，恰好为社会认知理论提供了新的应用情景。具体而言，数字领导者通过提供先进的数字资源、赋予员工更大的工作自主权、在虚拟空间中给予及时的反馈与认可等方式，向员工输出了宝贵的组织资源与心理支持（即“收益”)。

因此，本研究引入创新自我效能感作为中介变量，旨在揭示数字领导力影响员工产出的作用边界，深化对数字时代下组织管理的理解。

核心变量界定

数字领导力是指领导者通过运用数字技术工具、传递数字化愿景、营造创新氛围，并支持

员工数字技能发展，从而引导团队适应数字化变革的一种新型领导行为 (Avolio et al., 2014)。它融合了变革型领导与数字化赋能的核心要素，强调在数字情境下激发员工的创新自我效能感与提升员工业绩 (Tierney & Farmer, 2002)。区别于国外主流文献将数字领导力（或电子领导力，E-leadership）主要界定为“通过信息技术介导来改变个体思考和行为的沟通与协调过程”(Avolio et al., 2014)。国外早期定义多聚焦于“技术作为沟通媒介”的工具属性，而本研究采用的定义则进一步升华，将数字领导力视为一种驱动组织数字化转型、重塑员工创新认知并赋能业绩增长的系统性战略能力，这更契合当前企业深度数字化转型的本土实践。

创新自我效能感源于 Bandura (1978) 提出的自我效能感理论，指个体对自身通过特定行动达成预期结果的信念强度。Tierney 和 Farmer (2002) 整合该理论，正式提出“创新自我效能感”概念，将其界定为个体对自己能否产生创新性成果的信心程度。Mathisen 和 Bronnick (2009) 则将其解释为个体在特定情境中成功完成创造性工作的信念。中国学者 Yang et al. (2011) 指出，该概念体现为员工对创新成功的信念，使其在面临挫折时仍能坚持创造性解决问题。Akbari et al. (2021) 强调，创新自我效能感在组织创新过程中具有重要激励作用。因此本研究采用 Tierney 和 Farmer (2002) 的概念定义，即个体对于自己能否取得创新成果的信念。

员工业绩的概念依据 Campbell (1990) 的观点，绩效的本质在于可观察的工作行为，而这些行为必须与组织的整体目标相契合，并处于员工的可控范畴之内，而非仅仅关注行为的结果。结合行为和结果的维度，因此本研究采用 Pradhan 和 Jena (2017) 的定义，即一定时期内员工在工作上付出了必要的努力后取得的工作成就。

研究假设

数字领导力与员工业绩的关系

在组织管理实践中，数字领导力通过提供工作资源和调整工作要求，能够激发员工的学习动机，提升其学习与整体工作绩效，帮助员工适应组织变化，确保职业发展的可持续性。工作特征可划分为工作资源与工作要求 (Cui, 2002)。工作资源有助于提升个体工作成效，工作要求则需要个体投入努力才能完成 (Fu & Xu, 2003)。员工倾向于将资源投入风险低、回报率高的行为中，而学习正符合这一特征。Guo 和 Huang (2026) 指出，数字领导力对新颖型与效率型商业模式创新均具有显著促进作用。因此，工作要求会增强员工的学习动机，激励其通过学习提高工作胜任力，从而保存自身工作资源 (Gu et al., 2018; Guan, 2016)。当员工意识到数字领导力的实施会导致低端技能岗位缩减、高端技能岗位增多，且高端岗位对学习与创新能力要求更高后 (Guan et al., 2016)，他们会主动学习以掌握所需知识与技能，确保职业发展的可持续性。在增加学习投入后，员工不仅提升了学习绩效，也促进了整体工作绩效。因此，数字领导力的实施将首先促进员工工作绩效的提升。

领导权变理论认为，内外部复杂环境要求领导方式动态调整。数字领导力整合“既/又”的思维方式与悖论逻辑，能灵活处理组织问题。它既能让领导者对完成目标的员工给予物质回报与个性化关怀，又能合理发挥规章制度优势，同时摆脱固定制度限制，激发员工内在动机。基于以上分析，提出假设：

H1：数字领导力与员工业绩有正相关。

数字领导力与创新自我效能感的关系

Bandura (1978) 将自我效能感界定为一种信念，即个体相信自己有能力执行特定行动以达成特定结果。基于社会认知理论，个体天生倾向于控制自身行为，而在此过程中，有效的信念扮演着至关重要的角色 (Bandura, 1986)。该理论指出了四种构建自我效能信念的信息来源：直接的成功经验、替代性观察经验、他人的说服以及生理和情绪状态。在此理论基础上，Tierney 和 Farmer (2002) 将创造力理论融入其中，提出了“创新自我效能感”的概念，用以反映个体对自己产生创造性成果能力的信念。

领导风格作为一种重要的组织情境因素，已被研究者发现在影响员工的创新自我效能感方面扮演着关键角色。例如，数字领导者通过设定高期望、激发下属的内在动机，从而影响员工的创新自我效能感，鼓励他们迎接创新挑战并付诸实践新的创新想法 (Akbari et al., 2021)。具体而言，当管理者展现出数字领导力，不仅体现在对数字技术的学习和应用的高度重视，更能通过运用数字技术取得实际的成功，这将极大增强员工在工作中尝试和运用数字技术的信心。此外，具备数字领导力的领导者擅长将清晰的数字化愿景传达给下属，并以自身的成功经验感染追随者 (Weber et al., 2022)。他们还能在组织内部营造一个充满人文关怀、鼓励自主学习的积极氛围 (Shen et al., 2022)。在这种信任且安全的文化环境中，员工对于创新的正面情感会得到激发，从而有效缓解他们对创新失败的顾虑，最终增强他们实现成功创新的信念。基于以上分析，提出假设：

H2：数字领导力对员工创新自我效能感有正相关。

创新自我效能感和员工业绩的关系

基于社会认知理论 (Bandura, 1997)，创新自我效能感作为员工对自身创新能力的信心认知，被视为驱动工作绩效的核心心理机制。多项实证研究一致证实了其显著正向影响，特别是适应性绩效和创新绩效的关键认知驱动力。高创新自我效能感的员工会设定更高的目标，付出更多努力，并展现出更强的韧性以克服创新过程中的挑战 (Bandura, 1997)。大量实证研究已直接验证了创新自我效能感对员工创造性绩效的积极影响。更重要的是，近期的领导创造性自我效能感为此关系提供了坚实的汇总证据，确认二者之间存在显著的中等程度正相关 (Huang et al., 2016)。我们预期，数字领导力会促使员工形成更强的创新自我效能感 (Tierney & Farmer, 2002)，而这种提升的自我效能感将驱动员工更积极地识别机会、投入创新活动、克服障碍，

并最终转化为更高的工作绩效 (Scott & Bruce, 1994; Amabile, 1988)。因此，本研究认为创新自我效能感会对员工的工作业绩产生积极影响。基于以上分析，提出假设：

H3：创新自我效能感对员工业绩有正相关。

Locke 和 Latham (2002) 认为高自我效能感使得个体能够设定更高、更具挑战性的目标，更有可能在追求目标的过程中保持高水平的动机和坚持，从而影响最终的绩效。Kooij et al. (2011) 提出要关注年龄与动机，但其中也深入探讨了多种动机理论，包括自我效能感。它强调了自我效能感在维持动机、应对任务难度和影响绩效方面的作用。Pinder (2008) 专著的动机理论部分提出自我效能感在个体主动性（proactivity）和创造性（creativity）方面的直接驱动作用。鉴于自我效能感已被证明能够直接促进创新行为 (Scott & Bruce, 1994) 和员工绩效 (Locke & Latham, 2002)，并且其作用机制涉及动机和目标设定 (Bandura, 1986; Pinder, 2008)，自我效能感表征为我能洞察本质、我能化解矛盾和我能解决问题三重维度，是“能力——创造”逻辑链的中介传导 (Wang et al., 2025)。我们进一步检验创新自我效能感是否能够作为数字领导力与这些结果之间的关键中介桥梁。基于以上分析，提出假设：

H4：创新自我效能感在数字领导力与员工业绩之间起中介作用。

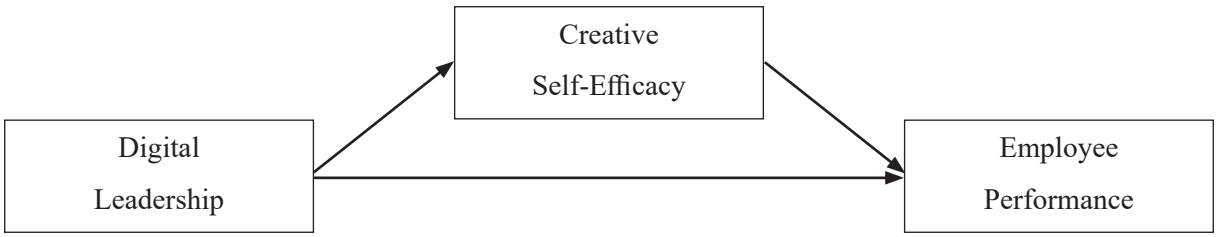


Figure 1 Hypothetical Model Diagram

研究方法

1. 研究设计

本研究采用定量研究方法，以标准化问卷为主要数据收集工具，通过问卷调查方式获取企业员工群体的第一手数据。研究目标是验证数字领导力是否通过员工创新自我效能感影响员工业绩从而构建并检验一条以“数字领导力——创新自我效能感——员工业绩”为逻辑链条的中介传导机制。整体研究设计遵循实证研究路径，采用横断面调查方式进行数据收集，并通过统计分析方法对提出的假设模型进行验证。

2. 变量测量

数字领导力

数字领导力作为一个新兴的研究范畴，目前相关测量工具的开发尚处于起始阶段。本研究通过全面且系统的文献回顾，决定采用 Zeike et al. (2019) 所构建的数字领导力评估工具。该工

具包含六个测量题项，具有较强的针对性和实用性。具体题项为“我的领导对使用数字技术与工具非常感兴趣”“我的领导在数字化方面达到专家水平”“我的领导在数字化知识方面能够与时俱进”“我的领导正在积极推动企业的数字化转型”“我的领导可以充分调动我们对数字化转型的热情”“我的领导对企业数字化转型所需的结构和流程有着全面和清晰的认识”。

员工业绩

在员工业绩测量方面，本研究采用了由 Williams 和 Anderson (1991) 编制的员工量表。这一量表能够直观地体现员工在领导者影响下的工作表现以及所取得的工作成果。它着重聚焦于员工依据自身职位描述和工作要求，完成核心工作职责的具体表现情况。此量表属于单维量表，包含 5 个题项，具体题项为“我总会顺利完成公司分配的任务”“我通常都能保质保量地完成该做的工作”“我履行了岗位的职责”“工作中，我通常都能达到考核标准”“我总会认真做好绩效考核范围内的工作”。

创新自我效能感

考虑到中国本土企业的情景，创新自我效能感测量量表参考了 Tierney 和 Farmer (2002) 开发的量表，题目例如“我觉得自己擅长于想出新的点子和想法”等。包含 4 个题项，具体题项为“工作中，我对自己运用创意解决问题的能力有信心”“我觉得自己擅长于想出新的点子和想法我长”“从别人的点子中进一步补充和完善”“我擅长想出新方法来解决问题”。各变量测量均采用已有成熟量表，并结合中国行业的语境特点进行语言本土化调整。

3. 数据收集与预调研

数据收集方法与过程

数据收集时间为 2026 年 2 至 3 月期间，借助问卷星平台向中国部分企业员工发放电子问卷，在正式启动调研前，我们主动联系各企业的人力资源总监或部门主管，清晰说明本次调研的目的与具体用途，并郑重承诺严格遵守保密原则，确保每位参与员工的个人隐私得到充分保护。问卷回收后，我们对每一份答卷进行了逐项审核，重点排查填写错误、逻辑矛盾等问题。对于填写不完整的问卷，直接判定为不合格并予以剔除。初步筛选完成后，统计合格问卷数量。若合格问卷未达预期样本量，则立即采取补充措施，如拓展调研范围、纳入新的受访对象，继续收集问卷，直至获得足够数量且质量合格的样本。通过这一严谨流程，有效保障了研究数据的可靠性与代表性。

样本预调研

本次预调研首先通过问卷星平台创建并发布了初始调查问卷，再将问卷链接定向发送给广西壮族自治区柳州地区的企业——上汽通用五菱和南宁地区的企业——皇氏集团股份有限公司的部分员工进行填写。据统计，问卷平均填写时间为 10 分钟，表明问卷的题项总数和耗时总体可接受。本次预调研共发放问卷 200 份，回收问卷 200 份。通过问卷整理，剔除了信息

填写不完整、填写不规范或存在明显矛盾等无效问卷后，得到有效问卷 171 份，有效率为 85.5%。使用 SPSS 26.0 对预调研数据进行检验：KMO 取样适切性量数为 0.947，巴特利特球形度检验显著性小于 0.001 表明数据适合进行因子分析；验证性因子分析结果显示，所有测量题项的因子载荷均高于 0.4 且题项间聚合度良好；各变量的 Cronbach's α 系数均高于 0.7，表明量表满足了信度检验要求。因此，在本研究中，所有使用的量表无需删除任何题项。

Table 1 KMO and Bartlett's Test

KMO and Bartlett's Test		
KMO Measure of Sampling Adequacy		0.947
	Degrees of Freedom	1378
	Significance	0.000

研究结果

1. 描述性统计与信效度检验

正式调研样本共计 501 份，通过与国内人力资源服务机构合作定向发放、高校商学院企业调研项目配套发放、研究者人际网络拓展发放三种渠道结合，面向中国境内注册企业的全职在职员工发放调研问卷。覆盖多个领域，包括制造业、信息技术服务、金融业、建筑业、教育、文化体育等，样本覆盖我国东、中、西部不同经济发展水平区域。样本覆盖了企业不同职级的员工：基层员工 306 份，占比 61.08%；中层管理者 134 份，占比 26.75%；高层管理者 61 份，占比 12.17%，符合企业“金字塔形”的职级结构特征，具备层级代表性。有效数据包含性别、年龄、受教育程度、工作年限、职级等维度，具有较强代表性，信度分析显示，各变量的 Cronbach's α 系数均大于 0.80，表明量表具有较好的内部一致性，结构效度方面，KMO 值均高于 0.9，测量工具具备良好的结构效度。

Table 2 Reliability and Validity Test Results (n = 501)

Variable Name	**Mean (M)**	**Standard Deviation (S.D.)**	**Cronbach's α**	**KMO Value**	**Bartlett's Test of Sphericity (*p*-value)**
Digital Leadership	3.39	0.85	0.8773		
Creative Self Efficacy	3.45	0.86	0.8582		
Employee Performance	3.40	0.87	0.8265	0.947	<0.001

2. 结构模型路径分析

结构模型分析结果显示，数字领导力显著正向预测员工业绩（$\beta = 0.424$, t = 10.20, $p < 0.001$），该模型解释了工作绩效 17.3% 的变异量（$R^2 = 0.173$）。数字领导力对创新自我效能感存在显著的正向预测作用（$\beta = 0.372$, t = 8.67, $p < 0.001$），模型解释了创新自我效能感 13.1% 的变异量（$R^2 = 0.131$）。创新自我效能感显著正向预测员工业绩（$\beta = 0.400$, t = 9.80, $p < 0.001$），该模型解释了工作绩效 16.1% 的变异量（$R^2 = 0.161$）。回归系数（β）为 0.424、0.372、0.400，T 值 10.20、8.67、9.80，P 值均小于 0.001，结果均显示支持，结构路径关系均达到显著水平。

Table 3 Results of Structural Path Analysis

Hypothesis	Path Relationship	Regression Coefficient (β)	T-value	p-value	R^2	Result
H1	Digital Leadership → Employee Performance	0.424***	10.20	0.000	0.173	Supported
H2	Digital Leadership → Innovation Self-Efficacy	0.372***	8.67	0.000	0.131	Supported
H3	Innovation Self-Efficacy → Employee Performance	0.400***	9.80	0.000	0.161	Supported

3. 中介效应检验

数字领导力对工作绩效影响中，工作绩效具有显著的正向总效应（$c = 0.4242, p < 0.001$）。当引入中介变量后，数字领导力的直接效应依然显著（$c' = 0.3173, p < 0.001$），因此，假设 H4 获得了实证支持。

Table 4 Results of Mediation Effect Analysis

Effect Type	Coefficient	Z-value	p-value	Mediation Proportion	Hypothesis	Result
Indirect Effect (a×b)	0.1069***	5.41	<0.001	25.20%	H4	Supported
Direct Effect (c')	0.3173***	7.44	<0.001			
Total Effect (c)	0.4242***	10.20	<0.001			

4. 小结

实证结果总体支持了本文提出的研究假设，验证了“数字领导力——创新自我效能感——员工业绩”的作用路径，并进一步确认了创新自我效能感在相关关系中的中介作用。研究

结果表明，数字领导力是推动员工业绩提升的重要前因变量，创新自我效能感是其发挥作用的重要中介机制。对数字领导力与员工业绩的关系研究提供了理论支撑与实践启示。

讨论

1. 数字领导力与员工业绩的直接作用

假设检验结果表明，数字领导力对员工业绩具有显著的正向总效应（$c = 0.4242, p < 0.001$）。当引入中介变量后，数字领导力的直接效应依然显著（$c' = 0.3173, p < 0.001$），同时，其通过创新自我效能感产生的间接效应同样显著（$a \times b = 0.1069, p < 0.001$）。中介效应占比为 25.20%，这从量化角度证实，数字领导力对工作绩效的提升作用中假设得到验证。数字领导力通过数字化战略传递、技术赋能和资源支持，使员工感知到自身有能力应对数字化任务挑战，从而提升创新自我效能感。高创新自我效能感的员工更倾向于设定挑战性目标、主动探索新方法，并持续投入创新实践，进而促进创新行为的产生；同时，创新自信也增强了员工克服工作障碍的韧性和任务执行的专注度，最终转化为更高的工作绩效。该发现验证了“数字领导力→创新自我效能感→工作绩效”的传导链条，表明创新自我效能感是数字领导力发挥作用的关键认知机制，丰富了对数字领导力作用路径的理论解释。

2. 创新自我效能感的中介作用

假设检验结果表明，数字领导力对创新自我效能感存在显著的正向预测作用（$\beta = 0.372, t = 8.67, p < 0.001$），模型解释了创新自我效能感 13.1% 的变异量（$R^2 = 0.131$）。这表明数字领导者的行为和支持能够增强员工对于自身创新能力的信心和信念。创新自我效能感在数字领导力影响员工业绩的过程中发挥中介作用。该结果说明，数字领导力的作用机制不仅体现在外部管理支持和资源赋能上，也体现在员工对自身创新能力信念的提升上，数字领导力通过增强员工的创新自我效能感，进一步促进员工业绩的提升。这一发现揭示了数字领导力效能转化过程中的内在机制，即其不仅通过提供清晰的数字化愿景和资源支持直接促进工作绩效，更通过构建可信赖的组织氛围和赋能员工心理资本，间接地、可持续地驱动组织效能的提升。

3. 理论模型启示

本研究基于社会认知理论和数字领导力对员工业绩的因果模型，发现了创新自我效能感是数字领导力对员工业绩的重要机制，该模型拓展了数字领导力的理论边界，构建了“数字领导力——创新自我效能感——员工业绩”的中介路径模型。该模型不仅验证了数字领导力对员工业绩的直接影响，更揭示了其通过心理认知机制创新自我效能感发挥作用的路径传导逻辑。在此基础上，本研究进一步深化了心理认知路径的内涵：以往研究多强调领导力通过目标设定或资源分配影响员工产出，但在数字化工作场景中，员工的自主性与心理认知更为关键。这一发现将数字领导力的作用机制从“外部驱动力”转向“内部激活”，为理解数字化情境下员工行为的内在动力提供了新的理论视角。

总结

本研究以社会交换理论为基础，聚焦数字领导力、创新自我效能感与员工业绩三者之间的关系，构建并验证了“数字领导力——创新自我效能感——员工业绩”的中介路径模型。通过对 501 份有效样本的结构方程建模分析，主要得出以下结论：

1. 数字领导力对员工业绩具有正向影响，数字领导力不仅直接促进员工业绩，还能通过提升员工的创新自我效能感来间接发挥作用。

2. 创新自我效能感在数字领导力与员工业绩之间发挥显著中介作用。具体而言，该模型不仅验证了数字领导力对员工业绩的直接影响，更揭示了其通过心理认知机制创新自我效能感发挥中介作用路径传导逻辑。

3. 研究所构建的结构方程模型拟合良好，验证了社会交换理论在数字化时代中的领导风格情境中的适用性，突出了创新自我效能感在心理认知——行为反应机制中的桥梁作用。本研究通过单传导路径，系统考察了其中的作用关系，弥补了该领域在中介机制实证研究方面的不足，从而拓展了数字领导力影响机制的理论边界。

研究局限与未来研究方向

尽管本研究在理论上揭示了数字领导力对员工业绩的影响机制，并在实践层面提出了具体的管理建议，但受限于研究条件、样本范围与方法设计，仍存在以下三方面局限：

1. 样本来源与推广性受限

本研究的数据采集主要集中于中国特定行业及特定区域中国华东、华南地区，样本的行业覆盖面和地域代表性有限。未来研究可考虑扩大样本范围，引入跨行业、跨地区的多级分层抽样，以增强研究结论的普适性。

2. 横截面数据难以揭示动态因果关系

本研究采用横截面问卷调查法，在同一时间点收集自变量数字领导力、中介变量创新自我效能感，因变量员工业绩的数据。这种设计虽便于实施，但无法严格推断变量之间的因果关系。未来研究可引入纵向追踪设计或实验研究，以更准确地揭示变量间的因果方向及作用时滞。

3. 自评数据可能存在同源偏差与社会称许性偏差

本研究在测量员工业绩时，均采用员工自评方式，虽然自评在一定程度上能够反映员工的主观感知，但容易出现同源方法偏差。同一被试在同一时间点完成所有测量，可能人为放大变量间的相关性，同时也可能受到社会赞许性偏差的影响——员工倾向于高估自己的创新行为或对领导者给予过度正面评价，这可能导致部分效应量被高估或低估。未来研究可尝试采用多源数据采集，或结合客观绩效指标，以提升测量效度，降低共同方法偏差风险。

4. 未能充分考察潜在调节变量对该影响过程的边界效应

在个体心理特征方面，员工的主动性人格（Proactive Personality）可能会调节“数字领导力——创新自我效能感”的关系。高主动性的员工可能无需过多的外部数字赋能即可保持较高的创新效能，而低主动性员工则可能对数字领导力的赋能表现出更强的依赖性。其次，在组织态度方面，员工的情感承诺（Affective Commitment）作为一种关键的情感联结，可能会调节中介链条的后半段。高情感承诺的员工在获得创新自我效能感后，更有可能将其转化为实际的员工业绩；反之，若缺乏情感承诺，高自我效能感可能无法有效转化为组织期望的业绩产出。因此，未将上述个体差异与态度变量纳入模型，限制了本研究对数字领导力作用效果在不同情境下“何时更强、何时更弱”的精准解释。

贡献

本文围绕“数字领导力——员工业绩”的核心逻辑链条，通过引入创新自我效能感为中介变量，系统揭示了数字领导力对员工业绩的深层影响机制，核心研究成果与创新贡献如下。

理论层面：丰富了数字化转型背景下员工业绩的理论解释框架，推动了本土化研究。现有关于员工业绩的研究多基于西方组织情境，缺乏对数字化转型背景下中国企业管理实践的深入回应。本研究以中国企业员工为样本，结合社会认知理论，验证了数字领导力在激发员工创新和提升工作绩效方面的关键作用，尤其揭示了创新自我效能感作为社会交换核心机制的中介效应，以及创新自我效能感作为认知驱动机制的中介路径。这一研究不仅验证了西方领导力理论在中国情境下的适用性，也识别了其在数字化转型进程中的独特表现，为构建具有中国特色的数字领导力理论体系提供了实证基础与理论启发。同时也在概念上界清了数字领导力的独特内涵，也在实证上验证了其区别于传统领导风格的增量效应，为后续数字化领导力研究提供了更精确的构念基础。

实践层面：本研究揭示了数字领导力对员工绩效具有显著正向影响，明确了数字领导力在驱动组织数字化转型中的“加速器”作用。为企业管理者提供了明确的战略方向，企业在推进数字化转型过程中，应将“数字领导力”作为核心能力进行系统培养，企业可构建分层分类的领导力发展计划，通过轮岗机制、数字化实战项目、数据驱动决策培训等方式，提升管理者的数字素养、战略眼光和赋能能力，从而有效激发员工创新潜能，提升组织整体绩效，增强市场竞争力。研究通过引入“创新自我效能感”作为中介变量，揭示了数字领导力影响员工业绩的内在心理机制。这为企业设计激励机制提供了新的视角：企业不仅应关注物质激励（如奖金、晋升），更应重视员工的心理安全感与自我效能感。企业还可通过营造包容、开放的组织文化，提供充足的数字技能培训，建立透明的沟通与反馈机制，增强员工对组织和领导者的信任；同时，通过设置挑战性任务与成功经验分享，提升员工的创新自信心，从而形成“信任——效能——创新——绩效”的良性循环，推动员工从被动执行转向主动创新。

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情绪劳动与幼儿园教师工作投入：基于资源保存理论的实证研究

EMOTIONAL LABOR AND KINDERGARTEN TEACHERS' WORK ENGAGEMENT: AN EMPIRICAL STUDY BASED ON CONSERVATION OF RESOURCES THEORY

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摘要

研究目的：在学前教育高质量发展的背景下，幼儿园教师的工作投入对保育教育质量与幼儿发展具有重要意义。情绪劳动作为教师日常工作中的重要行为方式，其不同策略对工作投入的影响机制仍有待进一步厘清。基于资源保存理论，本研究旨在探讨幼儿园教师情绪劳动中表层行为与深层行为对工作投入及其活力、奉献和专注三个维度的影响。

研究设计/方法/途径：本研究采用问卷调查法，以 300 名一线幼儿园教师为研究对象，选用成熟的情绪劳动量表与工作投入量表进行数据收集，并通过相关分析与多元回归分析对研究假设进行实证检验。

研究结果：研究结果表明，表层行为对工作投入的活力、奉献和专注均具有显著负向影响，而深层行为对上述三个维度均具有显著正向影响，研究假设均得到支持。

创新性与价值：本研究基于资源保存理论，从组织行为视角揭示了幼儿园教师情绪劳动影响工作投入的双路径机制，拓展了学前教育领域相关研究，为幼儿园优化情绪劳动管理、提升教师工作投入提供实践参考。

关键词：情绪劳动 工作投入 资源保存理论

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Abstract

Purpose: Amid high-quality development in early childhood education, kindergarten teachers' work engagement plays a vital role in ensuring the quality of care and education and in children's development. Emotional labor is an important behavioral component of teachers' daily work; however, the mechanisms through which different emotional labor strategies influence work engagement remain insufficiently understood. Drawing on Conservation of Resources Theory, this study examines how surface acting and deep acting affect kindergarten teachers' work engagement and its three dimensions: vigor, dedication, and absorption.

Study Design/Methodology/Approach: This study used a questionnaire survey to collect data from 300 frontline kindergarten teachers. The study used established scales of emotional labor and work engagement, and empirically tested the research hypotheses through correlation and multiple regression analyses.

Findings: The results indicate that surface acting significantly and negatively affects vigor, dedication, and absorption, whereas deep acting significantly and positively affects all three dimensions of work engagement. All proposed hypotheses were supported.

Originality/Value: Grounded in Conservation of Resources Theory, this study reveals the dual-path mechanism through which emotional labor influences work engagement among kindergarten teachers from an organizational behavior perspective. It extends related research in early childhood education and provides practical implications for optimizing emotional labor management and enhancing teachers' work engagement.

Keywords: Emotional Labor, Work Engagement, Conservation of Resources Theory

引言

学前教育是教育体系的基石，对幼儿健康发展至关重要。近年来，中国相继出台《3-6 岁儿童学习与发展指南》《幼儿园保育教育质量评估指南》《关于全面深化新时代教师队伍建设改革的意见》等一系列政策，体现出对学前教育的高度重视。截至 2024 年，全国共有幼儿园 25.33 万所，在园幼儿达 3583.99 万人，毛入园率 92.00%，已提前完成“十四五”普及目标。在此背景下，建设高水平教师队伍势在必行。

幼儿园教师作为学前教育的关键执行者，其工作状态直接影响保教质量与幼儿成长 (Fan & Liu, 2022)。然而，当前幼儿教师队伍普遍面临工作满意度偏低、压力大、流动性高等挑战。相关调研显示，近 40% 的幼儿园教师存在职业倦怠，超过 25% 有离职意愿，主要原因包括职业发展机会少、工作压力大、财务规划困难等。

情绪劳动作为继体力劳动和智力劳动后的“第三种劳动”，已成为多学科关注的热点，也是职业健康的重要主题之一 (Du & Li, 2014)。在学前教育领域，Yin et al. (2019) 证实情绪劳动

是幼儿园教师教学活动中的重要组成部分，是开展专业教学的基础。本研究聚焦幼儿园教师的情绪劳动，探讨其如何影响工作投入——即个体充满积极、饱满、持续的与工作相关的精神状态，其特征为活力、奉献和专注。将二者置于学前教育情境中关联研究，对理解教师行为、提升幼儿园组织效能具有重要理论与实践意义。

现有情绪劳动研究多集中于服务业，常将其划分为表层行为与深层行为两个维度。研究表明，不同情绪劳动策略对员工态度与行为影响各异。表层行为易导致情绪耗竭与倦怠，而深层行为则有助于提升个人成就感与工作满意度。工作投入的前因研究多关注组织支持、领导风格、工作资源等因素，但情绪劳动与工作投入的关系在学前教育领域尚待深入。目前相关研究大多集中于情绪劳动与职业倦怠、离职意向等负面结果的关联，或限于高等教育与中小学阶段。少量针对幼儿园教师的研究初步证实，深层行为可能促进工作投入 (Jiang et al., 2023)，但仍缺乏对内在维度的充分揭示，且多从心理学、教育学视角展开。从工商管理视角，将幼儿园视为服务型组织、教师视为知识型员工与情绪劳动者，系统探讨如何通过管理实践优化其情绪劳动、提升工作投入的研究仍较为薄弱。

本研究旨在揭示幼儿园教师情绪劳动对工作投入的影响机制，为幼儿园管理者从情绪资源管理与组织文化建设的角度，提供提升教师工作投入、稳定师资队伍的理论依据与实践指导。

研究目的

本研究以幼儿园教师为主要研究对象，探讨情绪劳动与工作投入内在关系，从而发现情绪劳动对工作投入的影响，从而为幼儿园组织管理和人力资源实践提供理论依据与实践指导。具体研究目的如下：

1. 明确幼儿园教师情绪劳动中表层行为维度对工作投入活力、奉献、专注维度的影响效应，验证该维度对各维度是否产生显著正向影响、负向影响或无显著影响。

2. 明确幼儿园教师情绪劳动中深层行为维度对工作投入活力、奉献、专注维度的影响效应，验证该维度对各维度是否产生显著正向影响、负向影响或无显著影响。

文献综述

概念阐述

情绪劳动：情绪劳动是指个体为了在他人面前创造出一种可见的面部或身体表现，从而获得报酬，而对自身情感进行的管理。将情绪劳动划分为表层行为和深层行为，表层行为是个体在不改变内心真实感受的情况下，仅仅调整外在可见的情感表现。深层行为是个体通过主动调动想象力、记忆等方式，从内心激发和体验组织所要求的情感，使外在表现与内心感受趋于一致 (Hochschild, 1989)。

工作投入：工作投入是一种与工作相关的、积极的、充实的心理状态，其特征是活力、奉献和专注。活力表现为个人在工作中拥有充沛的精力和心理韧性，愿意在工作中付出努力，并且不容易感到疲倦。奉献表现为对工作充满强烈的认同感、热情、挑战精神和意义感，反映个体对工作的自豪感和深度情感卷入。专注表现为个人全身心地投入到工作中，沉浸在工作中，感受不到时间的流逝，并且很难将自己与工作分离开来 (Schaufeli et al., 2002)。

理论基础

资源保存理论为本研究解释情绪劳动对工作投入的影响机制提供了核心理论框架。Conservation of Resources (COR) 理论的核心观点包括两个关键原则：资源损耗优先原则和资源投资原则 (Hobfoll, 1989; Halbesleben & Bowler, 2007)。

资源损耗优先原则指出，个体对资源损失的敏感性高于对资源获得的敏感性，资源损耗会引发压力反应和能量耗竭。资源增益原则则强调，个体通过投资资源以获取新资源，从而形成资源增益螺旋，提升积极工作状态。

将 COR 理论应用于情绪劳动研究，可以清晰区分两种机制：

第一，表层行为作为资源损耗路径。表层行为要求个体抑制真实情感、伪装符合组织要求的情绪表达，这一过程需要持续消耗自我调节资源和认知能量。根据 COR 理论的资源损耗优先原则，当教师频繁采用表层行为时，其心理资源持续流失，若未能获得及时补充，将陷入资源丧失螺旋，表现为情绪耗竭、精力下降，进而削弱工作投入。

第二，深层行为作为资源增益路径。深层行为通过主动调整内在认知，使内心感受与外在表达趋于一致。虽然这一过程初期也需要资源投入，但通过增强真实感、意义感和成就感，教师能够获得新的心理资源，如自我效能感、工作意义认同等。根据 COR 理论的资源投资原则，这种资源增益过程能够形成增益螺旋，不仅弥补初始投入，还能拓展个体资源储备，从而提升工作投入水平。

因此，COR 理论为理解情绪劳动的双重路径机制提供了系统的解释框架。表层行为通过资源损耗削弱工作投入，深层行为通过资源增益促进工作投入。这一理论视角尤其适用于学前教育情境——幼儿园教师与幼儿之间高度情感密集的互动，使情绪劳动的资源消耗与资源补充效应更加显著。基于此，本研究以 COR 理论为核心，探讨情绪劳动对工作投入的影响机制。

研究假设

表层行为作为一种伪装式情绪调节策略，要求个体在维持内心真实感受不变的情况下调整外在情绪表达。根据资源保存理论，该过程需要持续消耗自我调节等心理资源。已有研究在多个职业群体中验证了其资源损耗效应。例如，Schreurs et al. (2014) 发现表层行为显著降低服务行业员工的工作投入，表现为工作热情、专注度和活力的下降。Oliveira et al. (2023) 对警察群体的研究也指出，表层行为消耗心理资源，降低工作投入，而深层行为则有助于提升工作投入水平。

进一步地，已有研究表明表层行为对工作投入的各维度亦具有显著负面影响。Si et al. (2019) 对公司员工的研究发现，表层行为显著负向影响活力。Hu 和 Zhang (2022) 在不良上下级互动情境中的研究指出，表层行为持续消耗下属心理资源，显著削弱其工作中的活力感。Park et al. (2014) 也证实表层行为显著增加情绪耗竭。因此提出假设：

H1a：表层行为对工作投入的活力具有负向影响。

在专注维度方面，Sezen-Gultekin et al. (2021) 对教师群体的研究表明，表层行为通过引发自我疏离感削弱组织承诺，进而降低专注。Yao et al. (2021) 在护士研究中也发现，表层行为持续耗竭认知资源，导致专注力下降。因此提出假设：

H1b：表层行为对工作投入的专注具有负向影响。

在奉献维度方面，Zhao 和 Jing (2024) 对中小学教师的研究指出，表层行为削弱教师对工作的奉献程度。Mauno et al. (2016) 在护士群体中发现，表层行为与工作投入呈稳健负相关；Mesmer-Magnus (2012) 也提出，表层行为导致心理资源耗竭与自我疏离，从而减少工作奉献。因此提出假设：

H1c：表层行为对工作投入的奉献具有负向影响。

深层行为强调通过内在认知调整，实现外在情绪表达与内心真实感受的一致性。资源保存理论认为，该过程虽然初期需要资源投入，但能通过增强真实感、意义感和成就感，创造新的心理资源，从而实现资源增益。已有研究支持这一机制，例如 Liao 和 Yan (2017) 通过对不同行业的研究得出结论，深层行为对工作投入呈显著正向影响。Hülsheger 和 Schewe (2011) 的元分析也证实，深层行为是工作投入的积极预测变量。

在活力维度方面，Xu et al. (2024) 对临床护士的研究显示，深层行为与活力的相关性最高，是其最强正向驱动因素。深层行为通过减少内部资源损耗和促进心理满足，激发并维持员工的工作活力 (Ma & Huang, 2006)。因此提出假设：

H2a：深层行为对工作投入的活力具有正向影响。

在专注维度方面，Pan et al. (2024) 对儿科护士的研究表明，深层行为对专注具有显著正向影响。Gu 和 Xu (2023) 通过对竞技体育教练员的研究发现，深层行为能够显著提升竞技体育教练员的专注水平，维持高水平的工作投入表现。因此提出假设：

H2b：深层行为对工作投入专注具有正向影响。

在奉献维度方面，中小学教师的研究指出，深层行为显著正向影响活力 (Wang et al., 2019) 情绪感染视角提出，深层行为通过真实情绪感染与积极反馈，提升员工的成就感与工作意义 (Shi et al., 2016)。Norah 和 Promise (2019) 也认为，深层行为通过增强真实感与意义感，促进工作奉献。因此提出假设：

H2c：深层行为对工作投入奉献具有正向影响。

基于资源保存理论，本研究构建了如图 1 所示的概念框架。该框架旨在揭示幼儿园教师情绪劳动对工作投入的影响机制。其中，表层行为被假设为资源损耗路径，对工作投入各维度产生负向影响。深层行为被假设为资源增益路径，对工作投入各维度产生正向影响。该框架为后续的实证检验提供了理论基础和结构指引。

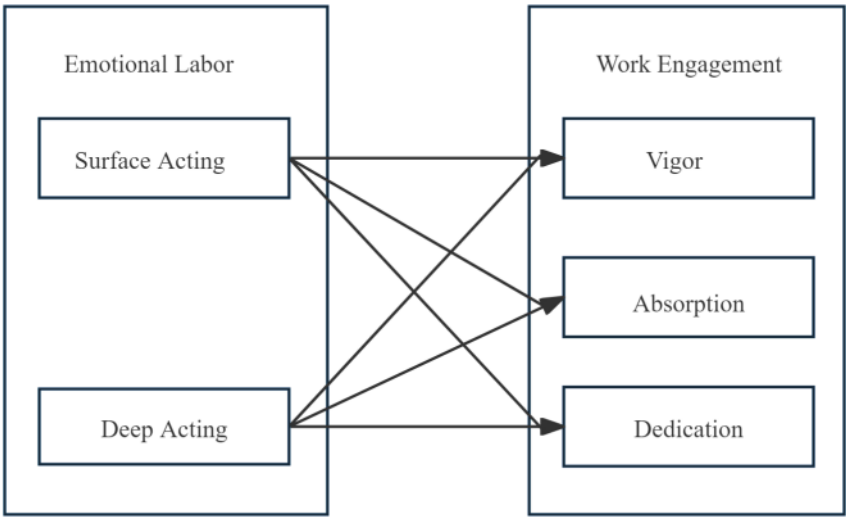


Figure 1 Research Framework Diagram

研究不足

综上所述，尽管情绪劳动与工作投入的关系已受到广泛关注，但仍存在以下研究空白：第一，研究对象上，现有研究多聚焦于企业员工、医护人员或中小学教师，专门针对幼儿园教师群体的实证研究仍较为有限。第二，变量维度上，多数研究将工作投入作为单一构念处理，未能系统揭示情绪劳动对活力、奉献、专注三个子维度的差异化影响机制。第三，理论视角上，已有研究多从心理学视角出发，缺乏基于组织行为学理论的系统建构。第四，情境嵌入上，鲜有研究结合学前教育的行业特性，探讨情绪劳动策略在该领域中的特殊表现。

基于此，本研究以幼儿园教师为对象，基于资源保存理论，深入分析表层行为与深层行为对工作投入各维度的异质性影响，以期填补上述研究空白。

研究方法

本研究对象为经教育部门批准设立的正规幼儿园中，持有教师资格证、与园方有正式聘用关系、并直接从事一线保教工作的主班教师和配班教师。采用便利抽样法，抽样方法的选择基于以下考虑：第一，幼儿园教师工作时间紧凑、工作强度高，便利抽样能够在有限资源条件下高效接触到符合条件的受访者。第二，为增强样本的多样性，本研究在抽样过程中尽可能

覆盖不同性质、规模及区位的幼儿园。具体而言，样本来源于广西壮族自治区南宁城区的 5 所幼儿园。以符合上述条件的幼儿园教师为调查对象。为检验研究假设，本研究采用问卷调查法。本研究问卷共有 28 个题项，根据 Tinsley 和 Tinsley (1987) 样本数量为问卷题项的 1:10，为了确保最终回收的调查问卷满足样本容量中的有效数据要求，本研究将回收的调查问卷设定为 280 份以上。问卷由三部分构成：第一部分为导语，说明研究目的、保密原则及填写要求；第二部分为人口统计学信息；第三部分为问卷主体，包含情绪劳动量表与工作投入量表。情绪劳动的测量选用 Diefendorff et al. (2005) 编制，并由 Sun et al. (2013) 进行中文翻译及本土化修订的幼儿园教师情绪劳动量表，共包含 11 个题项。工作投入的测量选用 Schaufeli et al. (2002) 编制，Zhang 和 Gan (2005) 修订的中文版工作投入量表，共包含 17 个题项。所有量表均采用 5 点李克特量表计分，以符合测量要求。

研究结果

样本描述

本研究调研采用问卷调查法，通过线上问卷平台生成问卷链接，通过网络与 5 所幼儿园的园长取得联系，说明研究目的后，征得同意在其园所内进行问卷发放。研究者向园长提供纸质版研究说明与问卷二维码海报，由园长在园务会议或教研活动时间向教师介绍研究，并鼓励自愿参与。正式问卷的发放从 2024 年 11 月 1 日开始，截止到 2024 年 12 月 31 日，分两轮进行收集。第一轮收集 11 月 1 日至 11 月 31 日回收 210 分，第二轮收集 12 月 1 日至 12 月 31 日回收问卷 178 份。两轮回收问卷共计 388 份。问卷设置了以下甄别题项：1）您目前的工作单位类型为幼儿园。2）您目前的岗位为一线教师（含班主任)。答题者需同时满足以上两项条件方可进入正式问卷部分。在此基础上，为进一步保证数据质量，依据以下标准对问卷进行筛选与清理：首先，剔除作答时间明显过短的问卷。其次，排除答案呈规律性的问卷。经过上述步骤，共剔除无效问卷 88 份，最终获得有效问卷 300 份，有效回收率为 77%。性别方面，女性占比较高，为 70%，男性占比 30%，女性明显多于男性。年龄分布上，26-30 岁、36-40 岁以及 40-50 岁三个年龄段人数相对集中，分别占比 22.3%、17.7% 和 19%；25 岁及以下和 50 岁以上人数较少，分别占 18.7% 和 5.7%。学历方面，大专与本科学历的受访者占比最高，均为 27.3%；中专或高中学历占比 25.3%，研究生及以上学历占 20%，分布相对均衡。职称分布上，二级教师占比最高，为 31.7%，其次为一级教师（25.3%）和三级教师（20.3%），高级教师和正高职称占比较低，分别为 13.3% 和 9.3%。在专业背景方面，绝大多数受访者为学前教育专业，占比 90.7%，教育类非学前教育专业和非教育类专业占比较少，分别为 5% 和 4.3%。幼儿园性质上，公办幼儿园教师占绝大多数，比例为 85.3%，民办幼儿园教师仅占 14.7%。教龄方面，3 年及以下和 4-10 年的教师占比较高，分别为 28.7% 和 26.7%，11-15 年教龄的教师占比最低，为 12.3%，16-20 年教龄的教师占 21.7%。

信度分析

为确保测量工具的一致性与可靠性，本研究对各变量及其子维度进行了 Cronbach's α 系数检验。结果如表 1 所示：

Table 1 Reliability Analysis Results of Each Variable

Variable	Number of Items	Cronbach's α for Each Variable	Total Cronbach's α Value
Emotional Labor	11	0.776	
Surface Acting	5	0.916	
Deep Acting	6	0.935	
Work Engagement	17	0.919	0.872
Vigor	6	0.909	
Absorption	5	0.912	
Dedication	6	0.866	

所有变量的 α 系数均高于 0.7 的可接受标准，表明量表具有较好的内部一致性。整体问卷的 Cronbach's α 值为 0.872，说明本研究使用的测量工具具有较高的可靠性，适合进行后续的假设检验。

效度分析

为检验量表是否适合进行因子分析，本研究首先进行了 KMO 取样适切性检验与 Bartlett 球形检验。Bartlett 球形检验若达到显著水平（$p < 0.001$），则表明变量间存在相关关系，适合进行后续分析。结果如表 2 所示：

Table 2 KMO and Bartlett's Sphericity Test Results

Variable	KMO Measure	Approx. Chi-Square	df	sig
Emotional Labor	0.902	2436.446	55	<0.001
Surface Acting	0.891	1001.585	10	<0.001
Deep Acting	0.920	1401.241	15	<0.001
Work Engagement	0.929	3074.787	136	<0.001
Vigor	0.911	1067.771	15	<0.001
Absorption	0.916	1088.185	15	<0.001
Dedication	0.867	650.192	10	<0.001
Total Scale	**0.934**	**5729.790**	**378**	**<0.001**

Bartlett 球形检验结果均达到显著水平（$p < 0.001$），说明各变量间存在显著相关关系，数据适合进行后续的结构分析。

为进一步确保核心构念情绪劳动与工作投入之间的区分效度及测量模型的拟合优度，本研究在探索性因子分析的基础上，采用验证性因子分析对量表的建构效度进行检验。通过比较不同因子结构的模型拟合指标，评估变量间维度结构的合理性。本研究设定了三个竞争模型：单因子模型（将所有题项合并为一个因子）、两因子模型（将情绪劳动与工作投入分别作为两个因子）以及五因子模型（将情绪劳动的两个维度——表层行为、深层行为，与工作投入的三个维度——活力、奉献、专注，分别作为五个独立因子）。

验证性因子分析结果显示，五因子模型的各项拟合指标均优于其他竞争模型（$\chi^2/df = 1.80$，CFI＝0.941，TLI＝0.935，RMSEA＝0.052，SRMR＝0.048），且达到良好拟合标准。这表明，本研究所使用的量表具有良好的建构效度，情绪劳动的两个维度与工作投入的三个维度之间具有清晰的区分效度。因此，后续分析可将这五个维度作为独立变量进行相关与回归分析。

相关分析

为检验各变量间的相关关系，本研究采用 Pearson 相关分析法，对情绪劳动（表层行为、深层行为）与工作投入（活力、专注、奉献）三个子维度进行相关分析。结果如表 3 所示：

Table 3 Correlation Matrix of Variables

Variable	Surface Acting	Deep Acting	Vigor	Absorption	Dedication
Surface Acting	1				
Deep Acting	-.190**	1			
Vigor	-.357**	.446**	1		
Absorption	-.410**	.427**	.487**	1	
Dedication	-.418**	.353**	.453**	.442**	1

Remarks：** indicates $p < 0.01$

表层行为与活力（r = -0.357, $p < 0.01$）、专注（r = -0.410, $p < 0.01$）、奉献（r = -0.418, $p < 0.01$）均呈显著负相关，初步支持假设 H1a、H1b、H1c，即表层行为对工作投入各维度具有负向影响。深层行为与活力（r＝0.446, $p < 0.01$）、专注（r＝0.427, $p < 0.01$）、奉献（r＝0.353, $p < 0.01$）均呈显著正相关，初步支持假设 H2a、H2b、H2c，即深层行为对工作投入各维度具有正向影响。此外，工作投入各子维度之间均呈显著正相关，表明各维度在结构上具有较好的一致性。综上，相关分析结果初步验证了本研究提出的理论假设，为进一步的回归分析提供了基础。

回归分析

为更精确地检验情绪劳动对幼儿园教师工作投入各维度的净效应，本研究在原有回归分析基础上，进一步采用层级回归分析的逻辑对结果进行阐释。在分析过程中，首先将人口统计学变量（包括性别、年龄、学历、职称、专业背景、幼儿园性质及教龄）作为控制变量纳入模型，以排除这些因素对因变量的潜在影响；随后再将核心自变量表层行为与深层行为纳入模型，考察在控制了人口统计学变量后，情绪劳动对工作投入各维度的独立解释力。共线性诊断显示，所有模型中自变量的容忍度均大于 0.1，VIF 均小于 5，表明不存在严重的多重共线性问题。

以活力为因变量的回归分析结果显示，在控制了人口统计学变量后，表层行为与深层行为对活力仍具有显著的预测作用。模型整体显著（$F = 50.037$, $p < .001$），调整后 $R^2 = 0.247$，表明两个自变量共同解释活力 27.1% 的变异。具体而言，表层行为对活力具有显著负向影响（$\beta = -0.283$, $p < .001$），而深层行为对活力具有显著正向影响（$\beta = 0.392$, $p < .001$）。根据资源保存理论，这一结果说明，教师频繁使用表层行为（如伪装情绪）需要持续消耗自我调节资源，导致心理能量枯竭，从而降低了工作中的活力水平。而深层行为虽然初期需要资源投入，但能够带来真实感和成就感，进而创造新的心理资源，形成资源增益螺旋，最终提升教师的活力水平。这一发现与 Si et al. (2019) 在企业员工中的研究以及 Xu et al. (2024) 在临床护士群体中的发现高度吻合。因此，假设 H1a 与 H2a 得到支持。

Table 4 Regression Analysis Results of Emotional Labor on Work Engagement (Vigor)

Item	Unstandardized Coefficient		Standardized Coefficient	t	*p*	Collinearity Diagnosis	
	B	Std. Error				VIF	Tolerance
(Constant)	2.709	0.250		10.844	<.001		
Surface Acting	-0.293	0.052	-0.283	-5.629	<.001	1.037	0.964
Deep Acting	0.400	0.051	0.392	7.796	<.001	1.037	0.964
R^2				0.276			
Adjusted R^2				0.247			
F				$F(2, 297) = 50.037$, $p < .001$			
D-W Value				1.979			

Remarks：Dependent Variable = Vigor

以专注为因变量的回归分析结果显示，在控制了人口统计学变量后，情绪劳动策略对工作专注仍具有显著的预测作用。模型整体显著（$F = 62.019$, $p < .001$），调整后 $R^2 = 0.290$，解释力略高于活力维度。具体而言，表层行为对专注具有显著负向影响（$\beta = -0.342$, $p < .001$），深层

行为对专注具有显著正向影响（$\beta = 0.362, p < .001$）。这意味着，采用表层行为的教师，其有限的认知资源被情绪伪装所消耗，导致难以全神贯注于教育工作；而当教师通过深层行为实现情绪一致性时，减少了内心的冲突与矛盾，从而能够更专注地投入到与幼儿的互动和教学活动中。该结果与 Yao et al. (2021) 在护士研究中发现的表层行为耗竭认知资源、导致专注力下降的结论，以及 Pan et al. (2024) 针对儿科护士的研究发现相一致。因此，假设 H1b 与 H2b 得到支持。

Table 5 Regression Analysis Results of Emotional Labor on Work Engagement (Absorption)

Item	Unstandardized Coefficient		Standardized Coefficient	t	*p*	Collinearity Diagnosis	
	B	Std. Error				VIF	Tolerance
(Constant)	3.017	0.237		12.739	<.001		
Surface Acting	-0.340	0.049	-0.342	-6.881	<.001	1.037	0.964
Deep Acting	0.355	0.049	0.362	7.294	<.001	1.037	0.964
R^2				0.295			
Adjusted R^2				0.290			
F				$F(2, 297) = 62.019, p < .001$			
D-W Value				1.931			

Remarks：Dependent Variable = Absorption

以奉献为因变量的回归分析结果显示，在控制了人口统计学变量后，情绪劳动策略对工作奉献仍具有显著的预测作用。模型整体显著（$F = 50.037, p < .001$），调整后 $R^2 = 0.247$。具体而言，表层行为对奉献具有显著负向影响（$\beta = -0.364, p < .001$），深层行为对奉献具有显著正向影响（$\beta = 0.284, p < .001$）。这说明，通过深层行为，教师能从工作中获得更多的真实感和意义感，增强对职业的自豪感和情感卷入，进而表现出更高的工作奉献；而表层行为则通过资源损耗和自我疏离感削弱了奉献精神。这与 Wang et al. (2019) 在中小学教师群体以及 Norah 和 Promise (2019) 的综述研究中的结论一致。因此，假设 H1c 与 H2c 得到支持。

综上所述，即使在排除了人口统计学变量的潜在影响后，表层行为与深层行为对工作投入各维度的显著影响依然稳健。这一结果进一步强化了本研究的核心发现：表层行为作为资源损耗路径削弱工作投入，深层行为作为资源增益路径促进工作投入。

Table 6 Regression Analysis Results of Emotional Labor on Work Engagement (Dedication)

Item	Unstandardized Coefficient		Standardized Coefficient	t	*p*	Collinearity Diagnosis	
	B	Std. Error				VIF	Tolerance
(Constant)	3.312	0.235		14.073	<.001		
Surface Acting	-0.349	0.049	-0.364	-7.116	<.001	1.037	0.964
Deep Acting	0.268	0.048	0.284	5.555	<.001	1.037	0.964
R^2				0.252			
Adjusted R^2				0.247			
F				$F(2, 297) = 50.037, p < .001$			
D-W Value				1.979			

Remarks：Dependent Variable = Dedication

共同方法方差检验

本研究所有变量的测量均采用教师自我报告的方式收集数据，可能存在共同方法偏差问题。为检验该偏差对研究结果的影响程度，本研究采用 Harman 单因子检验法进行统计诊断。具体而言，将情绪劳动量表与工作投入量表中的所有题项一并纳入未旋转的探索性因子分析，根据未旋转的因子分析结果，判断共同方法偏差是否严重。

检验结果显示，特征根大于 1 的因子共有 5 个，其中第一个因子解释的总变异量为 37.085%，未超过临界值 40%。这表明，本研究不存在单一因子解释绝大多数变异的情况，共同方法偏差问题在可接受范围内，不会对变量间关系的有效性和研究结论的可靠性造成严重威胁。

鉴于 Harman 单因子检验的局限性，本研究进一步采用完全共线性检验进行诊断。该方法通过计算所有变量间的方差膨胀因子来判断共同方法偏差的严重程度。

将本研究中的所有潜变量（表层行为、深层行为、活力、奉献、专注）作为相互预测的指标进行完全共线性检验。结果显示，所有变量的 VIF 值介于 1.124 至 2.387 之间，均远低于 3.3 的临界值。这一结果进一步证实，本研究不存在严重的共同方法偏差问题。

讨论

本研究通过回归分析，系统检验了幼儿园教师情绪劳动对工作投入三个维度的影响。所有研究假设均获得支持，研究结果表明，表层行为显著负向影响工作投入，深层行为则显著正向影响工作投入。以下将结合资源保存理论，对研究结果进行阐释，并重点讨论本研究的理论贡献与实践启示。

研究结果阐释

研究发现表层行为对工作投入的活力、奉献与专注维度均具有显著负向影响。这一结果可从资源保存理论的资源损耗优先原则得到解释。表层行为作为一种伪装式情绪调节策略，需要持续消耗心理资源。在学前教育领域，师幼互动的高度情感依赖性使这一消耗过程更为突出。当资源持续损耗且得不到补充时，教师将陷入资源丧失螺旋，表现为精力下降、专注力分散、奉献精神减弱。研究同时证实深层行为对工作投入三个维度均具有显著正向影响。根据资源保存理论的资源投资原则，深层行为通过主动调整内在认知，实现情绪表达与内心感受的一致性。这一过程虽初期需要资源投入，但通过增强真实感、意义感和成就感，创造了新的心理资源，形成资源增益螺旋，从而提升教师的工作投入水平。值得注意的是，深层行为对活力的正向影响最为显著（$\beta = 0.392$），表明通过促进内在真实情绪表达来激发工作能量，是提升工作投入的最有效路径。

理论启示

1. 拓展了资源保存理论在学前教育领域的应用边界。本研究将资源保存理论的核心原则应用于幼儿园教师情绪劳动研究，揭示了表层行为与深层行为分别通过“资源损耗”与“资源增益”两条差异化路径影响工作投入的内在机制。这一发现验证了资源保存理论在学前教育领域的适用性，丰富了该理论在不同职业群体中的实证基础。

2. 深化了对情绪劳动与工作投入关系的维度层面理解。已有研究多将工作投入作为单一构念处理。本研究将工作投入细分为活力、奉献与专注三个维度，发现不同情绪劳动策略对各维度的影响强度存在差异：深层行为对活力的正向影响最为显著，表层行为对专注的负向影响最为突出（$\beta = -0.342$）。这一发现为未来研究从更精细的维度层面探讨情绪劳动的结果变量提供了方法论启示。

3. 填补了学前教育领域情绪劳动研究的理论空白。以往学前教育领域的情绪劳动研究多从心理学或教育学视角出发，缺乏基于组织行为学理论的系统建构。本研究从组织行为学视角，将幼儿园教师置于服务型组织中的情绪劳动者框架下进行分析，明确了情绪劳动策略对其工作状态的具体作用路径，为跨学科研究开辟了新路径。

管理启示

1. 优化组织情绪文化，引导深层行为。 幼儿园管理者应构建鼓励情感真实性的组织文化。可在招聘中重视情绪调节能力，在日常管理中通过情绪工作坊、正念练习等方式教授深层行为技巧，帮助教师从内心理解和接纳所需情绪，减少对表层伪装的依赖。

2. 建立情绪健康监测与干预机制。 幼儿园应将教师情绪健康纳入常规管理，定期监测情绪劳动策略与工作投入水平。对习惯性采用表层行为且工作投入低的教师，及时提供心理支持、情绪调节训练或工作任务调整，阻断资源损耗螺旋。

3. 将情绪劳动管理纳入领导力发展。 园长的领导风格直接影响教师的情绪体验。应加强园长培训，鼓励采用仁慈型、服务型领导方式，为教师创造心理安全的环境。园长应定期与教师沟通，了解其情绪劳动中的困难并提供个性化支持。

4. 优化工作设计，减少表层行为诱因。 审视可能诱发表层行为的结构性因素，如过高的师幼比、繁重的案头工作、频繁的家园沟通压力等。通过合理配置资源、优化流程、提供情绪劳动支持工具，降低教师的情绪劳动负荷。

5. 构建家园社协同支持网络。 通过家长学校、家园共育活动等，提升家长对教师工作的理解与支持，减少因家园沟通不畅引发的情绪劳动压力，为教师营造良好的外部支持环境。

总结

本研究以幼儿园教师为研究对象，基于资源保存理论，探讨了情绪劳动的两个核心维度对工作投入三个维度的影响。通过对 300 名一线幼儿园教师的问卷调查与回归分析，主要得出以下结论：

首先，情绪劳动对工作投入具有显著的差异化影响。表层行为对工作投入的活力、奉献与专注均产生显著负向影响。而深层行为对三者均产生显著正向影响。研究假设 H1（H1a, H1b, H1c）与 H2（H2a, H2b, H2c）全部得到验证。

其次，研究结果支持了资源保存理论的解释框架。表层行为作为一种资源消耗过程，持续损耗教师的心理能量，导致其活力下降、专注力分散、奉献精神减弱。相反，深层行为通过实现情感一致性，在消耗资源的同时创造了新的心理资源，从而有效提升了教师的工作投入水平。在所有影响路径中，深层行为对活力的正向影响最为显著，表明通过促进内在真实情绪的表达来激发教师的工作能量，是提升其整体工作投入的最有效杠杆。

最后，本研究从工商管理与组织行为学的视角，将幼儿园教师置于服务型组织中的情绪劳动者框架下进行分析，明确了情绪劳动策略对其工作状态的具体作用路径，为幼儿园组织管理与人力资源实践提供了基于实证的理论支撑。

建议

基于上述研究结论，为提升幼儿园教师的工作投入水平，稳定师资队伍，促进保育教育质量，本研究从组织管理与个体支持层面提出以下建议：

1. 优化组织情绪文化，引导深层行为

幼儿园管理者应致力于构建一种鼓励情感真实性与一致性的组织文化。在招聘与培训中，应重视教师的情绪调节能力与共情特质。在日常管理中，可通过举办情绪管理工作坊、正念练习等活动，教授教师深层行为的技巧，帮助他们在面对挑战时从内心理解和接纳所需情绪，减少对表层伪装的依赖。

2. 关注教师情绪健康，建立监测与干预机制

幼儿园应将教师情绪健康纳入常规管理体系。可定期使用简易量表监测教师的情绪劳动策略使用频率及工作投入水平。对于习惯性采用表层行为且工作投入低的教师，应及时进行个体访谈或提供心理支持，识别其资源损耗源，并采取针对性干预措施。

3. 将情绪劳动管理纳入领导力发展

园长的领导风格对教师的情绪体验有直接影响。应加强对幼儿园管理者的培训，使其认识到自身在塑造情绪氛围中的关键作用。鼓励园长采用仁慈型、服务型领导方式，通过展现关怀、尊重与支持，为教师创造心理安全的环境，从而间接鼓励教师采用更健康、更具建设性的深层行为策略。

研究局限与未来研究方向

1. 样本来源与普适性的考量

本研究的样本主要通过便利抽样获取，虽然样本量达到分析要求，但样本主要集中在特定区域，且公办幼儿园教师占比较高。这可能导致研究结论在推广到不同经济发展水平的地区、民办幼儿园或其他教育阶段的教师群体时受到限制。未来研究可进行跨区域、跨性质园所的比较研究，或扩大抽样范围以提高样本的代表性，验证本研究结论的外部效度。

2. 测量方法的单一性

本研究数据主要来源于教师的自我报告式问卷，虽然通过了信效度检验，但仍可能存在共同方法偏差及社会赞许性偏差。例如，教师可能倾向于低估自己的表层行为。未来研究可采用多来源、多方法的数据收集策略，例如，结合同事或园长的评价来测量教师的情绪劳动表现，或通过课堂观察来客观评估教师的工作投入行为，从而提高研究的客观性与准确性。

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ESG INVESTMENT, GOVERNANCE, AND CORPORATE CULTURE IN SUSTAINABLE GROWTH: PANEL EVIDENCE FROM HUAZHENG ESG RATINGS OF SHANGHAI AND SHENZHEN A-SHARE LISTED FIRMS

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Abstract

Purpose: Although Environmental, Social, and Governance (ESG) engagement is widely promoted, its ability to enhance firms' long-term growth depends on internal institutional and cultural conditions. This study examines whether ESG investment promotes the corporate Sustainable Growth Rate (SGR) and investigates whether governance structure and corporate culture strengthen this relationship.

Study Design/Methodology/Approach: This study uses secondary panel data on 346 A-share firms listed on the Shanghai and Shenzhen Stock Exchanges from 2017 to 2023 (1,664 firm-year observations) and applies fixed-effects regression models. ESG performance is measured using Huazheng ESG ratings. Corporate governance structure (GS_Index) and corporate culture (OCR) are constructed via Principal Component Analysis (PCA). Firm and year fixed effects are included to control for unobserved firm-level heterogeneity and common temporal shocks. Firm fixed effects inherently control for time-invariant industry heterogeneity.

Findings: ESG investment is positively associated with SGR ($\beta = 0.0560$, $p < 0.01$). Governance quality significantly strengthens the ESG-SGR relationship (ESG x GS: $\beta = 0.0912$, $p < 0.05$), and an innovation- and sustainability-oriented culture also amplifies ESG's growth effect (ESG x OCR: $\beta = 0.1366$, $p < 0.05$). Additional analyses indicate that the ESG-growth association is more pronounced among resource-intensive and heavy-polluting firms.

Originality/Value: The findings suggest that ESG investment appears to enhance growth, but its effectiveness depends on strong governance mechanisms and a supportive corporate culture, with implications for investors and policymakers seeking to realize the value of green capital in emerging markets.

Keywords: ESG investment, Sustainable Growth Rate (SGR), Corporate Governance, Corporate Culture, A-share Firms Listed, China

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Introduction

"Dual Carbon", referring to carbon peaking and carbon neutrality, represents China's strategic objective for achieving high-quality and sustainable development (de Boer & Fan, 2022). Under the policy framework of the "Dual Carbon" goals, the integration of Environmental, Social, and Governance (ESG) standards into corporate strategy compels firms to shift from extensive expansion models toward high-quality and intensive growth. In this context, ESG is no longer a peripheral consideration; rather, driven by the urgency of climate change and the global demand for sustainable development, it has gradually evolved into a central determinant of capital allocation. However, a critical debate persists within the academic literature: Does ESG investment genuinely promote corporate growth, or does it merely impose additional costs that erode shareholder value? (Fang & Guo, 2025; Wang et al., 2025; Liu, 2025).

While a growing body of literature investigates this nexus, empirical results remain inconclusive. Proponents argue that ESG practices reduce cost of capital and enhance risk management (Bolton & Kacperczyk, 2021; Pankratz et al., 2019; Gillan et al., 2021), while skeptics suggest that such investments exacerbate agency problems and divert resources from core operations (Berg et al., 2022; Raghunandan & Rajgopal, 2022; Kacperczyk & Peydró, 2022). It is posited that this lack of consensus stems largely from a methodological limitation: the reliance on retrospective, static accounting metrics. Most existing studies assess ESG outcomes using Return on Assets (ROA) or Tobin's Q. While useful, these indicators often fail to capture the long-term potential and financial viability required for genuine sustainability. They measure the past extraction of value rather than the future limit of value creation constrained by the firm's internal ecosystem. To address these limitations, this study shifts the focal variable from short-term profitability to the corporate Sustainable Growth Rate (SGR). Rather than being treated as a derivative of accounting ratios, SGR is conceptualized in this study as a proxy for a firm's Intrinsic Sustainable Capacity (Fonseka et al., 2019). Conceptually, SGR is aligned with the fundamental principle of sustainability defined by the Brundtland Commission (World Commission on Environment and Development [WCED], 1987): "meeting the needs of the present without compromising the ability of future generations to meet their own needs". Applied to the corporate context, SGR represents the maximum rate of development a firm can achieve while maintaining a harmonious equilibrium between its operating efficiency (ESG implementation), resource consumption (capital usage), and governance stability (dividend/reinvestment policy).

This study examines whether ESG performance is positively associated with the Sustainable Growth Rate (SGR) of Chinese A-share listed firms and whether this relationship is strengthened by corporate governance quality and an innovation- and sustainability-oriented corporate culture. Using panel data from firms listed on the Shanghai and Shenzhen Stock Exchanges (SZSE), the study evaluates both the direct effect of ESG performance on SGR and the moderating roles of governance and culture. In doing so, it seeks to clarify the internal organizational conditions under which ESG engagement can be translated into firms' long-term sustainable growth capacity.

Objective

To examine the effects of ESG performance, corporate governance, and corporate culture on firms' Sustainable Growth Rate (SGR).

Literature Review

Theoretical Background

ESG and Firm Performance Debate

The debate on whether Environmental, Social, and Governance (ESG) investment leads to better corporate performance has been an extensive topic in academia. From the stakeholder perspective, an increase in ESG activities, will improve the company's image and reduce exposure to regulatory risks, thus, it will deepen the relationships with investors and customers, and together will lower the company's cost of capital and increase its value (Bolton & Kacperczyk, 2021; Gillan et al., 2021). Empirical evidence suggests that ESG activities may be associated with greater corporate efficiency and stronger financial performance, although the magnitude and direction of these relationships can differ across firms and individual ESG dimensions (Xie et al., 2019). ESG engagement may also strengthen risk management by improving stakeholder relationships, information transparency, and firms' preparedness for environmental and regulatory risks (Gillan et al., 2021). In contrast, others argue that investing in ESG may lead to higher compliance costs, increased agency problems, or management's distraction from the main revenue-generating activities (Berg et al., 2022; Raghunandan & Rajgopal, 2022). From this point of view, ESG efforts tend to please shareholders than real value-generating activities. The discrepancy of results in the literature may be due to how company performance is measured. A significant numbers of papers take short-term accounting figures, such as Return on Assets (ROA) or market-based indicators like Tobin's Q, into consideration. These measures, however, may only offer limited information on a company's ability to grow and sustain its business over time, thus not reflecting its full value. For this reason, there is a need for a performance measure that is more in line with the sustainability concept and is forward-looking.

Sustainable Growth Rate as a Forward-Looking Measure

The Sustainable Growth Rate (SGR) was first defined by Higgins (1977) and then by Van Horne (2002). It indicates the highest rate of growth a firm can maintain without changing its capital structure. SGR reflects the balancing act between profitability, reinvestment policy, operational efficiency, and financial discipline, unlike static profitability measures. Recently, some researches have indicated that SGR can be the link between corporate social responsibility and firm value (Gómez-Bezares et al., 2016). In short, it is a firm's internal strength for growth through resource accumulation that is not dependent on borrowing from outside sources. Therefore, SGR is conceptually in line with the sustainability principle of the Brundtland Commission (WCED, 1987), which highlights intertemporal harmony and long-term viability. Taking this into consideration, the authors of this paper view SGR as one indicator of a firm's

intrinsic sustainable capacity (Fonseka et al., 2019). They give SGR the meaning of a rate of growth that can be supported without the firm draining its financial strength or risking its strategic stability in the long run, instead of merely representing accounting figures.

Resource-Based View and Internal Institutional Architecture

The Resource-Based View provides the principal theoretical foundation for explaining how ESG engagement may contribute to firms' sustainable growth (Penrose, 1995; Barney, 1991). Penrose (1995) argues that the growth of a firm is constrained not only by external market opportunities but also by its internal managerial capacity to coordinate, organize, and deploy resources effectively. From this perspective, firms grow when they possess the organizational capabilities necessary to transform available resources into productive and strategically valuable outcomes (Barney, 1991).

ESG engagement can be understood as a strategic organizational resource that contributes to intangible assets such as corporate reputation, stakeholder trust, organizational learning, legitimacy, and access to capital (Hart, 1995; Branco & Rodrigues, 2006; Surroca et al., 2010). However, the possession of ESG-related resources does not automatically generate sustainable growth. Their value depends on the internal institutional architecture through which they are allocated, coordinated, and implemented (Barney, 1991; Surroca et al., 2010).

Corporate governance provides the monitoring, accountability, transparency, and strategic alignment required to ensure that ESG-related resources are used consistently with long-term organizational goals (Aguilera et al., 2006; Eccles et al., 2014). Corporate culture, meanwhile, shapes how ESG principles are interpreted, internalized, and incorporated into daily organizational practices (Eccles et al., 2014; Li et al., 2021). Governance quality and corporate culture therefore represent important organizational capabilities that determine whether ESG engagement can be converted into improvements in sustainable growth.

Accordingly, this study proposes that the growth effect of ESG performance is contingent upon the alignment between external ESG engagement and firms' internal governance and cultural conditions (Barney, 1991; Eccles et al., 2014). This resource-based perspective provides the theoretical justification for examining corporate governance quality and corporate culture as moderators of the relationship between ESG performance and SGR.

Sampling Context of China A-Share Firms: SSE and SZSE

In addition to the general ESG-performance debate, the institutional context of the research sample requires further critical consideration. This study focuses on China A-share listed firms from both the Shanghai Stock Exchange (SSE) and the Shenzhen Stock Exchange (SZSE). Although both exchanges are central components of China's domestic capital market, they are not fully homogeneous. The SSE has traditionally been associated with larger, more mature, and blue-chip enterprises, particularly firms in finance, energy, infrastructure, and other capital-intensive industries (Shanghai Stock Exchange, 2023; Shanghai Stock Exchange, n.d.). In contrast, the SZSE has played a stronger role in supporting

manufacturing firms, private enterprises, small- and medium-sized enterprises, and growth-oriented technology companies, particularly through its ChiNext market (Shenzhen Stock Exchange, 2021; Hong Kong Exchanges and Clearing Limited, n.d.). These differences imply that ESG investment, governance quality, corporate culture, and sustainable growth may not operate identically across all A-share firms. Larger SSE-listed firms may face stronger regulatory visibility and public ESG pressure, whereas SZSE-listed firms may display greater innovation orientation, market flexibility, and growth uncertainty. Therefore, using both SSE and SZSE A-share firms improves the representativeness of the sample, but it also requires careful empirical control for firm size, industry characteristics, ownership structure, and exchange-related heterogeneity. This sampling logic supports the present study's conceptual framework by recognizing that ESG effects on sustainable growth are embedded in China's segmented capital-market structure rather than occurring in a uniform institutional environment.

Research Hypotheses and Conceptual Framework

H1: ESG investment is positively associated with firms' Sustainable Growth Rate (SGR).

H2: Corporate governance quality positively moderates the relationship between ESG investment and SGR, such that the relationship is stronger in firms with higher governance quality.

H3: Corporate culture positively moderates the relationship between ESG investment and SGR, such that the relationship is stronger in firms with a stronger (innovation- and sustainability-oriented) culture.

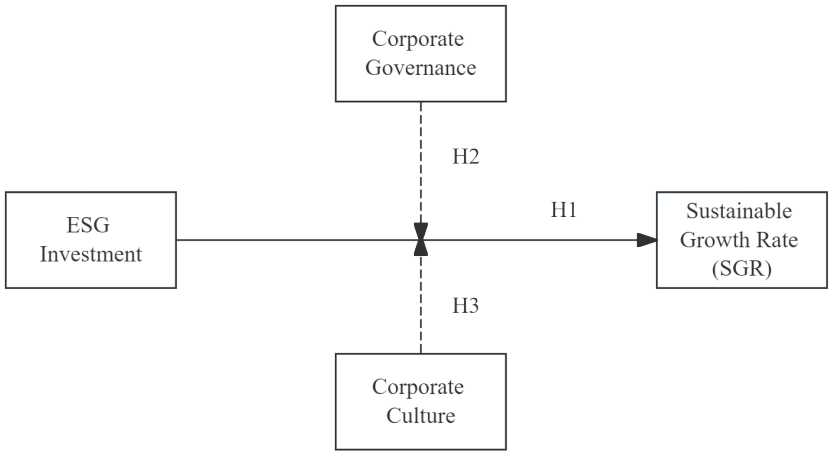


Figure 1 Conceptual Framework

The proposed framework positions ESG investment as the primary explanatory variable influencing corporate sustainability performance. In this study, corporate sustainability performance is represented by firms' Sustainable Growth Rate (SGR), which reflects the extent to which a firm can maintain long-term growth without excessive dependence on external financing or an unstable capital structure. This measurement choice is appropriate because ESG investment is expected to improve firms' resource efficiency, reputation, stakeholder trust, and access to finance, all of which may enhance the firm's capacity for stable and sustainable growth.

Beyond the direct effect, the framework introduces two key contingent mechanisms. First, corporate governance structures are expected to strengthen the translation of ESG investments into sustainability outcomes by improving accountability, transparency, and strategic alignment. Firms with stronger governance structures are more likely to allocate ESG-related resources efficiently and prevent symbolic or superficial ESG practices. Second, corporate culture is theorized to function both as a mediating mechanism and as a contextual moderator, shaping how ESG initiatives are implemented and internalized within organizational processes. Furthermore, the framework recognizes that ESG investment is not homogeneous; environmental, social, and governance components may exert differentiated impacts on corresponding sustainability dimensions.

Methodology

Sample Selection and Data Sources

1. Timeframe Rationale

This study used an unbalanced panel of China A-share firms listed on the Shanghai Stock Exchange and Shenzhen Stock Exchange from 2017 to 2023. Listed firms were selected because they were subject to relatively strict disclosure requirements and public scrutiny, making their financial, governance, and ESG information more accessible and comparable.

The study period was selected because ESG disclosure and sustainable-development practices became increasingly institutionalized in China during this period. The timeframe also covered major regulatory and market developments, including the strengthening of ESG awareness in China's capital market, the COVID-19 shock and subsequent recovery, and the policy environment following China's 2020 carbon-peaking and carbon-neutrality commitments (de Boer & Fan, 2022). Therefore, the 2017-2023 period provided an appropriate setting for examining the relationship between ESG performance and corporate sustainable growth.

2. Sample Screening Process

The study sample was constructed through the following screening process:

1) China A-share firms listed on the Shanghai and Shenzhen Stock Exchanges between 2017 and 2023 were initially considered.

2) Firms designated as ST or *ST were excluded because their abnormal financial conditions could distort the estimation results.

3) Financial firms were excluded because their balance-sheet structures, leverage mechanisms, capital requirements, and regulatory environments differed substantially from those of non-financial firms. In particular, high leverage has a different economic meaning for financial institutions than for industrial and commercial firms, which may reduce the comparability of capital-structure and sustainable-growth measures across the two groups (Fama & French, 1992).

4) Firm-year observations with missing values for the dependent variable, principal explanatory variable, moderators, or control variables were removed.

5) Observations with sufficient financial, governance, corporate-culture, and ESG-rating information were retained.

3. Data Sources

Financial, governance, ownership, executive, and other firm-level data were obtained primarily from the China Stock Market and Accounting Research Database (CSMAR Data Technology Co., Ltd., 2024). ESG performance was measured using the Huazheng ESG Rating (Shanghai Sino-Securities Index Information Service Co., Ltd., 2024), which provides broad coverage of China's A-share market and reflects the domestic regulatory, disclosure, and industry environment.

Patent information used to measure innovation orientation was obtained from firm-level patent records. Corporate annual reports and sustainability reports were used to obtain textual information related to sustainability orientation. Other components of the corporate-culture index, including charitable donations, capital expenditure, and employee compensation, were obtained from CSMAR and firms' published reports.

The final sample consisted of 346 firms and 1,664 firm-year observations. Because some firms did not have complete valid observations for all seven years, the dataset was treated as an unbalanced panel.

Variable Measurement

1. Dependent Variable

The dependent variable was the Sustainable Growth Rate (SGR). SGR represented the maximum rate at which a firm could grow while maintaining its existing financial structure and avoiding excessive dependence on external financing.

Following Higgins (1977), SGR was calculated as follows:

$$SGR = [(NP/S) \times (S/A) \times (1 + D/E) \times b] / [1 - (NP/S) \times (S/A) \times (1 + D/E) \times b] \quad (1)$$

where (NP/S) denotes the net profit margin, (S/A) denotes total asset turnover, (D/E) denotes the debt-to-equity ratio, and (b) denotes the earnings-retention ratio.

The measure combined profitability, operational efficiency, financial leverage, and reinvestment capacity into a single indicator of sustainable corporate growth.

2. Independent Variable

The independent variable was ESG performance, measured by ESG_SCORE. The study used the Huazheng ESG Rating as a proxy for firms' ESG engagement and implementation.

Direct ESG expenditure was not used because firms did not consistently disclose comparable ESG-investment amounts. The Huazheng rating was therefore adopted as a standardized measure of firm-level environmental, social, and governance performance. A higher ESG_SCORE indicated stronger ESG performance.

3. Moderating Variables

Corporate Governance Quality

Corporate governance quality was measured using GS_Index, a composite index constructed through Principal Component Analysis (PCA). The index incorporated the following dimensions:

1) board diversity;

2) executive incentives;

3) shareholder engagement; and

4) corporate transparency.

Board diversity captured the composition and inclusiveness of the board. Executive incentives reflected the alignment between managerial and organizational interests. Shareholder engagement represented investor participation in corporate decision-making, while transparency reflected the degree of external monitoring and disclosure.

The underlying indicators were standardized before PCA. The first principal component was retained as GS_Index, with higher values representing stronger corporate governance quality.

Corporate Culture

Corporate culture was measured using OCR, a PCA-based composite index representing an innovation- and sustainability-oriented organizational culture. The index included:

1) innovation orientation, measured by the natural logarithm of patent applications plus one;

2) sustainability orientation, measured by the proportion of sustainability-related words in annual reports;

3) stakeholder engagement, measured by charitable donations relative to revenue;

4) long-term strategic orientation, measured by capital-expenditure intensity; and

5) employee engagement, measured by employee compensation and benefits relative to revenue.

The indicators were standardized before PCA, and the first principal component was retained as OCR. Higher OCR values indicated a stronger innovation- and sustainability-oriented corporate culture.

4. Control Variables

The regression models included a set of firm-level control variables to reduce omitted-variable bias.

Firm size (Size): was measured as the natural logarithm of total assets.

Firm age (FirmAge): captured the length of a firm's operating or listing history.

Leverage (Lev): was measured as the ratio of total liabilities to total assets.

Profitability (ROA): was measured as return on assets.

Ownership type (SOE): was measured using a dummy variable equal to one for state-owned enterprises and zero otherwise.

CEO characteristics (CEO): captured relevant managerial characteristics, including age, tenure, education, or the composite executive measure used in the dataset.

Market competition (CR4): represented the degree of industry concentration or competitive intensity.

Strategic alliance participation (SA): was measured using a dummy variable indicating whether the firm participated in relevant strategic alliances.

Year fixed effects were included to control for macroeconomic and policy changes over time. Firm fixed effects were included to control for unobserved time-invariant firm characteristics.

1) Data Preprocessing

All continuous variables were winsorized at the 1st and 99th percentiles to reduce the influence of extreme observations.

The underlying indicators used to construct GS_Index and OCR were standardized before PCA because they were measured using different units and scales. The first principal component was retained for each index because it captured the largest proportion of common variation across the corresponding indicators.

Observations with missing values in the principal variables were removed before estimation. The interaction terms ESG × GS and ESG × OCR were constructed to test the moderating effects of corporate governance quality and corporate culture, respectively.

2) Econometric Model Specification

The empirical strategy uses panel regressions with firm, year, and industry fixed effects. The baseline model tests the direct ESG–SGR relationship:

$$SGR_{it} = \alpha_0 + \beta_1 ESG_{it} + \beta_2 X_{it} + \eta_i + \lambda_t + \delta_j + \varepsilon_{it} \quad (2)$$

To test moderation by governance structure (H2), the interaction term is added:

$$SGR_{it} = \alpha_0 + \beta_1 ESG_{it} + \beta_2 GS_{it} + \beta_3 (GS_{it} \times ESG_{it}) + \beta_4 X_{it} + \eta_i + \lambda_t + \delta_j + \varepsilon_{it} \quad (3)$$

To test moderation by corporate culture (H3), the culture interaction term is included:

$$SGR_{it} = \alpha_0 + \beta_1 ESG_{it} + \beta_2 OCR_{it} + \beta_3 (OCR_{it} \times ESG_{it}) + \beta_4 X_{it} + \eta_i + \lambda_t + \delta_j + \varepsilon_{it} \quad (4)$$

X_{it} denotes a vector of control variables, including firm size (log assets), leverage, profitability (ROA), firm age, and ownership type (SOE), consistent with prior ESG-performance studies. In the regression models, i denotes firm-level observations, t denotes year-level observations, and j denotes industries.

Table 1 Variable, Measurement and Data Source

Variable	Measurement	Data Source
Sustainable Growth Rate (SGR)	Calculated following Higgins (1977), reflecting the maximum growth rate sustainable without altering capital structure.	Financial data from CSMAR (China Stock Market & Accounting Research Database) (CSMAR Data Technology Co., Ltd., 2024)
ESG Investment / Performance (ESG)	Annual ESG rating score representing firm-level ESG performance.	Huazheng ESG Rating Database (Shanghai Sino-Securities Index Information Service Co., Ltd., 2024); supplementary validation from CSI ESG Ratings (China Securities Index Co., Ltd., 2024)

Table 1 Variable, Measurement and Data Source (Cont.)

Variable	Measurement	Data Source
Corporate Governance Quality (GS)	Governance Structure Index constructed via PCA using board diversity, executive incentives, shareholder engagement, and transparency indicators.	Governance indicators from CSMAR (CSMAR Data Technology Co., Ltd., 2024) and firms' annual reports (this study)
Corporate Culture (Innovation & Sustainability Orientation) (OCR)	PCA-based composite index including innovation (patents), sustainability orientation (textual analysis of reports), stakeholder engagement, long-term strategy, and employee engagement.	Patent & financial data from CSMAR (CSMAR Data Technology Co., Ltd., 2024); textual data from corporate annual/sustainability reports
ESG × Governance (ESG × GS)	Interaction term testing governance moderation effect.	Constructed variable
ESG × Culture (ESG × OCR)	Interaction term testing culture moderation effect.	Constructed variable

Results

Tables 2-5 report the Descriptive Statistics, Variance Inflation Factor (VIF) Test, Baseline Regression Results for H1, and Moderating Effects for H2 and H3, respectively, while the results of the robustness checks, endogeneity tests, and heterogeneity analyses are described in the text.

Table 2 Descriptive Statistics

VarName	Obs	Mean	SD	Min	Median	Max
SGR	1664	48.4173	17.2961	-5.7879	48.3404	100.9174
ESG	1664	74.4363	4.9352	51.5800	74.4700	90.4000
GS	1664	0.1563	0.3785	-0.8062	0.1312	1.3114
OCR	1664	0.1584	0.2314	-0.4924	0.1455	0.9720
Size	1664	23.3583	1.0991	20.3352	23.1956	27.2986
FirmAge	1664	3.0666	0.2560	2.0794	3.0910	3.7612
CEO	1664	1.0763	2.0767	-5.2650	1.0684	7.7282
SOE	1664	0.3618	0.4807	0.0000	0.0000	1.0000
Lev	1664	0.4448	0.1836	0.0143	0.4567	1.9391
ROA	1664	0.0499	0.0831	-1.5834	0.0453	0.5415
CR4	1664	0.2058	0.2492	0.0225	0.0948	1.0000
SA	1664	0.1550	0.3621	0.0000	0.0000	1.0000

Table 2 presents the descriptive statistics of the model variables, including the sample size, mean, standard deviation, and the maximum and minimum values. Table 2 shows that the average Sustainable

Growth Rate (SGR) is 48.42; the maximum and minimum values are 100.92 and -5.79, respectively, with a standard deviation of 17.30. This indicates a significant disparity in the sustainable growth capabilities among China's listed enterprises, revealing uneven development across the sample. The mean value of ESG performance reaches 74.44, suggesting the overall performance is relatively good. However, the scores range from a low of 51.58 to a high of 90.40, indicating that while some firms excel, there is still a notable gap between leaders and laggards, which is consistent with the actual situation that high-quality ESG development in China is still evolving. Regarding control variables, the firm size (Size) ranges from 20.34 to 27.30, reflecting a diverse sample in terms of asset scale. The leverage ratio (Lev) has a mean of 0.44, with values ranging from 0.01 to 1.94, demonstrating distinct differences in capital structure strategies among the sampled firms.

Table 3 Variance Inflation Factor Test

Variable	VIF	1/VIF
Lev	1.69	0.592
Size	1.52	0.657
ROA	1.34	0.746
SOE	1.20	0.831
FirmAge	1.11	0.898
ESG	1.11	0.901
CEO	1.09	0.919
SA	1.03	0.973
CR4	1.01	0.994
Mean VIF	1.23	-

Remarks: VIF denotes the Variance Inflation Factor. Values below 5 are commonly interpreted as indicating that serious multicollinearity is unlikely, although the threshold should be considered together with the theoretical relationships among the variables (Hair et al., 2019).

Table 3 reports the VIF test for the explanatory and control variables. Because leverage and ROA are conceptually related to components used in constructing SGR, the test was conducted to determine whether their inclusion generated problematic linear dependence among the regressors. All VIF values were below the commonly applied threshold of 5 (Hair et al., 2019), with a mean VIF of 1.23. However, the low VIF values address multicollinearity only among the explanatory variables. They do not resolve the separate mechanical-overlap concern arising from the mathematical construction of SGR; this issue is therefore examined through an additional sensitivity analysis excluding Lev and ROA.

Table 4 Baseline Regression Results

Variables	(1) SGR	(2) SGR
ESG	0.0508***	0.0560***
	(3.09)	(3.40)
Size		-0.5038**
		(-2.33)
FirmAge		2.8350
		(1.14)
CEO		2.3783***
		(4.76)
SOE		-0.0451
		(-0.10)
Lev		-0.1934
		(-0.23)
ROA		0.4972
		(0.48)
CR4		-0.2221
		(-0.98)
SA		0.4670*
		(1.96)
_cons	44.6389***	44.8142***
	(36.52)	(5.62)
Firm FE	YES	YES
Year FE	YES	YES
Industry FE	YES	YES
Observations	1,664	1,664
R^2	0.989	0.989

Remarks: The dependent variable is Sustainable Growth Rate (SGR). The reported (R^2) should be interpreted cautiously because ROA and leverage are conceptually and mathematically related to components used in constructing SGR. Sensitivity models excluding these controls are reported to assess whether the principal findings depend on this mechanical overlap. Firm and year fixed effects are included. (t)-statistics are reported in parentheses. * ($p < 0.10$), ** ($p < 0.05$), and *** ($p < 0.01$).

Table 4 presents the baseline regression results examining the direct relationship between ESG and Sustainable Growth Rate (SGR). Column (1) shows that ESG is positively and significantly associated with SGR ($\beta = 0.0508$, $p < 0.01$), indicating that firms with higher ESG performance tend to exhibit stronger sustainable growth. After including firm-level control variables in Column (2), the coefficient of ESG remains positive and statistically significant ($\beta = 0.0560$, $p < 0.01$), demonstrating the robustness of the main effect and supporting H1. Among the control variables, firm size is negatively related to SGR, CEO characteristics show a positive and significant effect, and strategic alliance participation (SA) is weakly positive, while the other control variables are statistically insignificant. Firm, year, and industry fixed effects are included in all specifications, which helps reduce the influence of unobserved firm-level, temporal, and industry-level heterogeneity. Because ROA and leverage are closely related to components

used in constructing SGR, their inclusion and the resulting high model fit are discussed cautiously in the Discussion section and further examined through sensitivity specifications.

Table 5 Moderating Effects

Variables	**(1) SGR**	**(2) SGR**
ESG	0.0435**	0.0166
	-2.51	-0.77
GS	-6.8795**	
	(-2.30)	
ESG × GS	0.0912**	
	-2.25	
OCR		-9.4194**
		(-2.04)
ESG × OCR		0.1366**
		-2.24
Size	-0.4487**	-0.5587**
	(-2.01)	(-2.55)
FirmAge	2.5322	2.8879
	-1.01	-1.16
CEO	2.3411***	2.3202***
	-4.60	-4.64
SOE	-0.0174	-0.0271
	(-0.04)	(-0.06)
Lev	-0.2229	-0.0503
	(-0.26)	(-0.06)
ROA	0.4239	0.5310
	-0.41	-0.51
CR4	-0.2285	-0.2008
	(-1.00)	(-0.88)
SA	0.4676*	0.4893**
	-1.96	-2.05
Constant	45.4217***	48.6356***
	-5.69	-5.98
Firm FE	YES	YES
Year FE	YES	YES
Industry FE	YES	YES
Observations	1,664	1,664
R^2	0.989	0.989

Remarks: The dependent variable is Sustainable Growth Rate (SGR). t-statistics are reported in parentheses. Firm, year, and industry fixed effects are included. * $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

Table 5 reports the moderating effects of corporate governance quality (GS) and corporate culture (OCR) on the ESG–SGR relationship. In Column (1), the interaction term ESG × GS is positive and significant ($\beta = 0.0912$, $p < 0.05$), indicating that higher governance quality strengthens the positive impact of ESG on sustainable growth, thereby supporting H2. In Column (2), the interaction term ESG × OCR is also positive and significant ($\beta = 0.1366$, $p < 0.05$), suggesting that a stronger innovation- and sustainability-oriented corporate culture enhances the effectiveness of ESG in promoting SGR, supporting H3. Although the direct coefficients of GS and OCR are negative, the positive interaction effects imply that governance quality and corporate culture function as reinforcing mechanisms that amplify the marginal effect of ESG investment on sustainable growth.

In summary, the empirical results support all proposed hypotheses: ESG investment is positively associated with firms' Sustainable Growth Rate (H1), and this positive relationship is significantly strengthened by higher corporate governance quality (H2) and a stronger innovation- and sustainability-oriented corporate culture (H3).

Additional Analyses

The results remain robust when alternative ESG and sustainable growth measures are employed, with the ESG coefficient remaining positive and statistically significant ($p < 0.05$). Endogeneity concerns are addressed by incorporating industry-year fixed effects and an instrumental-variable approach, under which the ESG effect continues to be positive and significant. Heterogeneity analyses further show that the ESG–SGR relationship is stronger and statistically significant in resource- and pollution-intensive firms, suggesting that ESG effectiveness varies across firm contexts.

Discussion

This study provides empirical evidence that ESG performance is positively associated with firms' Sustainable Growth Rate (SGR) in the context of China's "Dual Carbon" strategy. The baseline results and subsequent robustness analyses indicate that firms with stronger ESG performance tend to exhibit greater sustainable growth capacity. This finding contrasts with the shareholder-centered position commonly associated with Friedman (1970), who argued that corporate executives should prioritize shareholder interests while operating within the legal and competitive rules of the market. The present findings suggest that ESG engagement need not function exclusively as a cost burden; rather, it may be associated with firms' long-term growth capacity when supported by appropriate governance and organizational conditions.

A methodological issue concerns the inclusion of ROA and leverage as control variables because SGR is mathematically derived from profitability and capital-structure components. ROA is closely related to the combined effects of net profit margin and asset turnover, while leverage corresponds to the financing component embedded in the SGR calculation. These variables were retained because profitability and capital structure may independently affect firms' ESG performance and growth capacity,

and excluding them from the baseline model could leave important firm-level financial differences uncontrolled. Nevertheless, their mechanical relationship with SGR may contribute to the unusually high (R^2) of 0.989. The model fit should therefore be interpreted cautiously and should not be taken to mean that the specification explains nearly all dimensions of corporate sustainable growth.

Consistent with Bolton and Kacperczyk (2021), the results suggest that ESG integration may facilitate a transition from extensive expansion toward more intensive and higher-quality development by improving resource allocation, risk management, and access to finance. This interpretation is also consistent with the growing use of non-financial information by investors when assessing firms' long-term risks and development prospects (Berg et al., 2022; Christensen et al., 2022). Nevertheless, the evidence should be interpreted as association-based rather than purely causal because ESG choices may remain correlated with unobserved managerial quality, strategic orientation, and forward-looking organizational capabilities, even after fixed effects and control variables are included (Berg et al., 2022).

A central contribution of this study lies in clarifying the organizational conditions through which ESG performance may be translated into sustainable growth. The conversion of ESG-related resources into growth outcomes is not automatic but depends on firms' internal institutional architecture. Drawing on the Resource-Based View, ESG-related capabilities can be regarded as strategic resources whose value depends on the organizational mechanisms through which they are coordinated and deployed (Barney, 1991). Strong governance structures may improve accountability, monitoring, transparency, and strategic alignment, while a supportive corporate culture may facilitate the internalization of ESG principles in organizational routines and decision-making processes.

The positive interaction effects of corporate governance and corporate culture suggest that ESG performance generates stronger growth-related outcomes when firms possess the institutional capacity to implement ESG commitments effectively. Without these internal conditions, ESG engagement may fail to produce substantive organizational improvements. This finding also highlights the potential risk of symbolic ESG practices: when governance and culture are weak, firms may emphasize ESG disclosure without achieving corresponding changes in operational practices or long-term growth capacity. This interpretation may help explain the mixed ESG-performance findings reported in previous research (Berg et al., 2022).

The heterogeneity analysis further indicates that the relationship between ESG performance and SGR differs across industries. The stronger association observed among resource-intensive and heavy-polluting firms is consistent with the argument that ESG engagement may be especially valuable when firms face greater environmental exposure, regulatory scrutiny, and carbon-related financial risks. Bolton and Kacperczyk (2021) show that investors price exposure to carbon emissions, suggesting that firms with greater environmental risks may obtain larger marginal benefits from credible improvements in ESG performance. Such improvements may reduce perceived risk, strengthen organizational legitimacy, and facilitate access to financial resources.

By contrast, the statistically insignificant relationship observed in the utilities sector may reflect the distinctive operating and regulatory characteristics of that industry. Regulated pricing, public-service obligations, and relatively limited market competition may weaken the extent to which ESG signals are translated into measurable growth outcomes (Boubakri et al., 2021). This interpretation should, however, be treated cautiously because an insignificant coefficient does not by itself establish the underlying mechanism. More broadly, the heterogeneity findings suggest that the ESG–SGR relationship is conditioned by differences in regulatory exposure, market pressure, and industry structure. Caution is therefore required when generalizing the benefits of ESG performance across industries (Gillan et al., 2021; Krueger et al., 2020).

The additional analyses also address concerns related to potential endogeneity and differences in ESG measurement. The inclusion of industry-by-year fixed effects controls for common time-varying shocks experienced by firms within the same industry, including changes in regulation, market conditions, and environmental-policy pressure. The continued positive ESG coefficient after incorporating these controls suggests that the main association is not explained solely by aggregate industry trends. However, this specification cannot eliminate all sources of endogeneity or measurement error.

Overall, the findings indicate that ESG performance is associated with stronger sustainable growth capacity under China's "Dual Carbon" policy environment, particularly when firms possess effective governance mechanisms and a supportive organizational culture. ESG engagement should therefore be understood not simply as a compliance activity but as a potential strategic capability whose value depends on the institutional conditions under which it is implemented. Given the known disagreement among ESG-rating providers, future research could compare ratings from multiple sources and employ quasi-exogenous policy changes, natural experiments, or event-study designs to strengthen causal identification.

Conclusions

Essentially, the research examines whether ESG investing is the "Green Engine" for Sustainable Growth Rate (SGR) in Chinese listed firms, and if the effectiveness of ESG investment depends on the internal organizational conditions. From the panel data of A-share firms, the findings confirmed that ESG performance is not only positively but also significantly related to sustainable growth, thus ESG participation is one way of value creation at the very long term and not merely a compliance cost. Moreover, this positive association can be explained to a great extent by the presence of a higher quality of corporate governance and a stronger innovation- and sustainability-oriented corporate culture, which implies that ESG resources yield higher returns when internal institutional foundations are strong. More insights show that the impact of ESG on growth is larger in resource-intensive and heavily polluting industries, thereby underscoring the contextual differences in the effectiveness of ESG. In sum, the results imply that sustainable growth in emerging market contexts is a matter of the external green capital

investment being in harmony with the internal governance capacity and the cultural commitment to long-term development.

Recommendations

Limitation and Future Research

ESG investment decisions may still co-move with unobservable factors beyond those captured in this study, despite the inclusion of firm, year, and industry fixed effects as well as an instrumental-variable approach. As such, it remains difficult to fully eliminate potential endogeneity concerns. Therefore, causal inference is inherently constrained. Future research could employ an event-study to better isolate exogenous variation in ESG engagement and strengthen causal identification.

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FACTORS INFLUENCING ARTIFICIAL INTELLIGENCE TECHNOLOGY USE BEHAVIOR AMONG TEACHERS IN APPLIED UNDERGRADUATE COLLEGES

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Abstract

Purpose: To explore the mechanisms that influence teachers' use of AI technology in application-oriented undergraduate colleges, providing theoretical support and practical guidance to promote the deep integration of AI and higher education.

Study Design/Methodology/Approach: An analytical framework was developed by integrating the Theory of Planned Behavior, the Technology Acceptance Model, and Self-Determination Theory. A questionnaire survey was conducted among 602 teachers across four major regions in China using a revised scale. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to test the hypotheses.

Findings: Teachers' usage behavior is driven by both intrinsic cognition and the external environment; perceived value is the core antecedent, with usage value having the strongest effect, while perceived risk exerts an inhibitory effect; individual innovativeness plays a positive catalytic role. Social influence and convenient conditions not only directly promote usage behavior but also exert selective indirect effects through perceived value: social influence operates primarily via emotional value, and convenient conditions primarily via use value, whereas the mediating path through functional value is not significant.

Originality/Value: This study constructs a comprehensive "Environment–Cognition–Behavior" framework to systematically reveal the multidimensional mechanism underlying teachers' AI usage behavior in application-oriented undergraduate colleges. It fills a gap in existing research by analyzing specific college types and value-cognition pathways, providing theoretical supplementation and practical reference value.

Keywords: Applied Undergraduate Colleges, Artificial Intelligence Technology, College Teachers, Technology Use Behavior, Technology Acceptance Model

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Introduction

The new generation of intelligent technology represented by generative artificial intelligence is promoting the systematic reform of global higher education, and artificial intelligence technology has become the core engine of digital transformation of education. In 2023, the white paper on Higher Education in the era of artificial intelligence, which was prepared under the leadership of the UNESCO Innovation Center for higher education, marked a new stage in the systematic promotion of global education intelligence. In this context, college teachers, as key actors in education reform, their acceptance and application depth of AI technology directly affect the actual effect of technology-enabled education (Selwyn, 2019). As a key hub connecting the education system and industrial demand, application-oriented undergraduate colleges and universities undertake the important mission of serving regional development and cultivating application-oriented talents (Ministry of Education of the People's Republic of China, 2020). The behavior patterns of teachers in such colleges and universities in the use of AI technology are not only related to the depth of technology application but also have prominent typical significance and practical urgency.

With the rapid penetration of generative AI in higher education, college teachers' AI use behavior has become a research hotspot. It is generally believed that AI is profoundly changing teachers' teaching methods, research paradigms and professional development paths (Lan et al., 2021; Liu, 2019), and discussions have been launched around technology empowerment, role remodeling, ethical risks, and governance (Bao & Wan, 2025; Zhou & Chang, 2023). Existing studies focus on the institutional response and governance framework (Gao & Zhang, 2024; Li & Xue, 2024)., and on teachers' AI literacy, attitude and use behavior (Li et al., 2022; Hu & Cao, 2024). In general, the existing research has formed a multi-level pattern of "whether to use–how to use–how to standardize the use", but empirical research on the specific group of teachers in application-oriented undergraduate colleges is still insufficient. Based on this, this study takes the teachers of application-oriented universities as the research object, integrates the planned behavior theory (Ajzen, 1991), the Technology Acceptance Model (Davis, 1989) and the Self-Determination Theory (Ryan & Deci, 2000), and systematically discusses the key factors and internal mechanisms affecting their AI technology use behavior, in order to provide a theoretical basis and practical reference for the digital transformation of higher education.

Objectives

This study aims to investigate the driving mechanisms behind the adoption of Artificial Intelligence (AI) technologies by college teachers at applied undergraduate colleges. Specifically, the objectives of this study include:

1. To assess the current usage patterns and behavioral characteristics of college teachers at applied undergraduate colleges regarding their adoption of AI technologies.

2. To examine how internal cognitive factors–such as perceived value, perceived risk, and personal innovativeness–as well as external environmental factors influence the AI usage behavior of teachers in application-oriented undergraduate colleges.

3. To identify the primary driving factors underlying AI usage behaviors among college teachers at applied undergraduate colleges, thereby offering strategic recommendations for optimizing institutional support systems.

Literature Review

Analysis of Differences in AI Technology Usage Among Teachers with Varying Characteristics

Individual characteristics serve as key moderating factors in technology acceptance. Within the context of higher education institutions, background factors–such as faculty members' educational qualifications, academic disciplines, and geographic locations–constitute significant antecedents for explaining variations in technology utilization (Hu & Cao, 2024; Luo & Zhou, 2025). Given the inherent complexity and cognitively demanding nature of Artificial Intelligence (AI) technologies, the diverse knowledge reserves, academic paradigms, and resource endowments possessed by faculty members may give rise to systemic ecological challenges regarding their technological cognition, professional judgment, and deep-level application of these tools (Tang & Dai, 2026). Accordingly, it is posited that the AI technology usage behaviors of faculty members at applied undergraduate institutions exhibit significant variations based on their individual characteristics.

The Impact of College Teachers' Internal Cognition on AI Technology Usage Behavior

Internal cognition refers to the internal representation and cognitive processing of Artificial Intelligence (AI) technology formed by teachers at the psychological level. Existing studies primarily explain usage behavior through the lenses of cognition, attitude, and individual traits. Drawing on the Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use of Technology (UTAUT) models, perceived usefulness, perceived ease of use, and attitude toward usage are identified as key antecedents (Fei et al., 2025; Luo & Zhou, 2025). In the context of generative AI, the alignment between technology and teaching tasks, as well as its enhancing effect on professional judgment, offer stronger explanatory power than the mere perception of technological advancement (Tang & Dai, 2026). At the emotional and value levels, positive experiences, self-efficacy and professional identity can promote continued usage (Xu & Xu, 2025). Conversely, techno-anxiety, occupational stress and identity crises exert an inhibitory effect, demonstrating a characteristic coexistence of "empowerment and anxiety" (Bao & Wan, 2025; Zhang, 2020).

Perceived value refers to the overall evaluation of the utility of a technology formed by users based on a trade-off between benefits and costs. There have been researches on the use of AI by college teachers which have expanded from a single "usefulness" to a multi-dimensional construct. Li et al. (2025), Xu and Xu (2025) emphasized the comprehensiveness of their cognitive evaluation; Zhang and Wang (2025)

pointed out that it involves multiple trade-offs, such as time investment, learning burden, ethical risk and teaching control. In this study, perceived value is divided into functional value, use value and emotional value: functional value reflects the role of technology in promoting teaching and research goals; use value reflects ease of use, controllability and process compatibility; emotional value reflects positive experiences such as fun, a sense of achievement and identity. Therefore, we propose the following hypothesis:

H1: Functional value significantly enhances teachers' adoption of AI technologies.

H2: Use value significantly enhances teachers' adoption of AI technologies.

H3: Emotional value significantly enhances teachers' adoption of AI technologies.

Individual innovativeness reflects a stable tendency for teachers to accept and explore new things. According to the diffusion of innovation theory, highly innovative teachers have a more open attitude toward technological change and a higher tolerance for initial uncertainty. Rogers (1995) pointed out that individuals with higher innovativeness are more likely to become early adopters of new technologies and exhibit stronger willingness to try and adaptability under uncertain conditions. In the context of the rapid evolution of artificial intelligence technology, highly innovative teachers are more willing to actively explore application scenarios and accumulate usage experience. This trait can directly stimulate usage willingness and behavior and may also indirectly play a role by enhancing value perception (Fei et al., 2025; Luo & Zhou, 2025). Therefore, we propose the following hypothesis:

H4: Teachers' individual innovativeness significantly enhances their AI technology usage behavior.

Perceived risk refers to teachers' concerns regarding the potential losses that may arise from the use of technology, encompassing aspects such as functional reliability, data privacy, psychological stress, and social interaction. Although Artificial Intelligence (AI) technologies offer support for teaching, research and administration, the challenges they pose–specifically regarding data security and academic ethics (Zhou & Chang, 2023; Zhang & Wang, 2025; Li & Xue, 2024), the relinquishment of pedagogical control (Tang & Dai, 2026), and the resulting professional role crises and psychological stress (Bao & Wan, 2025; Zhang, 2020)–can trigger deep-seated apprehensions among teachers. When teachers perceive risks such as data insecurity or compromised decision-making autonomy, their motivation to adopt AI technologies diminishes significantly; indeed, even when teachers recognize the inherent value of the technology, a high level of perceived risk can still serve as a barrier to its practical implementation (Xu & Xu, 2025). Therefore, it is proposed that:

H5: Perceived risk significantly and negatively influences technology use behavior.

The Impact of the External Environment on College Teachers' Use of AI Technology

In addition to internal cognition, external environments such as social environments and organizational conditions are also important situational variables. College teachers' technology adoption is embedded in the school system, organizational culture, peer interaction and resource support; research shows that school policy orientation, peer demonstration and organizational culture will affect teachers' technology adoption through social norms and social identity (Wei et al., 2025); technical support, training

resources and system guarantees, as well as other conveniences will also directly affect the possibility of AI being embedded in teaching and research (Ge & Liu, 2025; Li, 2025). In application-oriented colleges and universities with strong practicality but relatively limited resources, insufficient conveniences are more likely to raise the use threshold and restrict in-depth application (Wang et al., 2025).

Social impact refers to the expectations, pressures and demonstration effects perceived by teachers from important others or reference groups, which act on decision-making through normative and informational influences. Liu and Yan (2019), Ge and Liu (2025) pointed out that when the use of AI is defined as a professional development trend or institutional expectation by organizational culture, policy orientation or peer practice, teachers are more likely to form a positive attitude toward the use of AI; a positive social atmosphere and successful cases of peers can enhance the willingness to use and provide legitimacy support for behavior. This leads to the following hypothesis:

H6: Social influence significantly and positively influences technology use behavior.

Convenience refers to the completeness of objective support resources perceived by teachers, including hardware facilities, technical training, incentive policies and exploration space. The effective use of AI technology not only depends on personal will, but also needs platforms, tools, training and institutional guarantees. Li et al. (2025) believe that convenience not only directly affects whether teachers try to use AI but also enhances their competence and perceived behavior control, reduces implementation barriers, and promotes the transformation of use intention to stable practice. Therefore, the following hypothesis is proposed:

H7: Convenient conditions significantly enhance teachers' adoption of AI technologies.

The Indirect Influence of the External Environment on the Technology Use Behavior of University Teachers: Shaping the Internal Cognition of University Teachers

The external environment not only directly affects the use behavior, but also has an indirect effect by shaping the internal cognition, in which the perceived value is an important psychological transformation hub. Luo and Zhou (2025) pointed out that when teachers internalize policy advocacy, technical support and social impact into "meaningful" and "worth investing" value cognition, their use intention will be significantly enhanced; Bao and Wan (2025) also believed that even with perfect technical and institutional support, without positive value recognition, the use behavior would still be difficult to sustain.

Social influence—exerted through normative pressure and role modeling—can alter teachers' value judgments regarding artificial intelligence technologies (Ajzen, 1991; Liu & Yan, 2019). Specifically, social influence stemming from peers and organizations can prompt teachers to recognize the functional value of AI in enhancing teaching and research performance while simultaneously lowering their expectations regarding technological complexity; this, in turn, strengthens their perceived value-in-use (Luo & Zhou, 2025). Concurrently, a positive organizational climate and a strong sense of identification with one's professional community can effectively alleviate technology-related anxiety, thereby significantly enhancing teachers' perception of the affective value associated with the technology adoption process

(Bao & Wan, 2025; Wei et al., 2025). Therefore, we hypothesize:

H8: Social influence significantly enhances the perception of functional value.

H9: Social influence significantly enhances perceived use value.

H10: Social influence significantly enhances the perception of emotional value.

Ample favorable conditions provide a realistic basis for value perception. Well-equipped facilities, convenient platform tools, and continuous technical training and other teaching support services effectively reduce the operational difficulty and adaptation costs for teachers, helping them to confirm the functional realization of technology in practice (Davis, 1989; Ge & Liu, 2025; Li, 2025). Simultaneously, clear and strict policies and expanded exploration space establish a robust institutional environment, not only alleviating technical pressure (Bao & Wan, 2025) but also satisfying teachers' autonomous psychological needs for exploring new things, prompting them to develop positive emotional experiences such as pleasure and accomplishment (Ryan & Deci, 2000). The sufficiency of external conditions systematically and positively influences teachers' overall value assessment.

H11: Convenient conditions significantly enhance functional value perception.

H12: Convenient conditions significantly enhance perceived use value.

H13: Convenient conditions significantly enhance the perception of emotional value.

The preceding analysis indicates that social influence and convenient conditions not only directly drive usage behavior but also positively influence perceptions of functional, usage, and emotional value; given that these three dimensions of perceived value serve as proximal antecedents to usage behavior, it is highly likely that the external environment indirectly promotes usage behavior through perceived value. Recent studies have provided empirical support for such mediation mechanisms (Jia & Yang, 2025; Fei et al., 2025), demonstrating that external environmental factors can indirectly influence teachers' technology usage behavior via cognitive variables such as perceived usefulness and ease of use. Building on this theoretical and empirical foundation and to examine the "Environment–Cognition–Behavior" transmission pathway, this study further proposes hypotheses (H14-H19) regarding the mediating effects of the three dimensions of perceived value on the relationship between social influence/convenient conditions and teachers' AI usage behavior.

H14: Functional value mediates the relationship between social influence and usage behavior.

H15: Functional value mediates the relationship between convenient conditions and usage behavior.

H16: Usage value mediates the relationship between social influence and usage behavior.

H17: Usage value mediates the relationship between convenient conditions and usage behavior.

H18: Emotional value mediates the relationship between social influence and usage behavior.

H19: Emotional value mediates the relationship between convenient conditions and usage behavior.

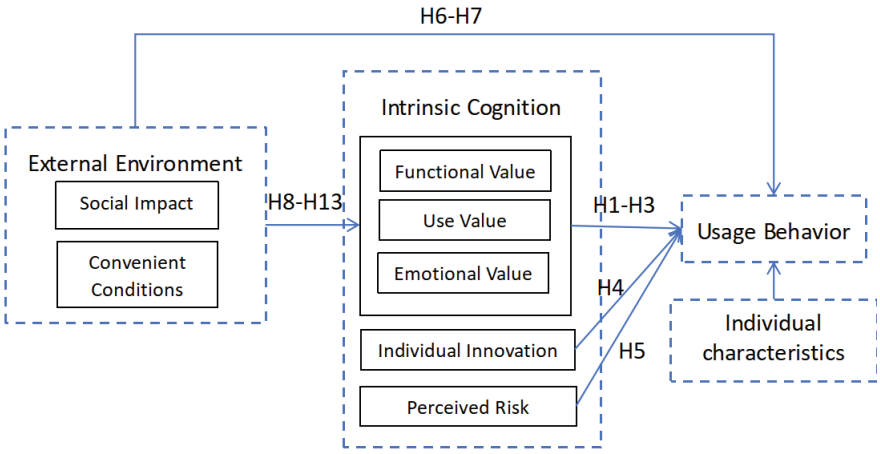


Figure 1 Theoretical Model Diagram

Methodology

1. Data Collection

This study targets the population of full-time college teachers at applied undergraduate colleges nationwide, comprising approximately 402,000 individuals across roughly 670 colleges. Based on the regional classification standards established by the National Bureau of Statistics, these colleges were categorized into four major regions: Northeast, East, Central Region, and West. Within each region, representative colleges were selected for questionnaire distribution using a combination of convenience and purposive sampling methods, weighted according to the proportional distribution of colleges in that region. The survey was conducted from March to April 2025, employing a hybrid methodology that combined targeted online distribution via the "Wenjuanxing" platform with the on-site collection of paper-based questionnaires. To ensure sample independence, the online component utilized IP address restrictions and unique response controls. A total of 680 questionnaires were distributed, with 660 returned, yielding a return rate of 97.1%. Following multiple rounds of data cleaning—during which questionnaires missing key information, exhibiting patterned responses, or containing logical inconsistencies were excluded—A final set of 602 valid samples was obtained, resulting in a valid return rate of 91.2%. The regional distribution of the sample (Northeast: 19.60%; Central: 40.53%; West: 21.43%; East: 18.44%) and its demographic characteristics align closely with statistical trends reported by the Ministry of Education, thereby demonstrating strong national representativeness. Throughout the entire survey process, strict adherence to academic ethics was maintained; informed consent was obtained from all participants, clearly outlining the research objectives as well as the principles of voluntary participation, anonymity, and confidentiality.

2. Measuring Tools

All core variables were adapted from established scales and contextualized for the specific setting; a uniform 5-point Likert scale was employed for scoring. The sources and item counts for each scale are presented in the table below. In accordance with the recommendations of Nunnally (1978),

each latent variable was assigned a minimum of three items; prior to administration, all scales underwent optimization through expert review and pilot testing.

Table 1 Sources and Number of Items for Each Variable

Variable	Number of Items	Item Source
Function Value	4	Sheth et al. (1991); Sweeney and Soutar (2001)
Use Value	4	Sheth et al. (1991); Sweeney and Soutar (2001)
Emotional Value	3	Sweeney and Soutar (2001); Mathwick et al. (2001)
Individual Innovativeness	5	Agarwal and Prasad (1998); Yi et al. (2006)
Perceived Risk	4	Bauer (1960); Jacoby and Kaplan (1972)
Convenient Conditions	4	Venkatesh (2003); Venkatesh et al. (2003)
Social Influence	4	Venkatesh and Davis (2000);Venkatesh et al. (2003)
Behavioral Usage	3	Davis (1989); Venkatesh et al. (2003)

3. Data Analysis

SPSS 26.0 was used to conduct descriptive statistics, Common Method Bias testing (Harman's single-factor test), correlation analysis, and preliminary reliability assessment. Data normality was examined using the Jarque–Bera test and the robust Jarque–Bera test; in cases of non-normal distribution, hypothesis testing was performed using Partial Least Squares Structural Equation Modeling (PLS-SEM), a method robust to non-normal data. WarpPLS 8.0 software was employed to sequentially evaluate the measurement and structural models, assessing internal consistency reliability (Cronbach's α and Composite Reliability [CR]), convergent validity (Average Variance Extracted [AVE]), and discriminant validity (Fornell-Larcker criterion and Heterotrait-Monotrait ratio [HTMT]). Direct effects were tested via path coefficients, *p-values*, and effect sizes, while mediation effects were examined using the bias-corrected bootstrapping method (5,000 resamples).

Results

1. Data Distribution and Method Justification

The descriptive statistics indicate that the data are not strictly normal. Both the Jarque-Bera (Normal-JB) and Robust Jarque-Bera (Normal-RJ) tests returned "No" across all constructs. This non-normality strongly justifies the use of Partial Least Squares Structural Equation Modeling (PLS-SEM), as it is a variance-based, non-parametric method well-suited for such data distributions.

2. Measurement Model Assessment (Reliability and Convergent Validity)

The measurement model demonstrates excellent internal consistency and convergent validity across all constructs (Table 2).

Indicator Reliability: All outer loadings exceed the recommended threshold of 0.708 (ranging from 0.796 to 0.876), indicating that the constructs explain more than 50% of the variance in their respective indicators.

Internal Consistency: Both Composite Reliability (CR) and Cronbach's Alpha (CA) values are well above the 0.70 threshold, establishing strong construct reliability.

Convergent Validity: The Average Variance Extracted (AVE) for all constructs ranges from 0.668 to 0.755, safely exceeding the 0.50 minimum requirement.

Collinearity: All Variance Inflation Factor (VIF) values are below 3.3 (max 1.659), confirming that collinearity is not a concern at the measurement level.

Table 2 Reliability and Convergent Validity of the Constructs (n = 602)

Construct	Loadings Range	Cronbach's Alpha (α)	Composite Reliability (CR)	AVE	VIF (Block)
Usage Behavior	0.862-0.876	0.838	0.902	0.755	1.659
Functional Value	0.818-0.831	0.843	0.895	0.680	1.507
Use Value	0.810-0.842	0.851	0.900	0.691	1.655
Emotional Value	0.826-0.867	0.805	0.885	0.720	1.483
Individual Innovativeness	0.796-0.843	0.876	0.910	0.668	1.499
Perceived Risk	0.825-0.843	0.856	0.902	0.698	1.508
Social Influence	0.826-0.848	0.858	0.904	0.701	1.653
Convenient Conditions	0.830-0.860	0.869	0.911	0.719	1.592

3. Discriminant Validity

Discriminant validity was established using both the Fornell-Larcker criterion and the Heterotrait-Monotrait (HTMT) ratio of correlations. In the table below, the square root of the AVE is presented on the diagonal, demonstrating that each construct shares more variance with its own indicators than with other constructs. Furthermore, all HTMT values (in the lower triangle) are well below the conservative threshold of 0.85, confirming that the constructs are empirically distinct.

Table 3 Discriminant Validity (Fornell-Larcker & HTMT)

Construct	Usage Behavior	Functional Value	Use Value	Emotional Value	Individual Innovativeness	Perceived Risk	Social Influence	Convenient Conditions
Usage Behavior	**(0.869)**	0.427	0.461	0.425	0.431	-0.435	0.461	0.448
Functional Value	0.509	**(0.825)**	0.450	0.340	0.357	-0.400	0.414	0.423
Use Value	0.546	0.531	**(0.831)**	0.422	0.410	-0.429	0.415	0.453
Emotional Value	0.517	0.413	0.509	**(0.849)**	0.416	-0.357	0.450	0.367
Individual Innovativeness	0.503	0.415	0.475	0.496	**(0.818)**	-0.370	0.438	0.385
Perceived Risk	0.514	0.471	0.503	0.431	0.428	**(0.835)**	-0.419	-0.421
Social Influence	0.543	0.487	0.486	0.540	0.505	0.489	**(0.838)**	0.445
Convenient Conditions	0.525	0.494	0.526	0.439	0.442	0.488	0.515	**(0.848)**

Remarks: Bolded values indicate the loadings of the principal factor to which the item belongs.

4. Model Fit and Quality Indices

The structural model demonstrates a robust fit with the data. The primary fit indices all meet or exceed established criteria:

Average Path Coefficient (APC): 0.162 ($p < 0.001$)

Average R-squared (ARS): 0.301 ($p < 0.001$)

Average Adjusted R-squared (AARS): 0.297 ($p < 0.001$)

Tenenhaus GoF (GoF): 0.492 (Large effect size, \ge 0.36)

Standardized Root Mean Square Residual (SRMR): 0.064 (Acceptable fit, \le 0.08)

Collinearity: Both AVIF (1.429) and AFVIF (2.019) are \le 3.3, verifying an absence of widespread collinearity in the model.

Paradox & Causality: SPR, RSCR and SSR are all perfect at 1.000, and the NLBCDR is 0.912 (all exceeding their respective thresholds of 0.7 or 0.9), ensuring causality directions are logical and free of Simpson's paradox issues.

5. Direct Effects Testing (H1-H13)

The structural model was assessed to test the direct hypotheses (H1-H13). The significance of the relationships was determined using the path coefficients (Beta) and their corresponding *p*-values. As shown in the table below, all thirteen direct effect hypotheses were supported by the data.

Notably, Individual Innovativeness had the strongest direct positive effect on Usage Behavior (Beta = 0.146, $p < 0.001$), while Perceived Risk had a significant negative effect (Beta = -0.119, $p = 0.002$), supporting H5. Furthermore, both Social Influence and Convenient Conditions demonstrated strong positive impacts on the perceptions of functional, use and emotional values (Beta ranges from 0.249 to 0.334, all $p < 0.001$).

Table 4 Results of Direct Effect Hypothesis Testing for the Structural Model (H1-H13)

Hypothesis	Path / Relationship	Beta	SE	*p*-value	Effect Size (ES)	Decision
H1	Functional Value → Usage Behavior	0.107	0.040	0.004	0.047	Supported
H2	Use Value → Usage Behavior	0.118	0.040	0.002	0.056	Supported
H3	Emotional Value → Usage Behavior	0.120	0.040	0.001	0.052	Supported
H4	Individual Innovativeness → Usage Behavior	0.146	0.040	<0.001	0.065	Supported
H5	Perceived Risk → Usage Behavior	-0.119	0.040	0.002	0.053	Supported
H6	Social Influence → Usage Behavior	0.142	0.040	<0.001	0.068	Supported
H7	Convenient Conditions → Usage Behavior	0.119	0.040	0.002	0.054	Supported
H8	Social Influence → Functional Value	0.297	0.039	<0.001	0.132	Supported
H9	Social Influence → Use Value	0.295	0.039	<0.001	0.134	Supported
H10	Social Influence → Emotional Value	0.334	0.039	<0.001	0.151	Supported
H11	Convenient Conditions → Functional Value	0.297	0.039	<0.001	0.131	Supported
H12	Convenient Conditions → Use Value	0.325	0.039	<0.001	0.153	Supported
H13	Convenient Conditions → Emotional Value	0.249	0.040	<0.001	0.102	Supported

Remarks: Demographic control variables (Gender, Age, Education, and Experience) were included in the model but showed no significant effect on Usage Behavior (all *p*-values > 0.05).

6. Mediation Effect Testing

Structural Equation Modeling (SEM) combined with the bias-corrected bootstrap method (with 95% confidence intervals) was employed to test the mediation hypotheses (H14-H19). The presence of mediation effects was comprehensively evaluated based on the significance of path coefficients, whether the confidence intervals included zero, and the corresponding *p*-values. As presented in Table 5, of the six mediation hypotheses, three were supported by the data, while the remaining three did not reach statistical significance.

The results indicate that the indirect effects of social influence and convenient conditions on usage behavior through usage value (H16, H17) and emotional value (H18) were significant. Specifically, the mediating path of convenient conditions on usage behavior via usage value (H17) exhibited the largest effect size (Beta = 0.052, $p = 0.035$); the mediating path of social influence on usage behavior via emotional value (H18) was also significant (Beta = 0.049, $p = 0.044$). In addition, the indirect path of social influence on usage behavior through functional value (H14, Beta = 0.042, $p = 0.071$) and the indirect paths of convenience conditions on usage behavior through functional value (H15, Beta = 0.042, $p = 0.071$) and through emotional value (H19, Beta = 0.037, $p = 0.101$) did not reach statistical significance; accordingly, hypotheses H14, H15 and H19 were not supported. These findings suggest that usage value and emotional value play a more critical mediating role between external environmental factors (social influence and convenient conditions) and usage behavior, whereas the mediating role of functional value is not significant in the current model.

Table 5 Mediation Effects Testing (H14-H19) with 95% CI

Hypothesis	Mediation Path	Beta	SE	95% CI (Calculated)	*p*-value	Effect Size	Decision
H14	Social Influence → Functional Value → Usage Behavior	0.042	0.029	[-0.015, 0.099]	0.071	0.020	Not Supported
H15	Convenient Conditions → Functional Value → Usage Behavior	0.042	0.029	[-0.015, 0.099]	0.071	0.019	Not Supported
H16	Social Influence → Use Value → Usage Behavior	0.047	0.029	[-0.010, 0.104]	0.050	0.023	Supported
H17	Convenient Conditions → Use Value → Usage Behavior	0.052	0.029	[-0.005, 0.109]	0.035	0.024	Supported
H18	Social Influence → Emotional Value → Usage Behavior	0.049	0.029	[-0.008, 0.106]	0.044	0.024	Supported
H19	Convenient Conditions → Emotional Value → Usage Behavior	0.037	0.029	[-0.020, 0.094]	0.101	0.017	Not Supported

Discussion

Drawing on an integrated "Environment–Cognition–Behavior" perspective, this study empirically reveals the multiple driving mechanisms of AI usage behavior among teachers in application-oriented undergraduate colleges. The findings indicate that internal cognitive and external environmental factors do not operate in isolation; rather, they synergistically influence teachers' technology adoption through both direct and indirect pathways, thereby offering new empirical insights into the patterns of technology acceptance within specific institutional contexts.

With respect to Research Objective 1, the structural model shows that the paths from demographic control variables such as gender and age to usage behavior are all nonsignificant ($p > 0.05$), suggesting that static background factors are not direct determinants of behavior; their influences are more likely to be indirectly realized through psychological cognition and environmental perception.

Regarding Research Objective 2, all three dimensions of perceived value significantly drive usage behavior (H1-H3 supported). Among them, emotional value ($\beta = 0.120$, $p = 0.001$) and usage value ($\beta = 0.118$, $p = 0.002$) exhibit comparable direct effect sizes, indicating that for highly interactive technologies such as AI, the driving role of emotional experiences, e.g., (enjoyment and identification), is no less important than rational judgments of ease of use. Personal innovativeness demonstrates the strongest direct positive predictive power ($\beta = 0.146$, $p < 0.001$), whereas perceived risk is the only significant negative barrier ($\beta = -0.119$, $p = 0.002$), quantitatively confirming a cognitive profile characterized by the coexistence of empowerment and anxiety.

Regarding Research Objective 3, social influence and convenient conditions not only directly drive behavior but also exert indirect effects by shaping perceived value, with distinct differences observed in the mediating pathways. Social influence primarily promotes usage behavior indirectly through emotional value (H18 supported), indicating that the core functions of peer modeling and organizational climate are to internalize technology usage into a professional identity at the emotional level. Convenient conditions meanwhile, primarily exert a mediating effect through use value (H17 supported; indirect effect $\beta = 0.052$, the highest among the paths), demonstrating that the primary function of resource support is to lower operational barriers, thereby enabling teachers to perceive the technology as easy to use and controllable. The mediating effects of functional value were not significant in either pathway (H14 and H15 were not supported), a finding consistent with a core tenet of the Technology Acceptance Model: The formation of perceived usefulness relies more on an individual's direct assessment of task-technology fit (Venkatesh & Davis, 2000) than on the simple transmission of external influences or convenient conditions. In applied undergraduate institutions, signals regarding social influence and the general support provided by convenient conditions require deep contextualization within specialized teaching environments to foster a perception of usefulness; the indirect and context-dependent nature of this cognitive construction diminishes their significance as mediating pathways. In contrast, use value and emotional value can be more readily enhanced through observational learning and resource provision, making them more efficient mediators in the translation of external factors into actual behavior.

Conclusions

This study constructed and validated an integrated "Environment–Cognition–Behavior" model, systematically revealing the driving mechanisms of AI usage behavior among teachers in application-oriented undergraduate colleges. The main conclusions are as follows:

1. Teachers' AI usage behavior is synergistically driven by internal cognition and the external environment. All three dimensions of perceived value significantly and positively predict usage behavior, with emotional value and usage value demonstrating comparable driving forces, indicating that in the adoption of highly interactive technologies such as AI, positive emotional experiences are as critical as perceived ease of use. Personal innovativeness is the strongest positive predictor, while perceived risk is the only significant negative barrier, revealing a behavioral profile characterized by the coexistence of empowerment and anxiety.

2. The external environment exerts an indirect influence on usage behavior through perceived value, and the mediating pathways show clear differentiation. Social influence drives behavior indirectly primarily through emotional value, suggesting that the core roles of peer demonstration and organizational climate lie in internalizing technology use into professional identity and positive emotional experiences. Convenient conditions exert their mediating effect mainly through usage value, indicating that the primary function of resource provision is to reduce operational barriers and enhance perceived ease of use. Notably,

the mediating effect of functional value is nonsignificant in both pathways, which implies that the key to transforming external support into behavioral drive is not reinforcing perceived usefulness but rather leveraging the dual forces of ease-of-use experience and emotional identification. This finding deepens the understanding of the "Environment–Cognition–Behavior" transmission pathway.

3. Teachers' AI adoption decisions follow a contextual logic of "emotion-driven priority, resource-supported foundation". This study demonstrates that in the professional and organizational context of application-oriented undergraduate colleges, teachers' technology use is not merely a rational utility calculation but a dynamic process integrating value trade-offs, emotional identification, and contextual adaptation. Effective promotion strategies must achieve synergy between soft and hard measures: hard convenient conditions such as training, platforms and policies should lower usage thresholds, while soft social influences such as peer leadership and institutional expectations should stimulate emotional identification. Only by advancing along these dual pathways can a sustainable institutional support system be constructed.

Recommendations

Based on the research findings, the following suggestions are proposed to effectively enhance the depth and effectiveness of artificial intelligence technology application among teachers in applied undergraduate institutions:

1. Strengthen policy guidance and ecological construction. The government should strengthen top-level design and resource investment and promote the integrated development of digital transformation of higher education and the artificial intelligence industry chain. For example, the government or the competent department of education can set up a "special fund for AI education base" to fund colleges and universities to build campus privatization "Intelligent Computing Center" or introduce an exclusive education model to provide free and stable computing power guarantee for teachers' daily use of AI tools.

2. Focusing on teachers' digital literacy and identity transformation, the program systematically implements the "Digital New Teacher" training initiative. Through training, practical communities, and incentive mechanisms, it helps teachers overcome technological anxiety and cognitive limitations, achieving a shift in mindset and enhancing their capabilities from tool application to teaching innovation.

3. Deepen the integration of production and education and scene co-construction. Guide AI enterprises to specialize in educational application scenarios, improve the effectiveness and adaptability of technology supply, and promote the joint research and development of professional customized intelligent teaching systems by colleges and enterprises, such as the "intelligent fiscal and taxation training platform" jointly developed by colleges of finance and economics and technology enterprises, which uses AI to simulate real customer conversations and automatically evaluate students' practical steps.

4. Strengthen the use specification and risk control. Establish AI usage norms to clarify the boundaries, combine case guidance to improve teachers' rational judgment and avoid formal application.

Colleges and universities should issue a detailed guide to the use of teacher-generated AI, which clearly stipulates that in high-risk areas such as student achievement evaluation and academic paper writing, the dual review mechanism of "AI preliminary research+manual review" must be implemented, and the scope of AI participation should be clearly marked in the results.

Research Limitations and Prospects

Although this study employs a systematic analytical framework, it is subject to several limitations. First, regarding the research methodology: the reliance on cross-sectional survey data, while capable of substantiating correlations and predictive relationships among variables, makes it difficult to reveal the dynamic evolutionary trajectories of usage behaviors. Furthermore, subjective self-reports may introduce social desirability bias. Future research could adopt a longitudinal design—incorporating objective data such as platform logs or qualitative interviews—to validate the dynamic effects of the model. Second, regarding the sample and technological context: The sample encompasses 602 faculty members from applied undergraduate institutions across China's four major regions; however, it did not conduct a granular comparison of specific AI tool types. Future research could expand the sample size to facilitate contextualized empirical analyses tailored to specific AI-assisted educational scenarios. Third, regarding the theoretical model: While the study integrates the "Environment–Cognition–Behavior" framework, it does not incorporate cutting-edge variables such as human-AI collaborative trust, technostress, or the institutional ethical governance climate. Future studies could extend the theoretical boundaries to explore the complex mechanisms involving the interplay of multiple factors, thereby enriching the theoretical landscape concerning faculty acceptance of intelligent technologies.

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FACTORS INFLUENCING CHINESE UNIVERSITY STUDENTS' INTENTIONS TO STUDY IN THAILAND BASED ON THE THEORY OF PLANNED BEHAVIOR

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Abstract

Purpose: This study investigates the determinants of Chinese students' behavioral intention to study in Thailand, using the Theory of Planned Behavior (TPB). In recent years, Thailand has become an important study-abroad destination for Chinese students because of its lower tuition fees, geographic proximity, and cultural similarity compared with traditional destinations in Europe and America. However, existing research has paid insufficient attention to the psychological mechanisms underlying this intention.

Study Design/Methodology/Approach: This study is based on the Theory of Planned Behavior (TPB). It models how attitude, subjective norms, and perceived behavioral control influence behavioral intention. The study introduces study motivation as a mediator and includes gender and family income as moderators. This research analyzed 1,246 valid questionnaires using Structural Equation Modeling (SEM).

Findings: Attitude ($\beta = 0.161$, $p < 0.001$), subjective norms ($\beta = 0.213$, $p < 0.001$), and perceived behavioral control ($\beta = 0.258$, $p < 0.001$) all had significant positive effects on behavioral intention. Study motivation partially mediated these relationships, with indirect effects accounting for 22.63% to 28.72% of the total effects. Multi-group analysis further showed that gender did not significantly moderate the structural paths, whereas family income produced significant group differences in some relationships ($\Delta\chi^2 = 14.322$, $p = 0.026$).

Originality/Value: This study verifies the applicability of TPB in transnational education and reveals the psychological mechanism underlying Chinese students' intention to study in Thailand. It suggests that Thai universities should strengthen recruitment strategies by improving cultural adaptation support, scholarship mechanisms, and career-oriented programs to enhance attractiveness and increase international student conversion rates.

Keywords: Chinese International Students, Behavioral Intention, Theory of Planned Behavior (TPB), Study Motivation, Transnational Education

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Introduction

In recent years, Thailand is gradually becoming an important study abroad destination for Chinese students. The main reasons are Thailand's relatively low tuition fees, geographical proximity to China, high cultural similarity, and advantages in educational cooperation under the ASEAN integration strategy. Compared to traditional study abroad countries in Europe and America, Thailand has become increasingly visible as an alternative study destination because of its relative affordability and regional accessibility (ICEF Monitor, 2024).

However, an important gap remains in the existing literature. Research on international student mobility has largely emphasized macro-level push-pull factors, national policy, and destination competitiveness, while paying less attention to the individual-level psychological mechanisms underlying students' decisions. Although the Theory of Planned Behavior has been widely used to explain educational choices, few studies have applied this framework specifically to Chinese university students' intention to study in Thailand. Limited research has examined whether attitude, subjective norms, and perceived behavioral control influence such intention through study motivation, or whether these relationships vary across demographic conditions such as gender and family income. Therefore, this study addresses a context-specific and theoretical gap by applying TPB to the Thailand destination context and by extending the model through the inclusion of a mediating and moderating mechanism.

Objectives

On this basis, this study introduces "study motivation" as a mediating variable. It also uses demographic characteristics such as "gender" and "family income" as moderating variables. This can further enhance the explanatory power of the model. The research objectives are:

1) To test whether attitude, subjective norms, and perceived behavioral control significantly affect Chinese students' behavioral intention to study in Thailand;

2) To explore the mediating role of study motivation therein;

3) To analyze the moderating effects of gender and family income on the main path relationships.

Literature Review

International Student Mobility

International student mobility is an important phenomenon in the globalization of higher education. The complexity of its driving factors is increasingly prominent. The traditional "push-pull" model emphasizes the impact of macro factors like economic conditions, educational opportunities, and cultural affinity on student choices (Guan et al., 2023). However, it is still insufficient in explaining decision-making mechanisms at the individual student level. Although traditional study destinations like the US, UK, and Australia still dominate, new regional education hubs like Singapore, Malaysia, and Thailand are attracting more and more international students. They rely on their advantages in tuition

fees, cultural proximity, and strategic position within the ASEAN integration strategy (Yodpet et al., 2023). However, although the number of Chinese students studying in Thailand is growing, systematic research on their study abroad decisions is still insufficient.

Chinese Students' Study Abroad Decisions

China is the world's largest source country for international students. Its students' study abroad intentions are influenced by academic reputation, career prospects, economic costs, family expectations, and cultural factors (Zhai & Cao, 2025). Past research has mostly focused on Chinese students flowing to European and American countries. Attention to the Southeast Asia region is relatively less. For example, research on Malaysia shows that Chinese students' motivation to study abroad mainly stems from cost affordability and cultural accessibility. In the Thai context, although relevant empirical observations exist, there is still a lack of systematic analysis based on empirical evidence. This is especially true for the latest research on the motivation and behavioral intention of Chinese students studying in Thailand in the past five years (Guan et al., 2023).

Application of the Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) was proposed by Ajzen (1991). It is a core theory for explaining individual behavioral intentions. The theory holds that attitude, subjective norms, and Perceived Behavioral Control (PBC) jointly determine behavioral intention. Behavioral intention ultimately predicts actual behavior (Champahom et al., 2023). In educational research, TPB has been widely used to analyze behaviors such as course selection, technology adoption, entrepreneurial intention, and studying abroad (Aliedan et al., 2022). Related research shows that TPB variables have strong predictive power for student choices. Combining mediating or moderating variables like motivation and demographic characteristics can further enhance the model's explanatory power (Yang et al., 2024). Yang et al. (2024) applied TPB to analyze Chinese students' study abroad intentions during the COVID-19 pandemic. The study found that student background characteristics had an important influence. Recent studies have discussed Chinese students' destination choice and study experiences in Thailand, but these findings have not been sufficiently integrated into a TPB-based explanation of intention to study in Thailand (Lertpusit et al., 2025).

Conceptual Framework & Hypotheses

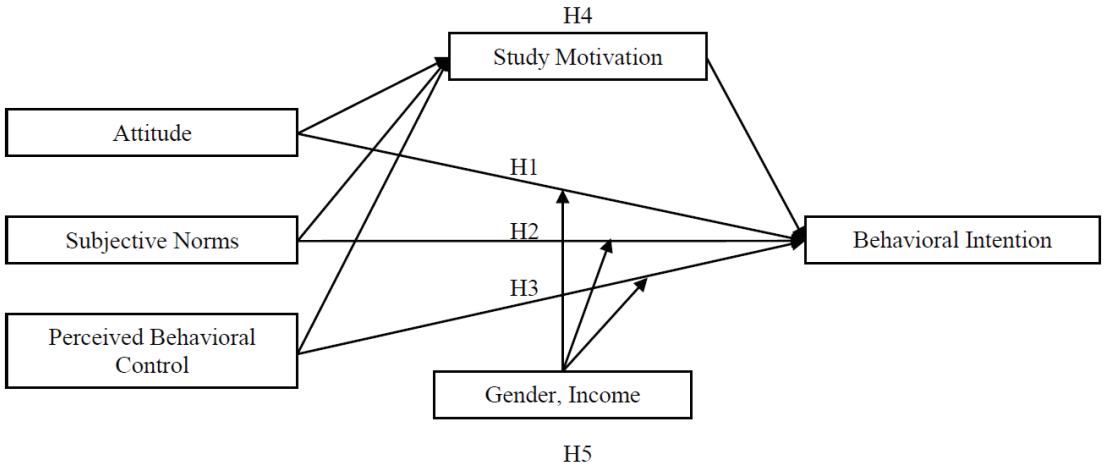


Figure 1 Conceptual Framework of the Theory of Planned Behavior (TPB)

This study uses the Theory of Planned Behavior (TPB) as its theoretical foundation. It analyzes the psychological mechanism of Chinese students' intention to study in Thailand. TPB holds that attitude, subjective norms, and Perceived Behavioral Control (PBC) jointly determine an individual's behavioral intention. This then predicts actual behavior (Ajzen, 1991). The core elements of the TPB model and their application in study intention research are as follows:

Attitude refers to an individual's overall evaluation of the behavior of studying in Thailand. It stems from personal beliefs about the consequences of the behavior and value judgments (Zhang et al., 2024). When students believe that studying in Thailand can provide quality education, rich cultural experiences, and economic affordability, they form a positive attitude. This thereby strengthens behavioral intention. In the Thai context, attitude may be shaped by affordability, cultural familiarity, and expected intercultural and language gains (Xue et al., 2024).

Subjective norm reflects social influence. It reflects the degree of support or expectation from important others such as family, friends, and teachers regarding the student's decision to study abroad (Zhang et al., 2023). If family and social circles encourage international education, students are more likely to develop a strong intention to study abroad. For Chinese students, subjective norms are often related to family expectations, peer influence, social views of cost, safety, and educational return (Guo, 2025).

Perceived Behavioral Control (PBC) is an individual's perception of the feasibility of performing a specific behavior. It includes self-assessment of financial ability, language proficiency, application difficulty, etc. (Champahom et al., 2023). Perceived behavioral control may depend on cost, admission access, scholarships, language demands, and institutional support (Poedloknimit & Punnanan, 2025; Xue et al., 2024). When students feel they have sufficient resources and abilities, their intention to study abroad increases significantly. Thailand's relatively low cost of living and tuition may enhance Chinese students' perceived behavioral control regarding studying in Thailand. It makes them perceive studying abroad as achievable.

This study introduces "Study Motivation" as a mediating variable. Motivation represents the internal drive for students to pursue learning, career, or cultural goals (Bodycott, 2009). A positive attitude and social support can enhance motivation. Motivation is then further translated into specific behavioral intention.

Gender and family income are set as moderating variables. Different groups may show different patterns in attitude formation and behavioral decision-making. Students with better economic conditions may pay more attention to education quality. Students with limited economic conditions may pay more attention to cost factors.

Based on the Theory of Planned Behavior model, this study proposes the following research hypotheses:

H1: Chinese students' attitude towards "studying in Thailand" has a significant positive impact on their behavioral intention.

H2: Chinese students' perceived subjective norms have a significant positive impact on their behavioral intention.

H3: Chinese students' Perceived Behavioral Control (PBC) has a significant positive impact on their behavioral intention.

H4: Study motivation plays a mediating role between attitude, subjective norms, perceived behavioral control, and behavioral intention.

H5: Demographic variables such as gender and family income have a moderating effect on the relationships between attitude, subjective norms, perceived behavioral control, and behavioral intention.

Methodology

1. Research Design

This study uses quantitative research methods. It collects primary data through questionnaire surveys. This is to test the applicability of the Theory of Planned Behavior (TPB) to Chinese students' intention to study in Thailand. The theoretical model includes three independent variables: Attitude, Subjective Norms, and Perceived Behavioral Control (PBC). Study Motivation is the mediating variable. Gender and family income are the moderating variables. Behavioral Intention is the dependent variable. All variable relationships are analyzed using Structural Equation Modeling (SEM). This reveals the significance and directionality of each path.

2. Research Subjects and Sample

The research subjects are Chinese university students planning to study in Thailand and Chinese students currently studying at Thai universities. Convenience sampling combined with the snowball method was used for sample collection. Questionnaire distribution channels included online survey platforms (Questionnaire Star, Google Form) and alumni networks. To ensure sample representativeness and data reliability, 1,320 questionnaires were collected. After removing invalid samples, 1,246 valid questionnaires were obtained, with an effective rate of 94.39%. The high valid rate was because the questionnaire was distributed mainly to relevant student groups, so most respondents matched the study requirements. This sample size meets the requirements for SEM analysis.

3. Questionnaire Design

The questionnaire consisted of two parts. The first part collected respondents' background information, including gender, current year of study, and family income level. These variables were included to describe the sample and to provide contextual information for interpreting differences in study intention. The second part measured the TPB-related constructs. All items were rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Table 1 Scale Sources

Variable	Source	Measurement Description
Attitude	Ajzen (1991); Li and Bray (2007)	Evaluates students' overall attitude towards studying in Thailand, including perceptions of education quality, learning experience, and cultural adaptability.
Subjective Norms	Fishbein and Ajzen (2010)	Measures the influence and social pressure perceived from important others like family, friends, and teachers on students' intention to study in Thailand.
Perceived Behavioral Control	Ajzen (2002)	Assesses students' self-efficacy and sense of control regarding financial ability, language proficiency, and study abroad preparation.
Study Motivation	Bodycott (2009)	Reflects students' intrinsic motivation for studying abroad, including career development, academic improvement, and cultural experience needs.
Behavioral Intention	Fishbein and Ajzen (2010); Venkatesh et al. (2003)	Measures the strength of students' willingness and action tendency to choose to study in Thailand in the future.

4. Data Collection and Analysis Methods

Data were collected through an online questionnaire survey. The questionnaire link was distributed to Chinese university students who were planning to study in Thailand and to Chinese students already studying at Thai universities. Convenience sampling and snowball sampling were used to reach respondents through online survey platforms and alumni networks. After the questionnaires were returned, incomplete responses and clearly invalid cases were removed before formal analysis.

The valid data were then analyzed using SPSS 26.0 and AMOS 24.0. The analysis proceeded in five steps. First, descriptive statistics were used to present the background characteristics of the respondents. Second, reliability was tested using Cronbach's alpha. Third, validity was examined through the KMO test, Bartlett's test of sphericity, exploratory factor analysis, and confirmatory factor analysis. Fourth, Structural Equation Modeling was applied to test the proposed relationships among attitude, subjective norms, perceived behavioral control, study motivation, and behavioral intention. Fifth, the Bootstrap method was used to test mediation, and multi-group SEM was used to examine the moderating effects of gender and family income.

Results

1. Descriptive Statistics

A total of 1,320 questionnaires were returned. After data screening, 1,246 valid responses were retained, representing a valid response rate of 94.39%. In terms of respondent background, 57.87% were male and 42.13% were female. Most respondents were in the freshman and sophomore years, indicating that the sample was mainly composed of students at an early stage of university study. In terms of family

income, the largest group came from middle-income families (RMB 200,000-500,000), accounting for 56.34%. These background characteristics provide a basic profile of the sample and help contextualize the interpretation of the findings.

Table 2 Sample Demographic Characteristics (N = 1246)

Variable	Group	Frequency	Percent
Gender	Male	721	57.87
	Female	525	42.13
Grade	Freshman	386	30.98
	Sophomore	486	39.00
	Junior	261	20.95
	Senior	113	9.07
Income	< 200,000 RMB	297	23.84
	200,000-500,000 RMB	702	56.34
	> 500,000 RMB	247	19.82

2. Reliability and Validity Analysis

Before formal analysis, reliability and validity tests were conducted on the questionnaire scales. The analysis results are shown in Table 3. The Cronbach's α values for Attitude, Subjective Norms, Perceived Behavioral Control, Behavioral Intention, and Study Motivation were 0.827, 0.829, 0.814, 0.819, and 0.883, respectively. The Cronbach's α values for all variables were greater than 0.8. This indicates that the scales have good internal consistency. The KMO measure of sampling adequacy was 0.905. Bartlett's test of sphericity had a chi-square value of 12,234.65 (df = 231, $p < 0.001$). This indicates that the data were suitable for factor analysis. The five factors extracted by Exploratory Factor Analysis (EFA) cumulatively explained 64.788% of the variance. This indicates a stable scale structure.

Table 3 Reliability and Validity Test Results

Variable	Number of Items	Cronbach's α	KMO	Cumulative Variance Explained (%)
Attitude (AT)	4	0.827		
Subjective Norms (SN)	4	0.829		
Perceived Behavioral Control (PBC)	4	0.814	0.905	64.788
Behavioral Intention (BI)	4	0.819		
Study Motivation (SM)	6	0.883		

Confirmatory Factor Analysis (CFA) further verified the model's fit indices: $\chi^2/df = 2.749$, RMSEA = 0.037, CFI = 0.971, TLI = 0.967. All indicators met the recommended standards. This indicates

that the measurement model is reliable and valid. The results in Table 4 show that the Composite Reliability (CR) for all variables was greater than 0.8. The Average Variance Extracted (AVE) for all variables exceeded 0.5. The square root of each variable's AVE was higher than the correlation coefficients between variables. This indicates that the model has good discriminant validity.

Table 4 Composite Reliability, Convergent Validity, and Discriminant Validity

Variable	CR	AVE	AT	SN	PBC	BI	SM
AT	0.828	0.546	0.739				
SN	0.829	0.549	0.382	0.741			
PBC	0.815	0.524	0.365	0.420	0.724		
BI	0.819	0.531	0.397	0.372	0.384	0.729	
SM	0.892	0.581	0.293	0.335	0.333	0.351	0.762

Diagonal values are the square root of AVE.

3. Correlation Analysis

Pearson correlation analysis was conducted to examine the linear relationships between the variables. The correlation analysis results in Table 5 show that Attitude (AT), Subjective Norms (SN), Perceived Behavioral Control (PBC), Study Motivation (SM), and Behavioral Intention (BI) were all significantly positively correlated ($p < 0.01$). The correlation coefficient between AT and BI was the highest ($r = 0.442$). PBC and BI were next ($r = 0.428$). The correlation coefficient between SN and BI was 0.398.

Table 5 Correlation Analysis Results

Variable	AT	SN	PBC	BI	SM
Attitude	1				
Subjective Norms	.410**	1			
Perceived Behavioral Control	.407**	.449**	1		
Behavioral Intention	.442**	.398**	.428**	1	
Study Motivation	.339**	.377**	.391**	.410**	1

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

4. Hypothesis Testing

Based on the calculation results of the structural equation model, the hypothetical paths under the TPB framework were verified. The overall model fit indices indicated a good fit between the model and the sample data: $\chi^2/df = 2.684$, CFI = 0.963, TLI = 0.958, RMSEA = 0.039. These all met common standards ($\chi^2/df < 3$, CFI, TLI > 0.90, RMSEA < 0.08). This indicates that the model has a good fit.

It can accurately reflect the psychological mechanism of Chinese students' intention to study in Thailand. From the path estimation results in Table 6, Attitude (AT), Subjective Norms (SN), and Perceived Behavioral Control (PBC) all showed significant positive effects on Behavioral Intention (BI). H1, H2, and H3 were all supported. Among them, PBC had the highest standardized path coefficient ($\beta = 0.258$). This indicates that students' perception of their own financial ability, language proficiency, and application convenience is a key factor enhancing their intention to study in Thailand. Next were Subjective Norms ($\beta = 0.213$). This shows that the opinions and support of family, peers, and teachers play a significant role in students' cross-border study decisions. Although the influence of Attitude ($\beta = 0.161$) was relatively weak, it was still significant. This indicates that a positive national image, education quality, and cultural attractiveness can effectively promote students' study abroad intention.

Table 6 Path Analysis Results

Hypotheses	Path	Std. Estimate (β)	S.E.	C.R.	*P*	Result
H1	Attitude → Behavioral Intention	0.161	0.038	4.328	***	Supported
H2	Subjective Norms → Behavioral Intention	0.213	0.039	5.410	***	Supported
H3	Perceived Behavioral Control → Behavioral Intention	0.258	0.040	6.428	***	Supported

Remarks: ***$p < 0.001$, **$p < 0.01$, *$p < 0.05$

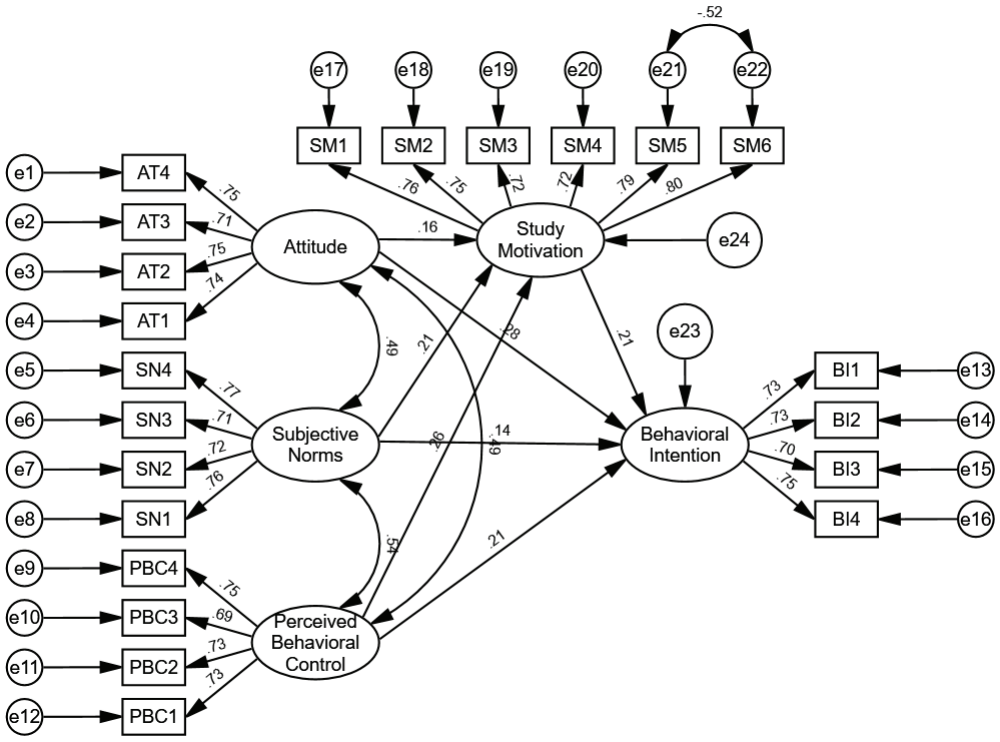


Figure 2 SEM Path Model of Chinese Students' Intention to Study in Thailand

5. Mediating Effect Test

This study further examined the mediating role of Study Motivation (SM) between Attitude (AT), Subjective Norms (SN), Perceived Behavioral Control (PBC), and Behavioral Intention (BI). To improve the robustness of the analysis results, the Bootstrap method was used for repeated sampling (n = 2,000). The 95% Confidence Interval (CI) was used to test whether the mediating effect was significant. When the confidence interval does not include zero, it indicates a significant mediating effect.

The analysis results in Table 7 show that Study Motivation played a partial mediating role in all three main paths. First, Attitude had a significant indirect effect on Behavioral Intention through Study Motivation (indirect effect = 0.098, 95% CI [0.070, 0.130], accounting for 22.63% of the total effect). This shows that students' positive attitude towards studying in Thailand not only directly enhances their study abroad intention but can also indirectly influence behavioral decisions by stimulating motivation for learning interest, cultural experience, and career development. Second, the indirect effect of Subjective Norms on Behavioral Intention through motivation was 0.112 (95% CI [0.085, 0.146]), accounting for 28.72% of the total effect. This indicates that social support and the opinions of important others can effectively strengthen an individual's study motivation, thereby enhancing their behavioral intention. Finally, the indirect effect of Perceived Behavioral Control was 0.113 (95% CI [0.080, 0.148]), accounting for 26.22% of the total effect. This shows that when students have a strong sense of resource control and confidence, they are more likely to form a stable study abroad decision intention driven by motivation.

Therefore, hypothesis H4 was supported.

Table 7 Mediating Effect Analysis Results

Hypotheses	Path		Effect	SE	LLCI	ULCI	Effect Size	Result
H4	AT-SM-BI	Total Effect	0.433	0.025	0.384	0.482		Supported
		Direct Effect	0.335	0.025	0.286	0.385	77.37%	
		Indirect Effect	0.098	0.016	0.070	0.130	22.63%	
	SN-SM-BI	Total Effect	0.390	0.025	0.340	0.439		Supported
		Direct Effect	0.278	0.026	0.226	0.329	71.28%	
		Indirect Effect	0.112	0.026	0.085	0.146	28.72%	
	PBC-SM-BI	Total Effect	0.431	0.026	0.380	0.481		Supported
		Direct Effect	0.318	0.027	0.265	0.370	73.78%	
		Indirect Effect	0.113	0.017	0.080	0.148	26.22%	

6. Moderating Effect Analysis

To further examine the role of demographic variables in the TPB model, this study used multi-group SEM to test the moderating effects of gender and family income. The sample was divided by gender and by family income level, and path coefficients were compared across groups.

As shown in Table 8, the gender-group model showed good fit (χ^2 = 742.561, df = 399, CFI = 0.972, RMSEA = 0.026), but the path differences were not significant ($\Delta\chi^2$ = 0.565, p = 0.904). This indicates that gender did not significantly moderate the relationships among attitude, subjective norms, perceived behavioral control, and behavioral intention. In other words, male and female students showed similar psychological patterns in forming their intention to study in Thailand.

By contrast, the family income model showed significant group differences (χ^2 = 927.019, df = 600, $\Delta\chi^2$ = 14.322, p = 0.026), suggesting that income significantly moderated some TPB paths (see Table 9). For the path from attitude to behavioral intention, the middle-income group showed the strongest effect (β = 0.354***), while the low-income group (β = 0.146) and high-income group (β = 0.153) were lower. This suggests that positive attitudes were most easily translated into intention among students with moderate economic conditions.

For the path from perceived behavioral control to behavioral intention, the effect increased with income, from β = 0.329*** in the low-income group to β = 0.508*** in the high-income group. This suggests that students with stronger financial conditions relied more on self-efficacy and resource control when judging the feasibility of studying abroad. In contrast, the effect of subjective norms weakened as income increased, falling from β = 0.169*** to β = -0.001. This indicates that students from higher-income families were less influenced by family and social opinions.

Therefore, hypothesis H5 was partially supported.

Table 8 Multiple Group Analysis Model Comparison Results

Moderator	Groups	χ^2	df	$\Delta\chi^2$ (Δdf)	p	CFI	RMSEA	Result
Gender	Male/Female	742.561	399	0.565(3)	0.904	0.972	0.026	Not Supported
Household Income	Low/Medium/ High	927.019	600	14.322(6)	0.026	0.973	0.021	Supported

Table 9 Moderating Effects of Household Income on TPB Paths

Structural Path	Income1 (Low)	Income2 (Medium)	Income3 (High)	Moderation Pattern
Attitude → Behavioral Intention	0.146	0.354***	0.153	Inverted U-shape
Subjective Norms → Behavioral Intention	0.158	0.169***	-0.001	Decreasing
Perceived Behavioral Control → Behavioral Intention	0.329***	0.110*	0.508***	Increasing

Remarks: ***p < 0.001, **p < 0.01, *p < 0.05

Discussion

The findings support the usefulness of the Theory of Planned Behavior in explaining Chinese students' intention to study in Thailand. Consistent with Ajzen (1991), attitude, subjective norms, and perceived behavioral control all had significant positive effects on behavioral intention. This result also agrees with earlier research showing that positive evaluations, social support, and perceived ability increase students' intention to study abroad (Teah, 2019).

Attitude was an important predictor, suggesting that Chinese students are more likely to choose Thailand when they perceive it as affordable, culturally familiar, and academically beneficial. This is consistent with Bodycott (2009), who emphasized the importance of value orientation in destination choice. Subjective norms also had a significant effect, indicating that study abroad decisions are still strongly shaped by family and social expectations in the Chinese context (Li & Bray, 2007). Perceived behavioral control was another strong predictor, which means that financial readiness, language confidence, and application convenience strengthen students' willingness to study in Thailand. This finding is in line with Chirkov et al. (2007). It also supports recent studies showing that destination affordability, cultural familiarity, family influence, and institutional support remain important in attracting Chinese students to Thailand (Lertpusit et al., 2025; Guo, 2025; Poedloknimit & Punnanan, 2025; Xue et al., 2024).

The results further showed that study motivation partially mediated the effects of the three TPB variables on behavioral intention, which suggests that positive perceptions and social support are more likely to translate into intention when students have clear learning goals and personal motivation. This finding is consistent with Heng (2018). In addition, gender did not significantly moderate the structural relationships, whereas family income did. This suggests that the basic psychological mechanism is similar across gender, but economic background still shapes how students evaluate and respond to study abroad opportunities. The income moderation result is also worth noting. The inverted U-shape pattern suggests that attitude had the strongest effect on behavioral intention among middle-income students. One possible These students are more likely to weigh both cost and expected return. By comparison, lower-income students may remain cautious because of financial pressure, while higher-income students may have more alternatives and may not rely on attitude alone when making decisions. This finding suggests that Thai universities may need different recruitment messages for students from different income groups.

Conclusions

1. Research Conclusions

This study, based on the Theory of Planned Behavior (TPB), systematically explored the impact of attitude, subjective norms, and perceived behavioral control on Chinese students' intention to study in Thailand. It introduced study motivation as a mediating variable. Gender and family income were used as moderating variables. The results show that the TPB model can effectively explain the formation mechanism of students' study abroad intentions. Attitude, social norms, and resource perception all had

significant positive effects on behavioral intention. Study motivation played a partial mediating role between them and behavioral intention. Family income had a significant moderating effect on some paths. The research results reveal that Chinese students' study abroad decisions are not only based on cognitive judgments but are also comprehensively influenced by social culture and economic conditions.

2. Practical Suggestions

The findings also suggest several practical steps for Thai universities. First, recruitment should present clear and concrete information, including tuition fees, living costs, scholarship opportunities, visa procedures, and language support, so that students can better judge whether studying in Thailand is realistic and affordable. Second, since subjective norms were significant, universities should pay more attention to parents as well as students. This can be done through Chinese-language materials, parent-oriented online sessions, and alumni sharing on safety, degree recognition, and employment outcomes. Third, universities should strengthen application support, pre-departure guidance, and academic advising, as these services may reduce uncertainty and improve students' sense of control. Finally, recruitment strategies should be adjusted for different income groups. For example, middle-income students may respond more to value-for-money messages, lower-income students may need stronger financial support, and higher-income students may pay more attention to academic quality and career development.

Limitations and Future Research

Although this study has theoretical and practical contributions, it still has some limitations. The sample mainly consisted of Chinese students, lacking cross-cultural comparison. The data were cross-sectional surveys, unable to reveal dynamic changes. Although the sampling method combined online and offline, there was still regional concentration. In addition, the study did not distinguish respondents by intended level of study in Thailand, which may have provided a more nuanced understanding of differences in study intention.

Future research could expand the sample to other source countries and compare whether the same TPB relationships hold across different groups. Longitudinal designs may also help examine how intention develops into actual enrollment behavior. In addition, qualitative interviews could be added to better understand how students and their families interpret cost, opportunity, and educational value when considering Thailand as a study destination.

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包容型领导、员工自我效能与任务绩效：基于社会认知理论的实证分析

INCLUSIVE LEADERSHIP, EMPLOYEE SELF-EFFICACY, AND TASK PERFORMANCE: AN EMPIRICAL ANALYSIS BASED ON SOCIAL COGNITIVE THEORY

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摘要

研究目的：本研究旨在探究制造业转型背景下包容型领导对员工任务绩效的影响，基于社会认知理论构建以自我效能感为中介的理论模型，为拓展领导力理论并为制造业人力资源管理提供实证依据。

研究设计/方法/途径：研究于 2025 年 11-12 月对江苏省制造业员工开展问卷调查，收集有效数据 416 份。测量选用经典量表，使用 SPSS 进行信效度、相关与回归分析及 Bootstrap 中介检验，验证变量关系及中介作用。

研究结果：数据分析表明：1）包容型领导对任务绩效有显著正向影响；2）包容型领导对员工自我效能感有显著正向影响；3）员工自我效能感对任务绩效有显著正向影响；4）自我效能感在包容型领导与任务绩效间起中介作用。上述结果均通过显著性检验，支持研究假设。

创新性与价值：本研究基于制造业转型情境，实证揭示了自我效能感在包容型领导与任务绩效之间的中介作用，深化了对领导行为影响的理解，并为企业通过提升领导包容性与员工心理资本以优化绩效提供了管理启示。

关键词：包容型领导 自我效能 任务绩效 社会认知理论

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Abstract

Purpose: This study investigates how inclusive leadership influences employee task performance during manufacturing transformation. Grounded in Social Cognitive Theory, it examines the mediating role of self-efficacy to extend leadership theory and provide empirical evidence for human resource management in the manufacturing industry.

Study Design/Methodology/Approach: A questionnaire survey was conducted among manufacturing employees in Jiangsu Province from November to December 2025, yielding 416 valid responses. Established scales were used to measure the variables. Data were analyzed in SPSS, including reliability and validity tests, correlation and regression analyses, and Bootstrap mediation tests.

Findings: The results indicate that: 1) inclusive leadership has a significant positive effect on task performance; 2) inclusive leadership significantly enhances employee self-efficacy; 3) employee self-efficacy significantly improves task performance; and 4) self-efficacy partially mediates the relationship between inclusive leadership and task performance. All findings are statistically significant, supporting the research hypotheses.

Originality/Value: Grounded in the context of manufacturing transformation, this study empirically identifies self-efficacy as mediating the relationship between inclusive leadership and task performance. It deepens understanding of how leadership influences outcomes and offers managerial insights for enterprises to optimize performance by developing inclusive leadership and fostering employees' psychological capital (particularly self-efficacy).

Keywords: Inclusive Leadership, Self-efficacy, Task Performance, Social Cognitive Theory

引言

随着随着中国制造业深度转型，企业面临的核心挑战之一是如何在技术快速迭代、生产流程日益复杂的高不确定性环境中，持续提升员工的任务绩效。传统依赖标准化指令与层级控制的领导模式，在稳定环境下或许有效，但在转型压力下，其忽视员工心理状态与内在动机的局限凸显，难以激发员工应对非例行挑战的主动性与创造性。因此，探索一种能够有效赋能员工、助其适应变革的新型领导方式，成为制造业人力资源管理的关键议题。

包容型领导作为一种强调开放性、易接近性与有效性的支持性领导范式，为应对上述挑战提供了潜在方案。本研究认为，其效能发挥的关键在于对员工关键心理认知过程——自我效能感——的培育。根据 Bandura (1986) 的社会认知理论，个体的行为（如任务绩效）受到其认知（如自我效能感）与环境的交互影响。制造业转型所伴随的持续学习压力、技能过时焦虑与工作复杂性骤增，构成了一种特殊的“高压环境”，极易侵蚀员工对自身能否胜任新任务的信心（即自我效能感）。一旦员工自我效能感低下，便会将变革视为威胁，表现出回避与低效 (Bandura, 1997)。因此，在转型情境下员工的自我效能感成为影响其任务绩效的关键心理瓶颈。

包容型领导的价值，恰恰体现在它能系统性地构建一个对冲上述环境压力、培育员工自我效能感的“支持性微环境”。其三维度结构与社会认知理论中自我效能感的四大形成来源（掌握性经验、替代性经验、言语说服、情绪唤醒）高度契合 (Bandura, 1997)：

开放性（鼓励表达、接纳试错）营造了心理安全，使员工敢于通过尝试积累“掌握性经验”，并通过观察同事成功获得“替代性经验”。

易接近性（及时反馈、支持可及）提供了持续、积极的“言语说服”，帮助员工在困境中维持信心。

有效性（提供资源、解决问题）则通过扫清障碍、赋能成功，为员工积累最坚实的“掌握性经验”奠定基础，并缓解其焦虑情绪。

由此，我们推导出在本研究情境下的核心理论逻辑：在制造业智能化转型的高压、不确定环境中，包容型领导通过其三维度行为，构建一个支持性的组织微环境，进而有针对性地提升员工的自我效能感（认知），最终驱动其表现出更优的任务绩效（行为）。即，存在一条“环境（转型压力）→ 特定领导行为（包容型领导）→ 关键认知（自我效能感）→ 行为结果（任务绩效）”的传导过程。

本研究以转型先行区江苏省制造业员工为样本，旨在实证检验这一情境化的理论模型。与现有研究相比，本研究不仅在于验证一个普遍的中介模型，更致力于阐明：为何在制造业转型这一特定情境下，“包容型领导→自我效能感→任务绩效”这一过程具有特殊的解释力与紧迫性。研究结论将为制造业企业通过发展精准适配转型需求的领导力，来激活人力资源、破解绩效提升瓶颈，提供坚实的理论依据与可操作的管理启示。

研究目的

本研究基于江苏制造业智能化转型的现实挑战与理论深化的需要，以社会认知理论为框架，通过实证方法系统探究包容型领导、自我效能与任务绩效之间的作用关系。研究核心目的在于揭示，在制造业转型这一要求员工持续学习与适应的高度不确定环境中，包容型领导如何通过作用于员工的关键心理认知过程（自我效能感），来克服传统领导模式的局限，从而有效提升任务绩效。具体目标如下：

1. 深入解析制造业转型情境下包容型领导的三维结构对员工任务绩效的差异化影响机制。重点探究在转型压力下，领导者的开放性、易接近性与有效性如何通过营造心理安全、提供即时反馈与系统支持，直接促进员工参与流程优化、应对非例行任务，并间接为员工自我效能的提升创造条件。

2. 实证检验“包容型领导——自我效能——任务绩效”这一中介作用模型。重点论证在制造业转型背景下，自我效能感是否成为连接领导行为与员工绩效的关键心理桥梁，即验证

包容型领导是否主要通过提升员工应对变革与复杂任务的信心（自我效能感），进而对任务绩效产生显著促进作用。

3. 通过达成上述目标，本研究旨在强化研究模型与转型情境之间的逻辑联结，明确该理论路径在制造业转型环境下的特殊解释力与必要性。最终，为制造业企业在转型升级过程中，如何通过培育包容型领导风格和提升员工心理资本（自我效能感）来优化人力资源效能、保障战略落地，提供具有高度情境相关性的管理启示与可操作的实施方案。

通过达成上述研究目标，本研究将系统完善包容型领导在中介作用分析及其在制造业情境应用研究的理论基础，致力于为江苏及中国制造业的转型升级提供具有实践价值的管理启示和可操作的实施方案，促进制造业人力资源管理在理论与实践层面的协同发展与创新突破。

文献综述

概念阐述

包容型领导：包容型领导的核心特征体现为在工作情境中保持开放性，愿意听取并采纳员工的意见与观点；同时能够及时肯定员工的表现，鼓励其工作贡献；并通过保持畅通的沟通渠道，与员工积极交流，从而在制定企业决策时获得有效支持 (Javed et al., 2021)。此类领导行为共同营造了一种支持性、参与性的组织氛围，是包容型领导营造心理安全环境的关键体现。

自我效能：自我效能感由 Bandura (1977) 在社会认知理论中提出，定义为个体对自身完成特定任务所需能力的信念判断。这一概念强调个体对能力的信心程度而非实际技能水平，是其行为表现的核心要素 (Bandura, 1986)。

任务绩效：任务绩效作为组织行为学核心概念，其理论内涵随研究深入持续发展。Borman 和 Motowidlo (1993) 将其明确定义为与员工正式职责直接相关、贡献组织技术核心的行为表现，强调对角色内任务的熟练程度与目标达成度。

理论基础

社会认知理论由 Bandura (1986) 提出，并在其后续工作中不断得到发展。该理论强调认知、行为与环境的三元交互决定论，认为个体通过主动认知加工而非被动接受环境刺激来引导行为选择。该理论突出认知能动性，使个体能够预见后果、自我调节并设定目标。观察学习作为核心过程，使个体通过观察他人行为及结果获取新知，涉及注意、保持、动作再现和动机四个子过程 (Bandura, 1986)。在组织情境中，员工通过观察领导者行为形成认知表征，进而影响自身行为选择。预期理论指出个体会综合考虑物质性、社会性和自我评价性结果 (Bandura, 1986)，当员工预期行为能带来积极结果时，会更倾向于采取行动，从而直接影响任务绩效达成。

在中国制造业转型升级背景下，该理论特别有助于分析包容型领导通过提升员工自我效能感改善任务绩效的作用途径。

研究假设

1. 包容型领导与任务绩效的关系

基于社会认知理论，包容型领导作为重要的环境因素，通过其多维特征对员工任务绩效产生系统性影响。Carmeli et al. (2010) 提出的三维模型为理解这一影响提供了基础：开放性促进知识共享，易接近性保障沟通效率，有效性提供资源支持，三者共同作用于任务绩效的提升。

在江苏制造业智能化转型的背景下，员工面临持续的技术更新与流程调整。包容型领导通过构建支持性氛围，为员工适应变革、完成工作任务提供了关键支持。据此提出以下假设：

H1：包容型领导对任务绩效具有显著正向影响。

具体而言，开放性体现为领导者乐于听取意见、接纳不同观点。在制造业现场，这种开放性鼓励员工分享经验与改进建议，促进操作方法优化与生产流程改进，从而直接提升任务绩效。因此假设：

H1a：领导者开放性对任务绩效具有显著正向影响。

易接近性表现为领导者保持沟通渠道畅通、能够及时回应下属需求。在生产过程中，这确保了一线问题能迅速上报并获得支持，减少了因故障或异常导致的生产中断，保障了任务执行的连续性与稳定性。因此假设：

H1b：领导者易接近性对任务绩效具有显著正向影响。

有效性强调领导者能够提供实质性的资源支持与专业指导。通过针对性培训和技术帮助，领导者增强员工的任务胜任力与操作熟练度，进而提升其工作质量与内在动机。因此假设：

H1c：领导者有效性对任务绩效具有显著正向影响。

综上，包容型领导通过开放性、易接近性与有效性三个维度，系统性地支持员工在转型环境中实现更优的任务绩效。

2. 包容型领导与自我效能的关系

基于社会认知理论 (Bandura, 1986)，环境因素通过认知加工过程影响个体心理状态。在这一框架下，包容型领导作为关键的环境因素，通过作用于员工对自身能力的认知评价过程，系统性地促进其自我效能感的发展。根据 Bandura (1997) 提出的自我效能感形成理论，个体信心的建立依赖于掌握性经验、替代性经验、言语说服与情绪唤醒等多重经验来源。包容型领导所营造的支持性组织氛围，恰好为员工提供了积累相关成功经验、获取积极反馈与有效指导的重要条件，从而助力其自我效能感的提升。据此提出以下假设：

H2：包容型领导对员工自我效能感具有显著正向影响。

具体而言，领导者的开放性营造了鼓励尝试与知识分享的氛围。当员工观察到同事的创新行为获得接纳与认可时，能够通过观察学习增强对自身能力的信心。因此假设：

H2a：领导者开放性对员工自我效能感具有显著正向影响。

领导者的易接近性确保了沟通渠道的畅通。员工在遇到困难时能够及时获得指导与反馈，这种持续的支持性互动通过有效的“言语说服”，帮助员工形成对自身能力的积极判断。因此假设：

H2b：领导者易接近性对员工自我效能感具有显著正向影响。

领导者的有效性体现在为员工提供适恰的资源支持与任务安排。通过在实际工作中克服一系列有支持的挑战，员工能够积累直接的“掌握性经验”，从而最有力地强化其对自己能力的信念。因此假设：

H2c：领导者有效性对员工自我效能感具有显著正向影响。

综上，包容型领导通过开放性、易接近性与有效性三个维度，分别从观察学习、外部反馈和实践验证方面，共同构成培育员工自我效能感的支持体系。在制造业转型背景下，这一体系对员工建立适应技术变革的能力信心具有重要意义。

3. 自我效能与任务绩效的关系

基于社会认知理论 (Bandura, 1986)，自我效能感作为其核心概念，对员工任务绩效具有重要影响。该理论指出，个体对自身能力的信念通过影响其认知评估、动机水平和行为选择，进而促进任务绩效的提升。

在制造业转型升级背景下，面对持续的技术更新与流程变革，高自我效能感的员工更倾向于将新要求视为可应对的挑战，从而表现出更强的适应性与坚持性 (Li et al., 2015; Li & Miao, 2020)。这种积极的认知评价使其能更好地适应新型生产模式。

具体而言，自我效能感影响员工对任务要求的判断与策略选择，使其能合理评估操作难度并采取有效方法 (Bandura, 1997; Li et al., 2024)。在动机层面，高自我效能感增强员工接受挑战性任务的意愿与投入程度 (Fang, 2014)，并在遇到困难时表现出更强的坚持性。从行为上看，自我效能感促进员工主动参与学习、积极寻求协作并尝试优化操作，这些行为直接提升其任务执行能力 (Gu & Peng, 2010)。

研究表明，在技术要求高、变革快的制造环境中，自我效能感对任务绩效的预测作用尤为显著 (Liu & Zheng, 2016)。员工对自身能力的信心影响其掌握新技术的效率与解决工艺问题的能力，且在需要创新及问题解决的任务中，其促进作用更为突出 (Li & Miao, 2020)。

综上所述，自我效能感通过作用于员工的认知、动机与行为，对其任务绩效产生多方面的积极影响。在制造业这一特定情境下，该作用因任务的技术性与变革性特征而进一步增强。据此提出以下假设：

H3：员工自我效能感对任务绩效具有显著正向影响。

4. 自我效能在包容型领导、任务绩效关系中的中介作用

基于社会认知理论的三元交互模型，本研究推断包容型领导这一环境因素在很大程度上通过塑造员工的自我效能感这一关键心理认知，进而间接影响其任务绩效表现。自我效能感被认为在二者关系中起到中介作用。据此提出以下假设：

H4：员工自我效能感在包容型领导与任务绩效之间起中介作用。

具体而言，领导者的开放性营造了鼓励尝试的组织氛围。员工通过观察同事的成功实践获得替代性经验，从而提升其创新自信。这种增强的自我效能感促使员工更主动地分享知识并优化工作方法，最终推动任务绩效的改进。因此假设：

H4a：员工自我效能感在领导者开放性与任务绩效之间起中介作用。

领导者的易接近性确保了沟通渠道的畅通。员工在遇到困难时能及时获得指导与反馈，这种持续的支持通过有效的言语说服帮助其维持并增强解决问题的信心。更高的问题解决效能感使员工在复杂任务中表现出更强的坚持性与效率，从而保障任务绩效的稳定性。因此假设：

H4b：员工自我效能感在领导者易接近性与任务绩效之间起中介作用。

领导者的有效性体现在为员工提供资源支持与系统培训。这使员工能够通过克服递进式挑战积累直接的掌握性经验，从而显著强化其技能掌控感。基于真实能力成长的高自我效能感，促使员工在任务执行中追求更高标准并持续投入，最终体现为任务绩效在质量与效率上的提升。因此假设：

H4c：员工自我效能感在领导者有效性与任务绩效之间起中介作用。

综上，自我效能感在包容型领导三维度与任务绩效之间扮演了关键的中介角色。开放性通过培养创新自信促进知识共享与流程优化；易接近性借助持续反馈提升问题解决效能，保障执行稳定性；有效性通过夯实技能掌控感为高质量绩效提供心理基础。在制造业智能化转型背景下，这一中介作用为理解领导力如何通过心理认知影响员工绩效提供了重要解释。

本研究通过理论模型系统构建了完整的研究假设体系。该模型以社会认知理论为基础，重点考察包容型领导三个维度通过自我效能感影响任务绩效的中介作用。

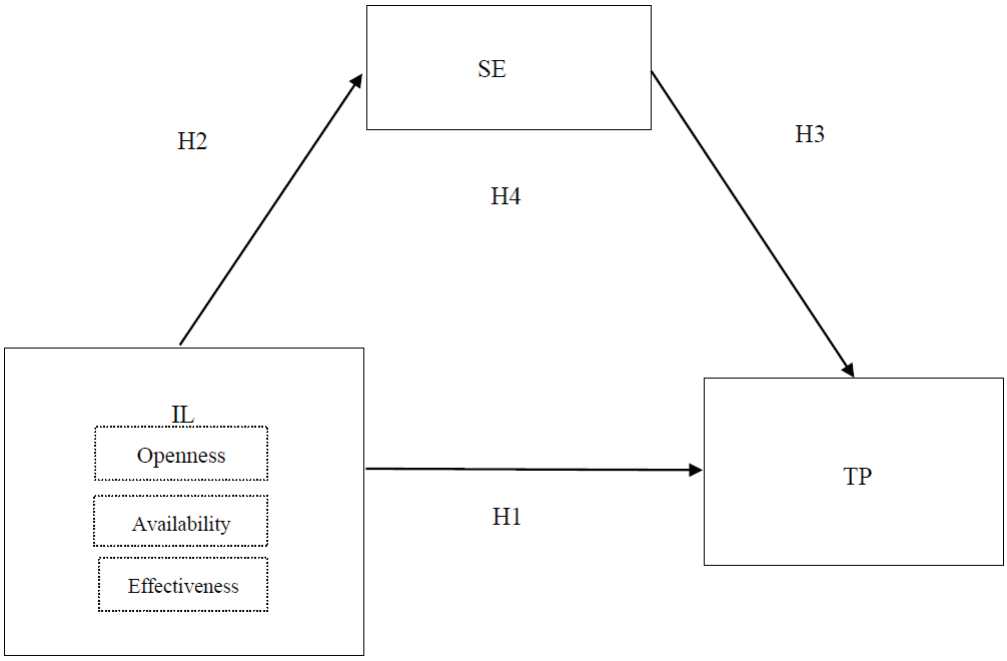


Figure 1 Theoretical Model Diagram

研究方法

本研究正式调研采用线上问卷方式收集数据，于 2025 年 11 月至 2025 年 12 月通过问卷星平台发放 500 份正式调查问卷，回收并剔除无效问卷最终获得有效样本 416 份。抽样过程采用分层抽样方法，对江苏省制造业企业员工进行问卷调查，以确保样本在核心企业特征上具有代表性。分层设计主要依据两个关键变量：企业规模和行业类型。在明确分层框架后，本研究通过以下步骤具体执行抽样与数据收集。本研究依托个人职业网络与校友资源，通过与曾任职单位及同学、朋友推荐的企业进行接洽，初步确定了参与调研的企业名单；通过直接发送附有研究说明函的电子邮件或电话沟通形式，向相关企业的人力资源部门或管理层发出调研邀请；在获得企业同意后，根据预先设计的分层比例配额，向各企业分配问卷数量。原则上，大型企业（≥ 1000 人）计划发放 110-120 份问卷，中型企业（500-999 人）计划发放 160-170 份，小型（100-499 人）及微型（≤ 100 人）企业计划发放 190-210 份。具体数量会与企业 HR 部门协商，根据其符合条件的员工规模进行微调。问卷链接通过企业指定的联系人（通常是 HR 或部门主管）以匿名方式分发给符合条件（一线员工、技术及基层管理人员）的员工，员工自愿在线填写。测量工具选用成熟量表，包容型领导采用包含开放性、易接近性和有效性的三维度量表；自我效能感采用一般自我效能感量表，结合制造业任务特点适当调整题项表述；任务绩效采用聚焦生产质量、操作效率与流程稳定性的测量量表。所有量表均通过预调查检验信度和效度。

本研究整体遵循“测量工具检验到变量关系初步探查，再到假设模型验证”的递进步骤。具体分析过程如下：使用 SPSS 软件对包容型领导、自我效能感与任务绩效三个量表进行信度

分析与探索性因子分析，以检验测量工具的内部一致性与结构效度。为进一步检验包容型领导、自我效能感与任务绩效三个核心变量之间的区分效度，避免潜在的概念混淆，本研究补充进行了验证性因子分析。通过 Mplus/Amos 软件构建并比较了不同的因子结构模型，并计算了异质——同质比率（Heterotrait-Monotrait Ratio, HTMT）以提供严格的区分效度量化证据。此处的验证性因子分析仅用于评估测量模型的质量，后续所有关于变量间关系的假设检验（H1-H4）均严格遵循基于观察变量的回归分析框架完成。随后，通过皮尔逊相关分析初步考察各变量间的关联性。为尽可能控制共同方法偏差，本研究采取了程序性与统计性双重措施。在程序控制上，问卷设计采用了匿名填写以及保证题项表述清晰无歧义。在统计诊断上，先进行了哈曼（Harman）单因子检验作为初步筛查，在后续的多元回归分析中，报告了方差膨胀因子（VIF）值。在此基础上，采用分层多元回归分析依次检验包容型领导对任务绩效的主效应（H1）、包容型领导对自我效能感的影响（H2）以及自我效能感对任务绩效的影响（H3）。为检验自我效能感的中介作用（H4），研究采用 PROCESS 宏程序，选择 Model 4，并通过 Bootstrap 中介效应检验以计算间接效应及其置信区间。

在数据分析策略上，为检验“包容型领导——自我效能感——任务绩效”这一核心理论模型，本研究主要将包容型领导视为一个整体概念，并以此进行相关分析、回归分析及 Bootstrap 中介效应检验，以验证假设 H1, H2, H3, H4。同时，为深入探究包容型领导不同维度的差异化影响，并回应在文献综述中提出的维度层面子假设（H1a-c, H2a-c, H4a-c），本研究在后续分析中，将分别以开放性、易接近性、有效性三个维度为自变量，平行地进行上述回归与中介效应检验。此举旨在确保核心模型检验的集中性与维度效应探索的完整性。

变量定义与测量

本研究对各变量采用广泛使用的量化测量方式进行界定与操作化定义，具体说明如下：

本研究采用 Carmeli et al. (2010) 开发的包容型领导量表进行测量。该量表包含开放性、易接近性与有效性三个维度，共 9 个题项，采用李克特五点计分法。量表具有良好的信效度，整体 Cronbach’s α 系数达到 0.92，并在中国制造业情境下得到验证与应用，其题项表述清晰，能有效反映制造业员工对领导行为的实际感知，确保了测量的科学性与适用性。

Table 1 Inclusive Leadership Scale

	Scale Content
1	My supervisor is willing to listen to new ideas.
2	My supervisor is concerned about opportunities to improve work.
3	My supervisor actively initiates discussions about the organization's expectations and how to achieve them.
4	When I need to consult on a problem, I can always reach my supervisor.
5	My supervisor is always present within the team and is available to help us at any time.
6	On professional issues, my supervisor can provide me with help.
7	My supervisor is willing to listen to my requests.
8	In case of emergencies, my supervisor is glad for us to seek help from him/her.
9	I can find my supervisor to discuss unexpected problems.

Table 2 The Item Distribution of Inclusive Leadership Scale

Scale Dimension	Sub-dimension	Item Distribution
Inclusive Leadership Scale	Openness	1, 2, 3
	Effectiveness	4, 5, 9
	Availability	6, 7, 8

本研究选用经 Wang et al. (2001) 修订的一般自我效能感量表（GSES）进行测量。该量表基于社会认知理论，共包含 10 个题项，用于评估个体应对挑战的总体信心。在制造业转型背景下，该工具能有效测量员工适应技术更新与处理复杂问题的信念水平。其跨文化适用性已获多项研究支持，题项清晰简洁，便于制造从业人员理解作答，在组织行为研究中具有广泛认可度，兼顾了科学性与实用性。

Table 3 General Self-efficacy Scale

	Scale Content
1	If I try my best, I can always solve difficult problems.
2	Even if someone opposes me, I can find ways to achieve what I want.
3	For me, sticking to my ideals and achieving my goals is easy.
4	I am confident that I can effectively deal with any unexpected events.
5	Thanks to my resourcefulness, I can handle unforeseen situations.
6	If I put in the necessary effort, I can solve most problems.
7	I can remain calm when facing difficulties because I believe in my ability to handle problems.

Table 3 General Self-efficacy Scale (Cont.)

	Scale Content
8	When confronted with a problem, I can usually find several solutions.
9	When I am in trouble, I can usually think of a way to cope.
10	No matter what happens to me, I can handle it.

本研究选用 Tsui (1997) 开发的任务绩效量表进行测量，共包含 6 个题项，采用 A Five-point Likert Scale。量表涵盖工作数量、质量与效率三个核心维度，经过多次实证检验，具有良好的信效度。其题项表述清晰简洁，内容契合制造业对产出量化与操作规范的双重要求，便于员工理解与作答，在相关研究中应用广泛，能有效测量员工在标准化作业与精益生产背景下的任务绩效表现。

Table 4 Task Performance Scale

	Scale Content
1	My work quantity is above average.
2	My work quality is above average.
3	My efficiency is above average.
4	My work standards are higher than the formal standards.
5	The quality I pursue is higher than the general requirements.
6	I adhere to the highest professional standards.

模型构建

中介效应模型：用于检验自我效能在包容型领导与任务绩效之间的中介作用，自我效能作为中介变量进行进一步分析。

研究结果

样本的基本分布

最终有效样本（N = 416）在企业规模与行业类型上的分布如表 5 所示。样本覆盖了各种规模的企业，并涵盖了装备制造、电子信息、新材料及生物医药等江苏省重点制造业领域，与分层抽样设计的目标一致，样本结构具有良好的多样性，能够较为全面地反映研究总体的基本情况。

Table 5 Distribution of the Sample by Firm Size and Industry Type

Firm Size	Equipment Manufacturing	Electronics	New Materials	Biomedicine	Total
Large (≥1,000)	38	35	22	20	115
Medium (500-999)	45	52	33	25	155
Small (100-499)	35	48	28	15	126
Micro (≤99)	5	10	2	3	20
Total	123	145	85	63	416

描述性统计分析

样本规模确定为 500 个样本，这一数量满足多元回归分析的基本要求。根据不同研究者对样本数量规模的观点，大多数研究者认为样本数量应该与测量题目数量保持在 10:1 的比例以上 (Bagozzi & Yi, 1988)。通过对回收的 416 份有效调查问卷进行统计，所有变量的均值在 25.30 至 35.50 之间，标准差在 4.30 至 6.20 之间，表明数据分布较为集中，但存在适度变异。最小值与最大值覆盖了理论范围（IL 最小 16.00、最大 44.00；SE 最小 13.00、最大 49.00；TP 最小 11.00、最大 29.00），描述性统计验证了数据的合理性和变异性，支持后续相关分析、回归分析及中介效应检验。

Table 6 Descriptive Statistics of Variables

Variable	N	Mean	S.D.	Min	Max
IL	416	30.20	5.10	16.00	44.00
SE	416	35.50	6.20	13.00	49.00
TP	416	25.30	4.30	11.00	29.00

Remarks: IL denotes the total score of Inclusive Leadership; SE denotes the total score of Self-efficacy; TP denotes the total score of Task Performance; S.D. stands for Standard Deviation.

信度分析

采用 Cronbach's α 系数和校正项总计相关性（CITC）指标检验量表内部一致性。包容型领导量表 α 系数为 0.941；自我效能感量表 α 系数达 0.938；工作绩效量表 α 系数为 0.910。所有量表 α 系数均超过 0.8 的标准阈值，表明量表具有较好的内部一致性。

Table 7 Scale Reliability Test Results

Variable	CITC Range	Range of Cronbach's α if Item Deleted	Cronbach's α
IL	0.712-0.882	0.940-0.943	0.941
SE	0.718-0.849	0.935-0.939	0.938
TP	0.625-0.775	0.905-0.912	0.910

效度分析

通过探索性因子分析检验结构效度。所有量表 KMO 值均大于 0.85，Bartlett 球形检验显著性均小于 0.001。采用主成分分析法提取公因子，累积方差贡献率均超过 66.83%，且各题项因子载荷均大于 0.6，表明量表具有良好的结构效度。

Table 8 Validity Analysis Results of the Scales

Variable	KMO Value	Bartlett's Test of Sphericity			Cumulative Variance Explained (%)	Range of Factor Loadings
		Approx. Chi-Square	df	Sig.		
IL	0.916	368.45	36	0.000	73.28	0.79-0.91
SE	0.901	225.67	45	0.000	69.85	0.73-0.86
TP	0.875	190.12	15	0.000	68.41	0.74-0.83

为验证包容型领导、自我效能感与任务绩效是三个不同的概念，本研究进行了验证性因子分析。首先，通过 Mplus 8.3 软件构建并比较了三个竞争模型：单因子模型（所有题目负载于一个公共因子）、二因子模型（将包容型领导与自我效能感的题目合并为一个因子，任务绩效为另一个因子）以及预设的三因子模型。拟合指数如表 9 所示。预设的三因子模型的各项拟合指标均达到或优于公认的良好标准（$\chi^2/df < 3$, CFI/TLI > 0.90, RMSEA/SRMR < 0.08），且显著优于单因子模型与二因子模型（$\Delta\chi^2$ 显著，$p < 0.001$），表明三个变量具有不同的因子结构。

Table 9 Goodness-of-Fit Indices for Confirmatory Factor Analysis Models

Model	χ^2/df	CFI	TLI	RMSEA	SRMR
One-factor model	4.87	0.78	0.76	0.098	0.083
Two-factor model	3.52	0.88	0.87	0.079	0.065
Three-factor model	2.15	0.96	0.95	0.052	0.041

Remarks: χ^2/df = chi-square/degrees of freedom; CFI = comparative fit index; TLI = Tucker-Lewis index; RMSEA = root mean square error of approximation; SRMR = standardized root mean square residual.

采用更为严格的异质——同质比率（HTMT）作为区分效度的判别标准。如表 10 所示，所有变量两两之间的 HTMT 值均远低于 0.85 的保守阈值。

Table 10 Discriminant Validity Test: HTMT Values

Variable	1	2	3
IL	-		
SE	0.42	-	
TP	0.52	0.45	-

综合验证性因子分析与 HTMT 检验结果，本研究中包容型领导、自我效能感与任务绩效三个变量具有良好的区分效度，为后续检验其中介关系提供了必要的测量学基础。

相关性分析

所有变量之间均呈显著正相关（$p < 0.01$），说明包容型领导、自我效能感和任务绩效两两之间存在积极关联。其中，包容型领导与任务绩效的相关性最强（r = 0.452），即领导行为直接影响员工绩效。自我效能感与任务绩效的相关性次之（r = 0.396），表明员工自信心对任务绩效有促进作用。包容型领导与自我效能感的相关性为 0.348，反映领导风格对员工心理状态的影响。

Table 11 Correlation Matrix of Variables

Variable	IL	SE	TP
IL	1		
SE	0.348***	1	
TP	0.452***	0.396***	1

Remarks: *$p < 0.05$, **$p < 0.01$, ***$p < 0.001$

多元回归分析

多元回归分析结果（见表 12）表明，包容型领导整体层面与自我效能感均对任务绩效有显著的正向预测作用。在未纳入控制变量的模型（1）中，包容型领导（IL）的非标准化系数为 0.30（$p < 0.01$），标准化系数（Beta）为 0.36；自我效能感（SE）的非标准化系数为 0.25（$p < 0.01$），标准化系数为 0.36。这表明，在控制了其他因素后，包容型领导与自我效能感对任务绩效具有相近程度的影响力，二者每提升一个标准差，分别可带动任务绩效提升 0.36 个标准差。

在纳入性别、年龄、学历等控制变量的模型（2）中，核心自变量的系数值略有下降但依然显著。其中，包容型领导的非标准化系数为 0.25（Beta = 0.30），自我效能感的非标准化系数为 0.20（Beta = 0.29）。在控制变量中，仅学历（Education）对任务绩效有微弱的正向影响（系数 0.08，$p < 0.1$）。加入控制变量后，模型的解释力略有提升，调整后 R 方为 0.33。

Table 12 Regression Results

Item	(1) TP	Beta	(2) TP	Beta	VIF (for Model 2)
IL	0.30***	0.36	0.25***	0.30	1.15
	(0.05)		(0.05)		
SE	0.25***	0.36	0.20***	0.29	1.18
	(0.05)		(0.05)		
Gender			-0.05	-0.02	1.04
			(0.10)		
Age			0.02	0.04	1.21
			(0.03)		
Education			0.08**	0.10	1.08
			(0.04)		
Position			0.06	0.08	1.12
			(0.04)		
Tenure			0.01	0.02	1.25
			(0.03)		
Size			0.04	0.06	1.07
			(0.03)		
_cons	10.00***		9.50***		
	(0.50)		(0.60)		
N	416		416		
R^2	0.30		0.35		
Adj-R^2	0.29		0.33		

Remarks: 1. B represents the unstandardized coefficient, with the standard error provided in parentheses.

2. Beta represents the standardized coefficient, calculated according to the formula Beta = B * (S.D._x / S.D._y), The S.D. values are sourced from Table 5 (IL: 5.10; SE: 6.20; TP: 4.30).

3. *$p < 0.05$, **$p < 0.01$, ***$p < 0.001$

包容型领导维度对结果变量的影响

包容型领导的三个维度均对任务绩效有显著的正向预测作用。其中，有效性（$\beta = 0.22$, $p < 0.001$）的影响最大，其次为开放性（$\beta = 0.18$, $p < 0.001$）和易接近性（$\beta = 0.15$, $p = 0.003$）。该结果支持了假设 H1a、H1b、H1c。

三个维度同样能显著提升员工的自我效能感。易接近性（$\beta = 0.25$, $p < 0.001$）的预测作用最强，开放性与有效性的影响也均显著。该结果支持了假设 H2a、H2b、H2c。

Table 13 Regression Analysis Results at the Dimensional Level

Dependent Variable	Predictor (Dimension)	*β*	SE	t	*P*	LLCI	ULCI	R^2	Adj. R^2
Task Performance	Openness	0.18	0.05	3.60	<0.001	0.08	0.28	0.032	0.030
	Availability	0.15	0.05	3.00	0.003	0.05	0.25	0.022	0.020
	Effectiveness	0.22	0.05	4.40	<0.001	0.12	0.32	0.048	0.046
Self-efficacy	Openness	0.20	0.06	3.33	0.001	0.08	0.32	0.040	0.038
	Availability	0.25	0.06	4.17	<0.001	0.13	0.37	0.062	0.060
	Effectiveness	0.19	0.06	3.17	0.002	0.07	0.31	0.036	0.034

Remarks: *β* = Standardized Coefficient; SE = Standard Error; LLCI/ULCI = Lower/Upper Limit of 95% Confidence Interval.

中介效应

中介效应检验结果表明，自我效能感在包容型领导整体与任务绩效之间起部分中介作用。数据分析显示，间接效应系数为 0.072（Bootstrap 标准误 = 0.015），95% 置信区间（Percentile 方法为 [0.045, 0.101]，Bias-corrected 方法为 [0.047, 0.103]）均不包含 0，表明自我效能感的中介效应显著。同时，直接效应系数为 0.248（标准误 = 0.024），其 95% 置信区间（P 方法 [0.201, 0.295]，BC 方法 [0.203, 0.297]）也不包含 0，表明包容型领导对任务绩效的直接效应同样显著。由于直接效应与间接效应均显著，因此判定自我效能感在两者关系中承担了部分中介的角色，即包容型领导既直接提升任务绩效，也通过提升员工的自我效能感间接提高任务绩效。

Table 14 Bootstrap Mediation Effect Test

Item	Coefficient	Bias	std. err.	[95% conf. interval]	
Indirect Effect	0.072	0.002	0.015	0.045	0.101
				0.047	0.103
Direct Effect	0.248	-0.001	0.024	0.201	0.295
				0.203	0.297

Remarks: P: Percentile, BC: Bias-corrected.

分维度检验中介效应

采用 Bootstrap 法分别检验三个维度的中介效应，发现自我效能感在三个维度中均发挥显著的中介作用，支持了假设 H4a、H4b、H4c。

作用类型存在差异：在开放性→任务绩效与易接近性→任务绩效的过程中，直接效应不显著，而间接效应显著，表明自我效能感起完全中介作用。这意味着这两种领导行为主要通过对员工心理信心（自我效能感）的培育来间接提升绩效。在有效性→任务绩效的过程中，直接效应与间接效应均显著，表明自我效能感起部分中介作用。这说明领导者的有效性不仅能直接帮助员工提升绩效，也能通过增强员工信心产生额外的间接促进作用。

Table 15 Mediation Effect Test Results at the Dimensional Level (Self-efficacy as Mediator)

Path (X → M → Y)	Total Effect (c)	Direct Effect (c‘)	Indirect Effect (a*b)	Boot SE	Boot 95% CI		Mediation Type
					LLCI	ULCI	
Openness → SE → TP	0.18**	0.06	0.12*	0.04	0.05	0.21	
Availability → SE → TP	0.15**	0.03	0.12*	0.05	0.04	0.23	
Effectiveness → SE → TP	0.22***	0.13*	0.09*	0.03	0.03	0.16	

Remarks: SE = Self-efficacy; TP = Task Performance; Boot SE = Bootstrap Standard Error; CI = Confidence Interval; *p < 0.05, **p < 0.01, ***p < 0.001. Bootstrap sample = 5,000. “Full” indicates the direct effect (c‘) is not significant, while the indirect effect is significant.

讨论

本研究以社会认知理论为基础，分析了 416 份江苏制造业员工的调查问卷数据，系统检验了包容型领导、员工自我效能感与任务绩效之间的关系。数据分析结果表明，包容型领导对任务绩效存在显著的正向影响，并且自我效能感在两者之间扮演了部分中介的角色。这一发现为考察传统控制型领导在动态转型环境中的潜在局限提供了一个补充性的视角。尽管本研究中模型解释的方差（R^2）属于社会科学研究中常见的范围，表明仍有其他未纳入模型的因素影响任务绩效，但结果初步支持了以下逻辑：在制造业智能化转型的背景下，领导者通过开放性、易接近性与有效性所构建的支持性氛围，可能有助于为员工适应变革、完成复杂任务提供一定的环境支持。

这一发现为理解转型期领导力有效性提供了新视角：领导者的开放接纳化解了员工对“试错风险”的顾虑，易接近性确保了知识溢价的及时回收，有效性则提供了能力建构的系统支持，三者共同构建了适配转型动态需求的领导力范式。与传统强调指令与控制的领导方式

相比，包容型领导通过营造一种支持性、参与性的组织氛围，使员工更愿意贡献智慧、主动优化工作流程，从而直接带来了任务完成质量和效率的提升。这与社会认知理论中关于环境因素塑造个体行为的观点相一致，表明在快速变革的制造业环境中，一种能够接纳意见、提供支持并保持沟通的领导风格是适配且有效的。对包容型领导三个维度的进一步分析，提示了其影响过程可能存在的差异性。数据显示，开放性与易接近性对任务绩效的直接影响未达显著水平，其作用似乎完全通过提升员工自我效能感这一中介作用实现；相比之下，有效性维度则显示出对任务绩效相对更强的直接效应，同时也部分通过自我效能感产生间接影响。尽管各维度的影响系数绝对值并不大，但这种模式差异表明，在概念上，开放性与易接近性或许更侧重于“心理赋能”，而有效性则同时兼顾了“资源赋能”与心理支持。近期研究也指出，领导者的有效性行为通过满足员工的发展需求，是其工作投入与绩效提升的关键作用 (Sharma et al., 2024)，这为本研究中有效性维度展现出更强直接效应的发现提供了来自不同情境的佐证。上述差异为后续更精细地探究包容型领导不同侧面的作用过程提供了初步的线索。

自我效能感所表现的显著中介效应，支持了从社会认知理论视角考察领导力影响过程的合理性，即领导行为可能部分通过影响员工的心理认知因素进而作用于其绩效。正如 Kundi et al. (2021) 在高等教育部门的研究所观察到的，这一过程在其他组织变革情境中也同样成立。在本研究观察到的数据模式中，自我效能感承担了连接包容型领导与任务绩效的中介角色。这提示我们，在制造业转型这一充满挑战的语境下，员工的自我效能感或许是一个值得关注的“认知过滤”作用，可能影响其对技术变革的解读与应对方式。然而，鉴于本研究的相关性设计，变量间的因果关系推论仍需谨慎对待。

本研究结论的价值，不仅在于验证了一个基于社会认知理论的普遍性中介模型，更在于其深刻植根并回应了中国制造业智能化转型的独特情境压力。在此情境下，研究揭示的“包容型领导→自我效能感→任务绩效”路径，其重要性与紧迫性被显著放大。传统制造业领导模式在稳定、可预测的环境中或许有效，但在面临快速技术迭代、生产流程高度不确定、以及员工技能持续面临“过时”风险的转型背景下，其依赖控制与标准化指令的局限性暴露无遗。恰恰是这种高不确定性与高技能要求的环境，使得员工内在的“自我效能感”——即对自己应对新技术、新挑战能力的信念——成为绩效产出的关键瓶颈，也使得能够系统培育此信念的“包容型领导”变得不可或缺。

总结

本研究基于社会认知理论，通过对江苏制造业员工的实证分析，揭示了包容型领导通过提升员工自我效能感进而促进任务绩效的作用过程。更重要的是，本研究在制造业智能化转型这一特定、高压的组织情境下，验证了这一过程的独特重要性与适配性。 研究发现，面对技术快速

迭代、生产复杂性与不确定性骤增的转型环境，员工对自身适应能力的信心（自我效能感）成为影响其绩效的关键心理枢纽。而包容型领导所展现的开放性、易接近性与有效性，恰好构成了一套系统性的“心理赋能”工具包，分别通过鼓励试错提供心理安全、通过及时反馈提供支持锚点、通过资源赋能夯实能力基础，有针对性地缓解了员工在转型期的焦虑与无力感，重塑其应对挑战的信心。因此，本研究结论不仅阐明了一个普遍的领导力影响机制，更深刻地指出，在制造业转型升级这场深刻的组织变革中，从“命令——控制”转向“包容——赋能”的领导模式，对于激发员工内在能动性、将转型压力转化为绩效动力，具有不可替代的战略价值。这为制造业企业在转型攻坚期，如何通过领导力转型与员工心理资本投资来破局，提供了明确且紧迫的管理启示。基于 416 份有效问卷数据的分析，主要研究结论如下：

研究发现，包容型领导对员工的任务绩效具有显著的直接促进作用。在制造业智能化转型的特定情境下，领导者展现的开放性、易接近性与有效性，共同构成了支持员工高效完成工作的关键环境因素。这一结论明确了在中国制造业转型升级过程中，构建包容性领导氛围对于提升组织效能的现实价值。分维度的检验进一步细化了对该作用过程的理解。领导者的开放性、易接近性与有效性均能通过提升员工自我效能感促进任务绩效，但其作用路径各有侧重，共同构成了一个多维立体的员工支持系统。

研究进一步揭示了自我效能感在包容型领导与任务绩效关系中所扮演的核心角色。数据分析证实，包容型领导能够有效提升员工的自我效能感，而这种增强的自信心与能力信念，又进一步转化为更高质量和效率的工作表现。这不仅表明领导行为能够通过影响员工的心理状态间接驱动绩效，也印证了社会认知理论在解释组织行为方面的适用性，为理解领导力的作用提供了“行为——认知——绩效”这一更深入的分析视角。

建议

对企业而言，应充分认识到包容型领导风格在智能化转型背景下的重要价值。管理层应有意识地培养与发展包容型领导力，具体可通过专项培训，提升管理者在开放性倾听、有效沟通与资源支持等方面的行为能力。在组织层面，企业需致力于构建一种鼓励尝试、宽容失败、支持员工参与决策的文化氛围，使包容性领导行为获得制度与文化层面的双重支撑。同时，应将员工自我效能感的培育作为人力资源管理的重要环节。企业可通过设立清晰且有挑战性的工作目标、提供及时的建设性反馈、为员工创造积累成功经验的机会等方式，系统性地增强员工对自身能力的信心。特别是在技术变革时期，针对性地开展技能培训与心理赋能项目，有助于员工将转型压力转化为成长动力，从而更有效地将领导力的支持转化为实际绩效产出。

未来展望

本研究为理解包容型领导的影响过程提供了实证依据，但相关探讨仍可继续深化。未来研究可将样本范围扩展至不同地区与行业的组织，以检验本研究结论的普遍适用性，并进一步

分析地域文化、行业特征等因素可能具有的调节效应。在变量关系方面，未来可引入其他中介变量，如心理安全感、工作投入或组织认同，构建更为整合的多重中介模型，从而更系统地揭示领导力影响绩效的复杂过程。在研究方法上，可采用纵向追踪设计或实验研究方法，对变量间的因果关系进行更严谨的检验。员工个人特质（如主动性人格、学习导向）或团队层面变量（如团队凝聚力、共享心智模型）也可能对包容型领导的作用效果形成影响，将其纳入模型有助于进一步明确上述关系的边界条件。

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KNOWLEDGE MAPPING AND EVOLUTIONARY TRENDS OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) RESEARCH IN CHINA

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Abstract

Purpose: This study addresses the challenges of foreign language education in China's monolingual context through Content and Language Integrated Learning (CLIL). Despite growing interest, current research lacks systematic bibliometric analysis, long-term developmental perspectives, insights into policy-driven thematic changes, and visual knowledge mapping. Using bibliometric methods, this research systematically traces the evolution of CLIL studies in China, providing a foundation for theoretical advances and practical improvements.

Study Design/Methodology/Approach: This study uses bibliometric methods and knowledge-mapping visualization to analyze 609 CLIL-related publications from the China National Knowledge Infrastructure (CNKI, 2004-2025) identified via PRISMA 2020 screening. Using CiteSpace and NoteExpress, the study examines publication trends, author/institutional networks, and keyword clustering.

Findings: The findings indicate a three-phase development in China's CLIL research: Idea Introduction (2004-2010), Fluctuating Growth (2011-2022), and Rapid Expansion (2023-2025), driven by policy initiatives and practical demands. The research landscape is described as "locally aggregated but generally dispersed", with foreign language universities occupying a pivotal position; however, cross-regional and multidisciplinary collaboration remains constrained. Research hotspots are situated within the "Theory-Model-Practice" framework, emphasizing "content and language integration". The thematic emphasis has progressively shifted toward enhanced localization and multidimensional integration, encompassing elements such as "curriculum-based ideological and political education" and "Chinese culture".

Originality/Value: This study makes unique contributions: 1) identifying the three-stage policy-practice-driven trajectory of CLIL development through systematic knowledge mapping; 2) uncovering collaboration patterns and highlighting regional resource disparities; and 3) extracting a localization logic that emphasizes subject content supported by language instruction while integrating ideological education and Chinese cultural elements. These findings offer valuable insights into CLIL localization in non-English-speaking countries and suggest directions for future research.

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Keywords: Content and Language Integrated Learning (CLIL), Bibliometrics, Knowledge Mapping, Evolutionary Trend

Introduction

With the advancement of globalization and educational internationalization, Content and Language Integrated Learning (CLIL) has become an important approach to addressing the inefficiency of foreign language education and the disconnection between subjects and language in China. As an educational model originating from European multilingual education reform, CLIL's localization practice in China is deeply intertwined with the "bilingual teaching" reform, gradually shifting from "ethnic language + Chinese" to "Chinese + English" since the 21st century.

The CLIL model, originally developed within Europe's multilingual context, encounters distinctive challenges in China's predominantly monolingual mainstream education system. Practical implementation reveals persistent structural challenges: many schools lack teachers proficient in both subject content and foreign languages, textbooks are frequently mismatched with learners' needs—either as direct translations of foreign materials or excessively simplified versions—and students' uneven levels of English proficiency further compound instructional difficulties (Wang et al., 2024). Meanwhile, domestic CLIL research has grown substantially, with scholars contributing from multiple perspectives. Previous studies can be categorized into three main streams. First, several scholars have conducted narrative reviews of CLIL implementation, summarizing teaching models and practical challenges (Wang & Xing, 2021). Second, empirical studies have examined CLIL practices in specific educational contexts, such as higher education (Hu & Lei, 2014) or particular subject disciplines, investigating how content-language integration operates across diverse curricular domains (Wang et al., 2024). Third, some researchers have explored curriculum design and materials development for CLIL localization.

Despite the existing rich literature, prominent research gaps remain, which correspond to the four research objectives of this study. First of all, few studies have systematically visualized author and institutional collaboration networks, as well as the regional distribution of research resources in this field. Secondly, most existing works only focus on partial time periods, lacking a complete longitudinal analysis of CLIL research development over the past two decades. Third, traditional review methods cannot fully extract core thematic clusters and overall research hotspots. Finally, although the impact of educational policies on CLIL practice has been acknowledged in existing literature, the interaction between national educational policies and research themes, especially the integration of curriculum-based ideological and political education and Chinese culture, has not been systematically explored. There are important ramifications for these gaps. It is difficult for researchers and practitioners to find frontier topics, research hotspots, or possible collaboration partners without systematic knowledge mapping. Educational reforms might not have evidence-based recommendations if policy-research dynamics are not understood. The field runs the risk of making the same mistakes it has in the past or failing to recognize effective localization techniques if longitudinal analysis is not conducted.

Objectives

To systematically map the knowledge structure and evolutionary trajectory of CLIL research in China, this study addresses the following four objectives:

1. Mapping Research Forces and Collaborative Networks. To identify the most influential authors and institutions in the field, and to visualize the inter-institutional collaboration patterns and regional distribution of research resources within the Chinese CLIL academic community.

2. Tracing the Longitudinal Evolutionary Path (2004-2025). To delineate the developmental stages of CLIL in China over the past two decades.

3. Identifying Thematic Clusters and Knowledge Hotspots. To extract core research themes through keyword co-occurrence and clustering analysis, thereby uncovering the macro-level patterns and conceptual shifts that define the Chinese CLIL landscape.

4. Detecting Emerging Frontiers and Policy-Driven Dynamics. To predict research trends for the post-2025 era and investigate how national educational policies—particularly the integration of "curriculum-based ideological and political education"—are shaping the latest localization of CLIL frameworks.

Literature Review

International Theoretical Foundation and Practice of CLIL

CLIL originated from the European multilingual education reform in the 1990s. Its essence is to organically integrate non-language subject content with foreign language learning, using the target language as the teaching medium to achieve the dual goals of "subject knowledge acquisition" and "language ability development" (Marsh, 2002; Zou et al., 2018). The "4C framework" (Content, Communication, Cognition, and Culture) proposed by Coyle et al. (2010) further consolidates CLIL's theoretical foundation, emphasizing the cultivation of higher-order thinking skills and cross-cultural awareness alongside knowledge and language acquisition.

The theoretical logic of CLIL is highly consistent with three key theories in second language acquisition: Krashen's (1985) "input hypothesis" emphasizes comprehensible language input, which CLIL provides through real subject tasks; Swain's (1985) "output hypothesis" highlights the role of language output in internalization, and CLIL creates natural output scenarios via group collaboration and achievement display; Vygotsky's (1978) "sociocultural theory" regards language as a tool for cognitive development, and CLIL's "content-language integration" essentially improves cognitive abilities through language media.

Internationally, CLIL has become a mainstream multilingual education model. Twenty-seven European countries have incorporated it into their formal education systems, covering over 1 million learners. Empirical studies by Pérez-Cañado (2012) and Dalton-Puffer (2011) have confirmed that CLIL significantly improves learners' subject academic performance and language proficiency. Unlike European

CLIL models that operate within multilingual educational environments, domestic practice in China is shaped by a monolingual context, leading to distinct adaptations in curriculum design, teacher training, and instructional goals. In addition, most existing overseas empirical research focuses on teaching effects, while few studies adopt bibliometric and knowledge mapping methods to review the field as a whole, leaving room for further exploration.

Development and Research Status of CLIL in China

China's CLIL practice is closely linked to the "bilingual teaching" reform. In the early stage, bilingual teaching referred to the "ethnic language + Chinese" dual-track model in minority areas (Zhou, 2001); since the 21st century, it has gradually shifted to "Chinese + English", aligning with CLIL's core concept (Feng, 2007). Hu and Lei (2014) pointed out that CLIL has become an important way to solve the problems of "time-consuming and inefficient" foreign language education and "disconnection between subjects and language" in China.

However, European CLIL faces localization challenges in China's monolingual context, including insufficient contextualized language input, low adaptability of teachers' abilities, and inadequate curriculum localization (Hu, 2019). Domestic scholars have conducted relevant research from multiple perspectives: Hu (2005) explored CLIL's adaptability in China; Hu (2008) critically examined the academic discourse surrounding Chinese-English bilingual education. Jiang et al. (2019) analyzed teaching models and policy dilemmas; a 2023 systematic review in sustainability integrated existing research but lacked knowledge mapping analysis of the domain knowledge structure (Hu et al., 2023). Pu and Wu (2020) noted that CLIL teaching material development and curriculum design research are fragmented, focusing mostly on single-subject cases (e.g., college English, business English) and lacking in-depth integration with the domestic 12-year basic education framework. Hu (2019) further emphasized that key localization challenges have not been fully addressed. Although bibliometric methods have been applied to review research in foreign language education, relevant existing studies have several deficiencies. Most of them fail to carry out long-term longitudinal analysis, and rarely combine bibliometric results with policy evolution and practical localization. Additionally, a few studies adopt knowledge mapping visualization to reveal institutional collaboration patterns and thematic changes in CLIL research. These shortcomings leave the overall development of domestic CLIL research insufficiently interpreted. Therefore, this study takes a full-scale longitudinal perspective and uses visual mapping technology to present the whole picture of CLIL research in China, which makes the present work necessary and valuable.

Policy and Academic Interaction in CLIL Research

China's CLIL-related policies have experienced three stages of development: The initial proposal of bilingual teaching in 1998, the clarification of quantitative goals for foreign language teaching in 2001, and the emphasis on international talent cultivation through the "Double First-Class" construction since 2015. The integration of China's bilingual education policies and CLIL models can be understood as a two-way adaptation process, wherein policy directives are iteratively refined through local practice feedback (Liao et al., 2026), which directly promotes the phased development of CLIL research. Liao

et al. (2026) confirmed through empirical studies on English-Medium Instruction (EMI) programs that policy orientation directly affects the scale and direction of CLIL practice and research. However, existing research has not systematically explored how policy evolution drives the thematic changes and developmental trends of CLIL research, leaving a gap in understanding the interaction between policy, practice, and research.

Methodology

Research Design

This study employs a quantitative research methodology focused on bibliometrics, enhanced by knowledge mapping visualization technology, to systematically analyze CLIL-related literature in China. Bibliometrics provides an objective view of the field's developmental patterns by processing literature metadata using mathematical and statistical techniques. Meanwhile, knowledge mapping visualization offers an intuitive representation of the relationships between knowledge units, facilitating the identification of research hotspots and evolutionary trajectories. The research follows a standardized procedure of "data retrieval → screening and cleaning → format conversion → visual analysis → result interpretation", ensuring a systematic and reproducible approach.

Data Source

The research data for this study are sourced from the China National Knowledge Infrastructure (CNKI) database, the largest and most comprehensive repository of Chinese academic literature. CNKI encompasses nearly all core domestic journals, master's and doctoral theses, conference papers, and other scholarly outputs, providing a thorough representation of CLIL research in China. The selection of CNKI is particularly suited to this study's focus on the localization and evolutionary trends of CLIL within the Chinese educational context. While international databases like Scopus and Web of Science offer broader global coverage, CNKI uniquely captures the pedagogical practices, policy-driven research, and grassroots instructional insights specific to China's monolingual environment.

Research Instrument

CiteSpace 6.1.R6: For knowledge mapping (author/institution, co-occurrence, keyword clustering, emergent word analysis).

NoteExpress: For literature deduplication and management.

The time span is set from 2004 to 2025, with each time slice covering one year. The top N threshold is set as Top 50, meaning the system extracts the top 50 high-frequency items in each time slice. For network pruning, the Pathfinder pruning method is applied to simplify network lines and retain key connections, which optimizes the readability of visual maps.

In terms of keyword processing, High-frequency and high-relevance keywords are selected after removing general stop words. For cluster analysis, the Silhouette coefficient is adopted as the cluster validity indicator; clusters with a Silhouette value above 0.7 are regarded as valid and reliable research clusters. Burst detection is used to identify emergent keywords and capture the latest research frontiers.

Search Strategy

The search was limited to the period from January 1, 2004, to December 31, 2025. The study employs a subject search method using the following search formula: Topic = "CLIL" OR "Content and Language Integrated Learning" OR "Content Language Integration" OR "Subject Content and Language Integration" OR (("Bilingual Teaching" OR "EMI" OR "All English Teaching" OR "Subject English") AND ("Content" OR "Language Integration" OR "Integration")). The design rationale for this search formula is threefold: first, it covers the English abbreviation, the full Chinese name, and synonymous expressions of CLIL; second, it expands the search scope by including related domestic CLIL practices and intersecting concepts such as "bilingual teaching" and "EMI" using Boolean logical operators; third, it excludes "bilingual teaching for ethnic minorities", which is unrelated to the core concept of CLIL, to ensure search accuracy.

Inclusion and Exclusion Criteria

Inclusion criteria:

1. The research topic clearly involves the core concept of CLIL or content and language integrated learning;
2. The research context is educational institutions in mainland China (including primary and secondary schools, universities, vocational schools, etc.);
3. Publicly published academic documents with complete metadata (author, institution, keywords, abstract, etc.);
4. Published in Chinese and peer-reviewed (including journal papers, master's and doctoral theses, and core conference papers);
5. Published within the January 1, 2004, to December 31, 2025 time frame.

Exclusion criteria:

1. Literature with irrelevant topics (such as dual-track teaching of minority languages, research on pure foreign language teaching methods, research on English teaching without content-language integrated design);
2. Non-academic literature (newspaper articles, book reviews, conference notices, and policy interpretation drafts);
3. Literature with repeated publications or incomplete data;
4. Literature with obvious academic standard issues.

This study strictly adhered to the screening specifications outlined in the PRISMA 2020 statement (Page et al., 2021), the latest guideline for reporting systematic reviews and meta-analyses, to ensure transparency and reproducibility in literature screening. The detailed process is illustrated in Figure 1. Additionally, the adoption of CNKI as the primary data source is validated by existing bibliometric research in education. Yu and Liu (2020) confirmed that CNKI archives nearly all core Chinese academic publications within educational research domains. The database provides comprehensive metadata

covering authors, institutional affiliations, and keywords, which fully satisfies the quantitative bibliometric analysis requirements of the current study.

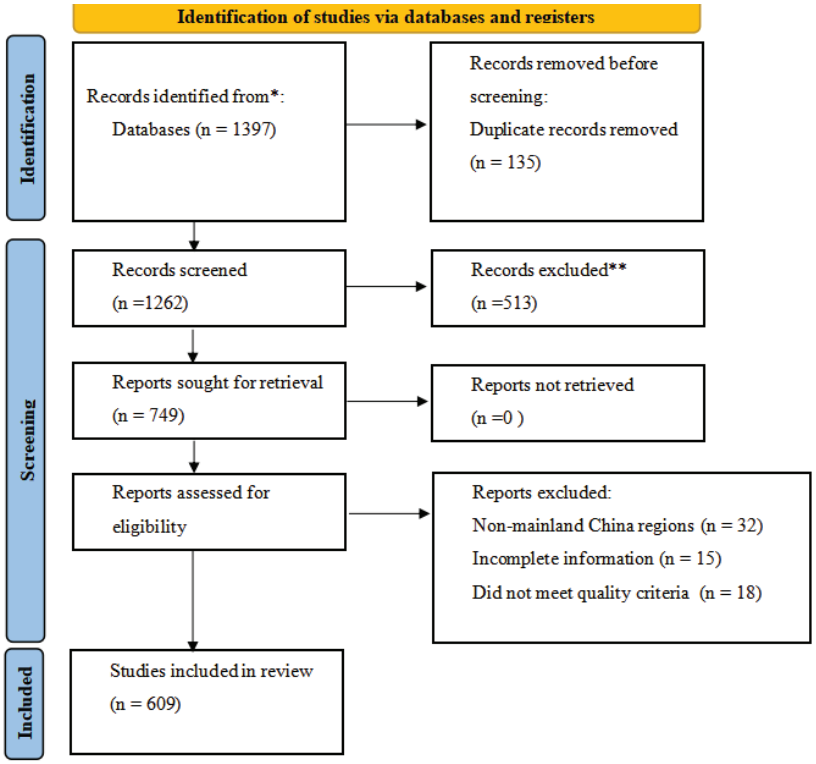


Figure 1 PRISMA Flowchart

Referring to the PRISMA statement specifications, the literature screening followed these steps:

a) Deduplication: Using literature management software such as NoteExpress, 135 duplicate documents were removed, leaving 1,262 documents for preliminary screening.

b) Initial topic screening: Two researchers independently assessed topic relevance based on titles and abstracts, excluding documents unrelated to the research focus—such as studies on foreign CLIL practices or those exploring bilingual teaching theory without addressing CLIL's core concept. After cross-checking and resolving disagreements, 749 documents proceeded to full-text evaluation (all full texts were successfully obtained).

c) Final eligibility screening: Applying preset inclusion criteria (published in mainland China, complete information, and compliance with academic quality standards), the 749 full texts were systematically reviewed. This process excluded 32 documents from outside mainland China, 15 with incomplete information (e.g., missing abstracts or research methods), and 18 that did not meet research quality standards (e.g., conference abstracts, newspaper comments, or other non-academic materials), totaling 65 exclusions. Ultimately, 609 valid documents were included in the analysis for this study.

Data Processing and Format Conversion

Since CiteSpace software natively supports the Web of Science (WOS) data format and includes

a format conversion function, this study utilized its built-in module to convert the 609 CNKI literature records. By selecting the "CNKI" data source type, the software automatically transformed the general text format exported from CNKI into a WOS-compatible format while calibrating and optimizing key fields such as author names, institution names, and keywords. To ensure accuracy, 10% of the converted documents were randomly selected for integrity checks, verifying that the data effectively met CiteSpace's analysis requirements.

Data Analysis

Bibliometric analysis: Statistical analysis of annual publication volume, author/institution output. Knowledge mapping: Keyword co-occurrence, cluster analysis, emergent word analysis, time zone analysis via CiteSpace.

Results

Annual Publication Volume and Development Trend of CLIL Research in China

The annual publication volume of China's CLIL research from 2004 to 2025 showed a "three-stage progressive" growth characteristic. The specific trend is shown in Figure 2.

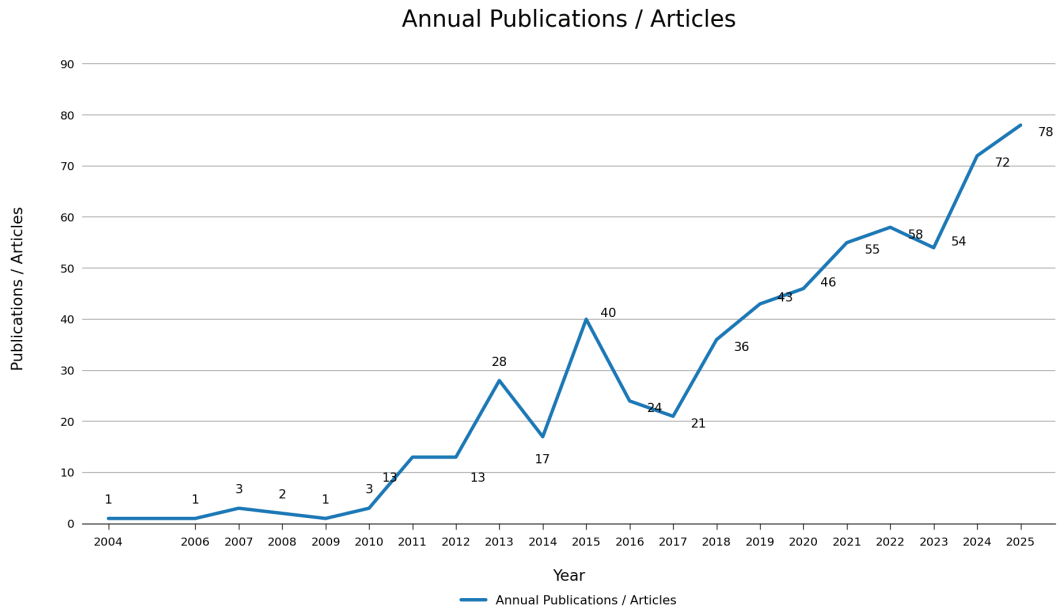


Figure 2 Trend Chart of Annual Publication Volume for CLIL Research in China from 2004 to 2025

Analyzing the overall trend, CLIL research development from 2004 to 2025 can be divided into three stages:

Initial Exploration Stage (2004-2010): During this period, the annual number of published articles remained in single digits (1-3 articles per year), with an average of only 1.8 articles annually. The CLIL concept had just been introduced into China, policy implementation was not yet widespread, and research attention was limited. Consequently, the field was in its nascent exploratory phase, with no significant large-scale research output.

Period of Rising Volatility (2011-2022). In 2011, the number of published papers surpassed ten for the first time (13 articles), signifying the field's onset of a growth phase. Since then, the quantity of published papers has exhibited a pattern of "continuous increase with fluctuations", marked by periodic peaks in 2013 (28 articles) and 2015 (40 articles). Nonetheless, due to influences such as changes in research emphasis and the rate of policy development, a modest decline was noted, shown by a reduction to 17 articles in 2014 and 21 articles in 2017. Post-2018, the growth rate intensified, culminating in 55 published publications by 2022. The average annual compound growth rate at this stage is roughly 18.2%, indicating a steady increase in the influence of CLIL research and the augmentation of research output; however, a stable growth trend has yet to be established.

Rapid Expansion Stage (2023-2025), The period from 2023 to 2025 witnessed leapfrog growth in research output: 54 papers were published in 2023 (slightly fewer than in 2022), the number surged to 72 in 2024, and further increased to 78 in 2025, representing a 44.4% growth in publication volume over the three years. At this period, CLIL became thoroughly embedded in national educational strategies, including the "Double First-Class" initiative and the development of foreign talents. The considerable rise in practical requirements from universities and investment in research resources has propelled the subject into a phase of swift advancement, with both research scale and output efficiency experiencing notable expansion.

Core Authors and Collaborative Network of CLIL Research in China

Figure 3 illustrates the author co-occurrence knowledge map pertaining to China's CLIL research from 2004 to 2025. The map indicated the formation of a research cluster centered around Ying Liu, Xiaoxia Cui, Junyue Chang, and other researchers in the subject. This category of author node is highly interconnected and constitutes a prolific and engaged cohort in CLIL research. Their findings provide the fundamental knowledge base of the discipline. The author's collaboration exhibited traits of being "partially tight yet predominantly loose". Authors often engage within the core cluster; nevertheless, inter-cluster links are limited, and cross-team collaboration remains underdeveloped. At the same time, international scholar nodes such as Green-Entex and DeCosta appear in the map, indicating that China's CLIL research has begun to connect with the international field, but the number and strength of such international cooperation still need to be improved.

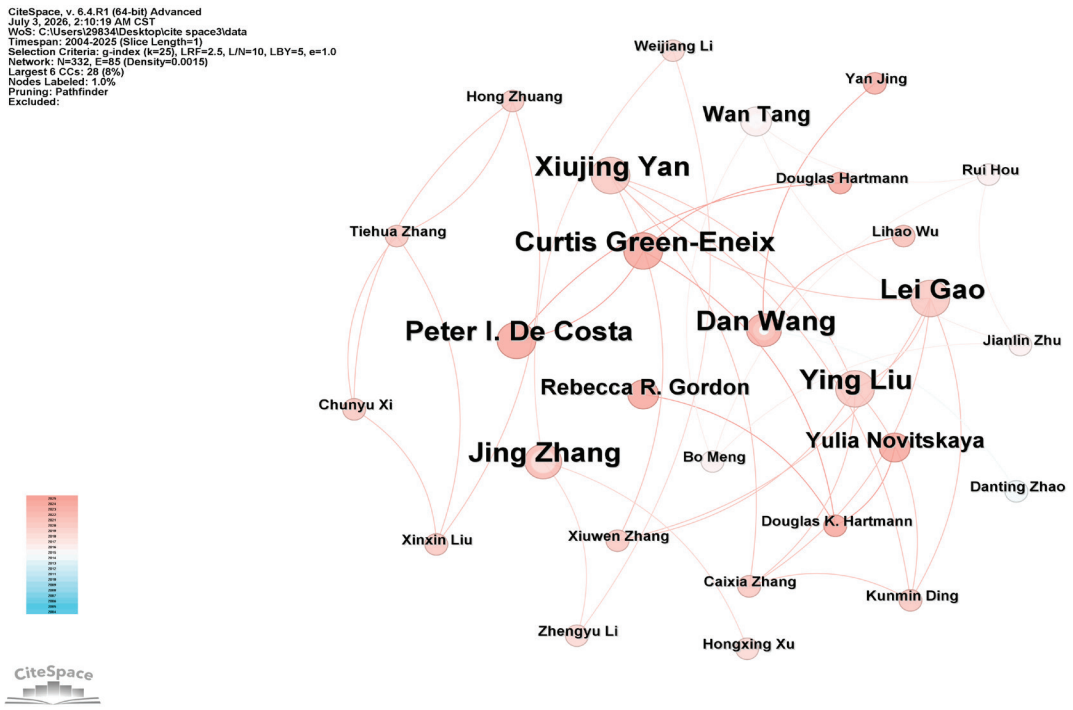


Figure 3 Author Co-occurrence Knowledge Map of CLIL Research in China from 2004 to 2025

Core Institutions and Cooperation Characteristics of CLIL Research in China

Figure 4 illustrates the institutional co-occurrence knowledge map of China's CLIL research from 2004 to 2025, effectively depicting the distribution and collaborative linkages across research institutes in the area.

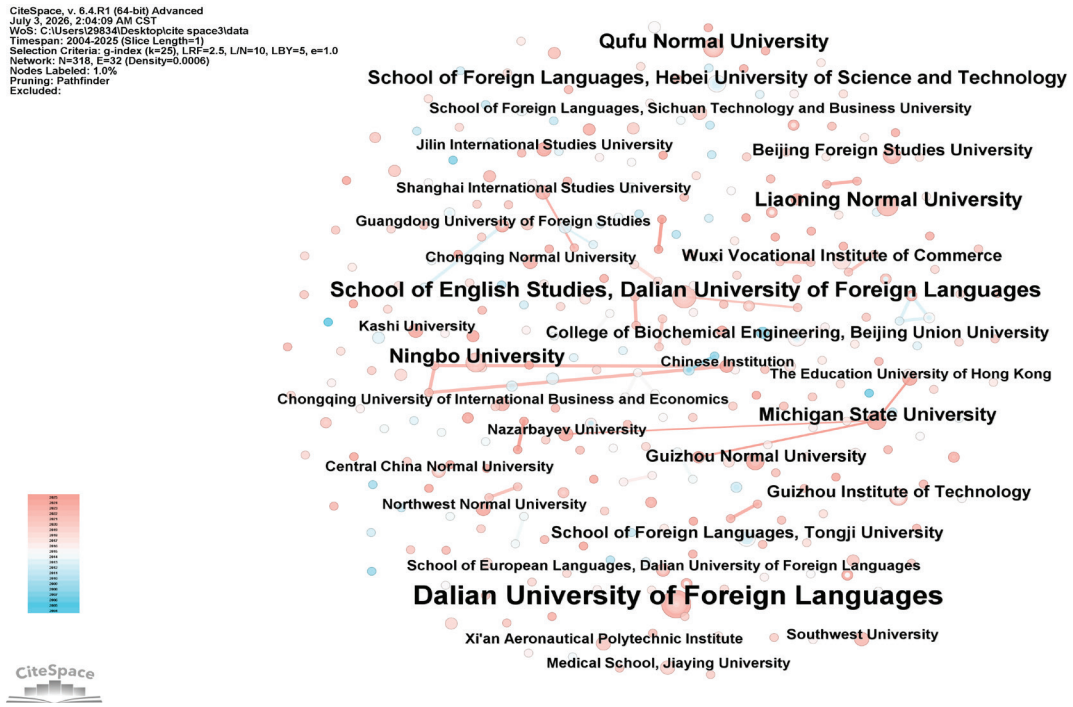


Figure 4 Co-occurrence Knowledge Map of CLIL Research Institutions in China from 2004 to 2025

The research institutions primarily consist of foreign language universities. The research output from the School of English at Dalian International Studies University, Shanghai International Studies University, Guangdong University of Foreign Studies, and other institutions is notably focused, establishing them as core research entities in the domain of CLIL. Furthermore, the participants encompass comprehensive universities (e.g., Nanchang University), educational institutions (e.g., the Education University of Hong Kong), and a limited number of international institutions (e.g., Michigan State University), indicating a relative diversity in the types of research participants.

Inter-institutional collaboration demonstrates "strong intra-university ties and inadequate inter-university connections". Although there is some collaboration among various departments within a single university (e.g., the School of Educational Science at South China Normal University and the Modern Education Research and Development Centre), there are few connections between different universities and institutions across regions, and a cross-institutional and cross-regional collaborative research framework has not yet been developed.

Core research institutions are predominantly located in the eastern coastal regions and areas abundant in educational resources, such as Beijing, Guangdong, and Shanghai. Institutional involvement in the central and western regions is notably constrained, particularly within primary and secondary schools, where CLIL practice and research remain minimal—A pattern consistent with broader regional resource disparities documented in China's educational landscape.

Hot Topics, Clustering Characteristics, and Frontier Evolution of CLIL Research in China

Through the visual examination of the keyword co-occurrence map, cluster map, burst-term map, and time-zone map, the principal research themes, prominent topics, fundamental clustering characteristics, and dynamic evolutionary trends of CLIL research in China can be comprehensively delineated, as detailed below.

Figures 5 (keyword co-occurrence map) and 6 (keyword cluster map) indicate that China's CLIL research has established nine core clusters, with prominent subjects centered on the three aspects of "theoretical foundation—instructional model—practical application", exhibiting clear practice-oriented characteristics.

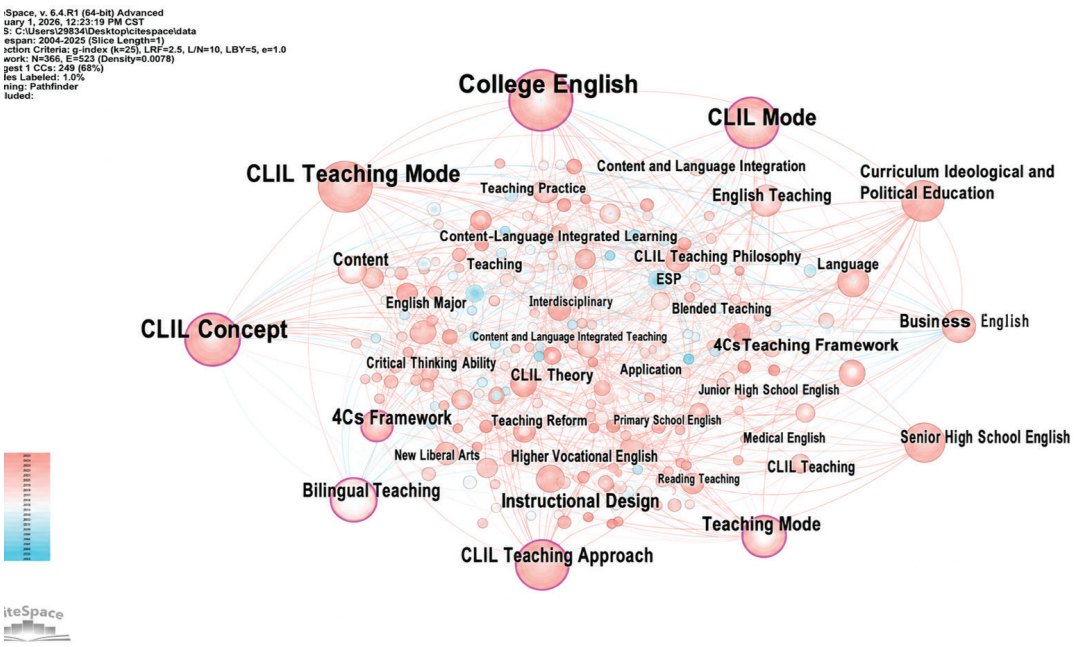


Figure 5 Keyword Co-occurrence Map of CLIL Research in China from 2004 to 2025

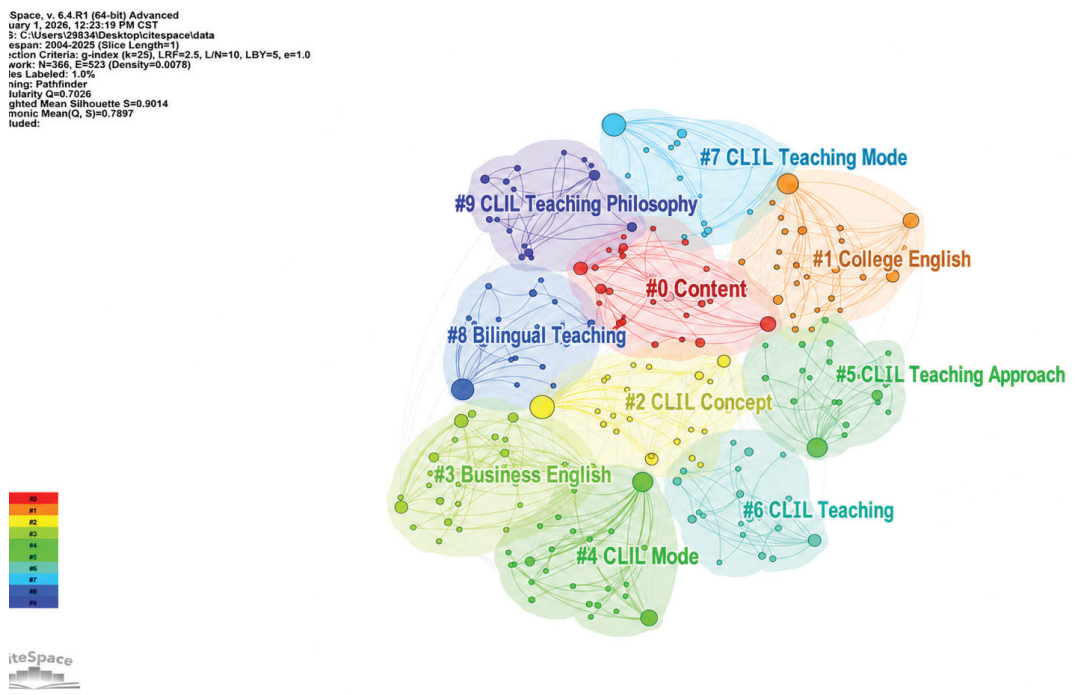


Figure 6 Keyword Clustering Map of CLIL Research in China from 2004 to 2025

The analysis of high-frequency keywords indicated that "CLIL", "CLIL teaching model", "bilingual teaching", "4Cs framework", "college English", "content and language integration", and "business English" represent the primary research focal points in the discipline. "Content and language integration" functions as the central hub, linking several clusters and representing the "dual-goal synergy of content and language", which constitutes the fundamental rationale of CLIL research, permeating the full continuum of theoretical inquiry and practical implementation.

The nine fundamental clusters encompass diverse themes: certain clusters concentrate on the construction and operational pathways of CLIL within specific educational contexts, others emphasize the theoretical foundations and interpretations of CLIL's core principles, while additional clusters illustrate the integration of CLIL with domestic bilingual education and international pedagogical practices, alongside exploratory applications across various disciplines in higher education, thereby establishing a multi-dimensional research framework of "theory-model-subject-ability-policy".

Dynamic Analysis of Cutting-edge Trends and Emerging Words

Figure 7 (emergent word map) clearly presents the frontier evolution trajectory of CLIL research in China. The time distribution of emergent words is highly consistent with changes in policy orientation and educational practice needs.

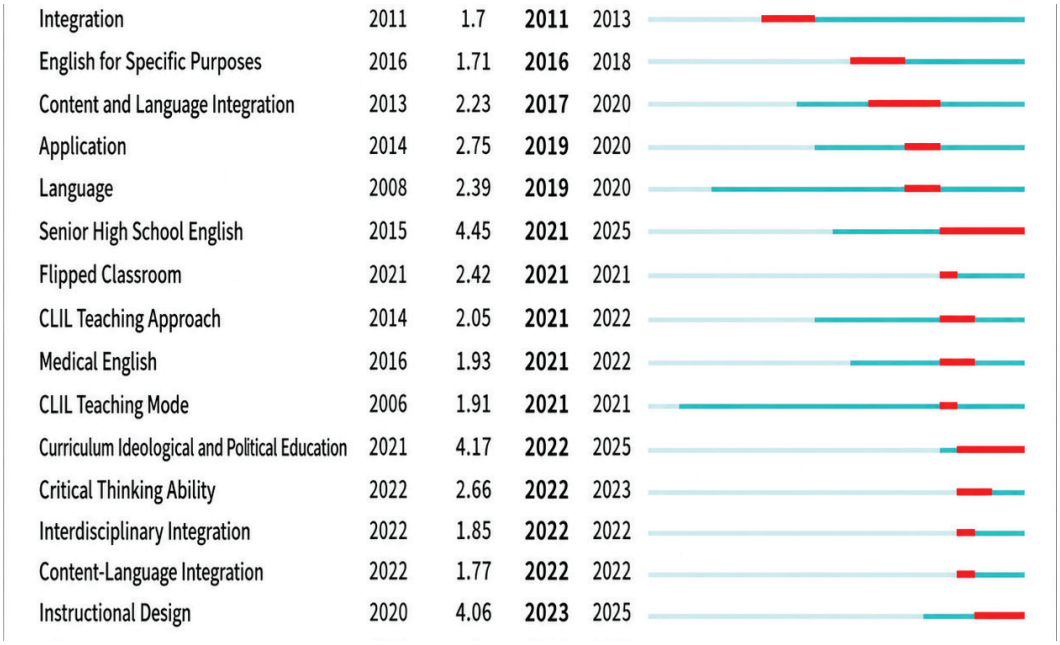


Figure 7 Emerging Word Map of CLIL Research in China from 2004 to 2025

During the initial phase (2007-2018), the predominant terms were "model", "integration", "English for Special Purposes", and "teaching reform". At this time, the CLIL idea was newly introduced in the country, with research primarily concentrating on conceptual interpretation, foundational model development, and its integration with English for Special Purposes instruction. This phase might thus be defined as the "concept introduction and fundamental exploration" stage.

During the mid-term phase (2019-2022), the prominent terms include "high school English", "curriculum ideological and political education", "thinking ability", and "core literacy". The innovative theme exhibited two primary attributes: firstly, the research timeframe encompasses both higher and basic education; secondly, it intricately links domestic educational policies and objectives, incorporates local educational paradigms into CLIL research, and embodies the principle of "local adaptation and goal enhancement".

In the current phase (2023-2025), notable terms include “instructional design”, “4Cs framework”, “interdisciplinary”, and “Chinese culture”. The research frontier emphasizes practical specifics and theoretical enhancement: transitioning from ‘model construction’ to ‘classroom implementation’, with increasing scholarly attention to specific operational processes and pedagogical refinement (Tong et al., 2020); concentrating on the localization of theoretical frameworks; and extending to subject integration and cultural transmission. For instance, CLIL applications in junior high school English instruction have begun to explore integration with other subject disciplines such as history and geography (Wang et al., 2024), reflecting a broader trend of “practical refinement, theoretical localization, and field expansion”.

Theme Evolution Path and Time Context

Figure 8 (keyword time zone chart) delineates the comprehensive developmental trajectory of China’s CLIL research, progressing from “idea introduction” to “multi-dimensional integration” in chronological sequence.

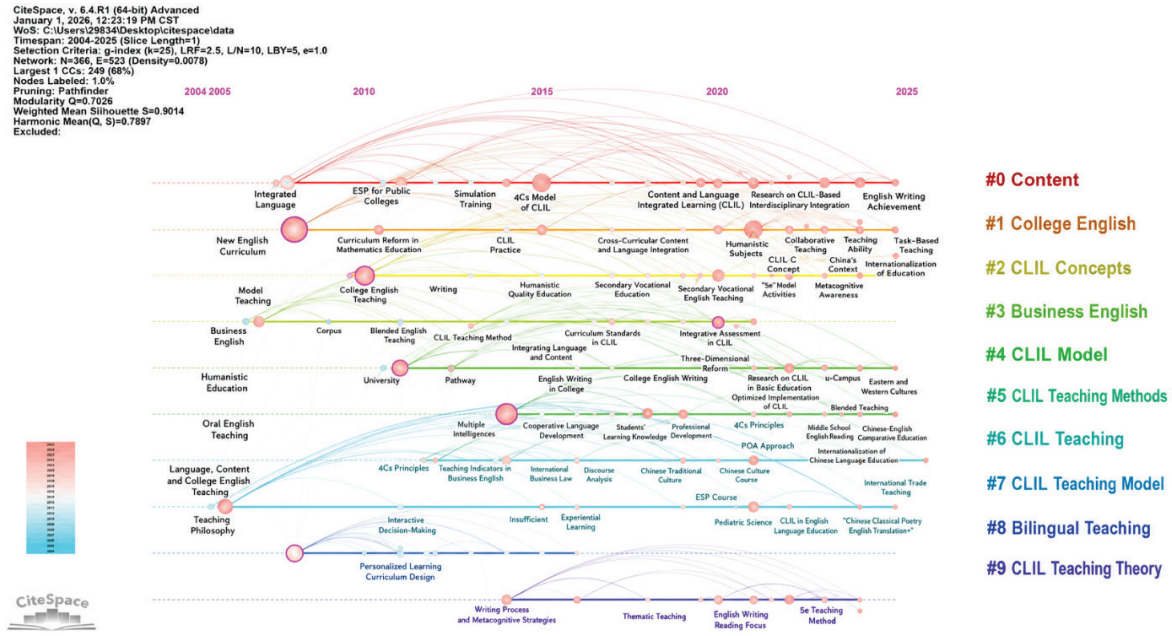


Figure 8 Time Zone Chart of China CLIL Research Keywords from 2004 to 2025

The period from 2004 to 2010 was designated as the “concept introduction and preliminary exploration period”, emphasizing essential issues such as “language and content”, “college English instruction”, and “bilingual education”. The study focused on the fundamental implications of the CLIL idea and examined its incorporation into the domestic college English teaching reform, primarily through a theoretical introduction and initial reflections.

The period from 2011 to 2018 was characterized as the “Phase of Model Development and Practice Augmentation”. In this phase, the breadth of research themes broadened considerably, encompassing topics such as “CLIL teaching methods”, “English for specific purposes”, “teacher training”, and “curriculum design”. The research emphasis transitioned from theoretical analysis to the development

of instructional models and practical implementations, with increased focus on specific applications and practical challenges across several domains. This method established the groundwork for the preliminary research framework of "Theory-Model-Practice".

The years 2019-2025 represent a "period of intensified localization and multidimensional integration", characterized by prominent topics including "curriculum ideological and political education", "interdisciplinary approaches", and "Chinese culture". The research has successfully broadened academic stages and disciplines, becoming more intricately woven into domestic education policies and cultural heritage objectives. This has established a research paradigm characterized by "theory localization, practice refinement, and goal diversification", signifying that China's CLIL research has reached a mature developmental phase.

Discussion

Compared with previous studies that predominantly employ narrative reviews or focus on specific institutional contexts, this study makes three distinctive contributions. First, it is the first to apply systematic bibliometric analysis with knowledge mapping visualization to CLIL research in China, analyzing 609 publications across 21 years to objectively revealed macro-level patterns, collaboration networks, and thematic evolution that narrative reviews cannot capture. Second, it empirically identifies and documents the policy-practice-driven three-stage developmental trajectory, demonstrating how specific educational policies catalyze shifts in research themes, evidence that previous studies only discussed conceptually without systematic verification. Third, it extracts an empirically grounded localization logic characterized by "subject-oriented design with language support" and integration of curriculum-based ideological education and Chinese cultural elements, offering a transferable adaptation model for other non-English-speaking countries that extends beyond the localization challenges identified by Hu (2019) and Hu and Mi (2024).

This study showed that China's CLIL research is characterized by a "three-stage progression", which closely aligns with the evolution of domestic education policies. The "concept introduction period" (2004-2010) corresponds to the initial promotion of bilingual education policies, during which research focused primarily on conceptual applicability and adaptation. The "fluctuating growth period" (2011-2022), coinciding with policy initiatives such as the "Double First-Class" program, saw research expand towards practical exploration and implementation. This was followed by the "rapid expansion period" (2023-2025). This trend is directly related to the strengthening of the demand for international talent training. It is consistent with the conclusion put forward by Hu and Lei (2014) that "CLIL research in China advances with the pace of policy", and empirical studies on EMI programs in Chinese universities have further confirmed that policy orientation directly affects the scale and direction of CLIL practice and research (Liao et al., 2026), which also reflects the guiding role of education policy in research hotspots. The periodic drops in publishing production between 2014 and 2017 can be ascribed to practical

constraints, including "insufficient language input" and the "lack of teachers with dual competencies" at the implementation level (Feng, 2007). This trend indicated that research vigor is limited by practical feasibility: when conceptual exploration faces implementation obstacles, research output typically experiences short-term modifications. This, in turn, indicates that subsequent studies need to place greater emphasis on addressing practical bottlenecks.

The "regional concentration and uneven distribution, overall looseness" characteristics of cooperation between authors and institutions in this study are inconsistent with the "interdisciplinary nature" of domestic CLIL research: CLIL encompasses various disciplines, including education and linguistics; yet, the existing collaboration network is limited to a singular disciplinary team, resulting in inadequate interdisciplinary connections. This issue may arise from the tangible presence of "departmental barriers" within universities and is also associated with the immaturity of CLIL as an academic discipline. The preeminent status of schools on the eastern coast fundamentally mirrors the disparate allocation of educational resources; eastern universities possess greater access to foreign resources and faculty reserves, hence enhancing their capacity for CLIL practice and research. This reinforces the assertion made by Jiang et al. (2019) that "regional disparities exist in China's CLIL practice". In the future, cross-regional collaborative initiatives will be essential to bridge the research disparity between the central and western areas and the eastern region.

The core logic of "integration of content and language" in this study is not only in line with the international theoretical core of CLIL (Coyle et al., 2010), but also reflects the uniqueness of the Chinese context: Domestic research places more emphasis on "subject content first, language ability assists", which is different from the European multilingual environment's "equal emphasis on language and content" model, reflecting the constraints of a monolingual environment on CLIL practice–the goals of "content acquisition" and "language development" need to be optimized through curriculum design. The rise of frontier topics such as Curriculum Ideology and Politics and Chinese Culture fully shows how CLIL has adapted to local contexts. It transcends the cultural diversity framework of European CLIL and brings local cultural heritage and ideological and political education into CLIL research. As such, it constitutes localized innovation of international theory and responds to the domestic educational goal of "cultivating people with moral integrity". This direction can provide a reference for CLIL research in other non-English-speaking countries.

This survey exclusively encompassed Chinese literature, perhaps overlooking findings disseminated by Chinese scientists in international journals. In the future, Chinese and English databases may be amalgamated to facilitate cross-linguistic comparisons. Simultaneously, bibliometric approaches struggle to encapsulate the intricacies of educational practices. In the future, qualitative methodologies like classroom observation and action research may be used to enhance the dynamic assessment of CLIL teaching outcomes. Furthermore, contemporary research insufficiently addresses the fundamental education phase. The progression of the "core literacy" policy has led to a gradual growth in the need

for CLIL implementation in elementary and secondary education. In the future, we can concentrate on the K-12 educational phase and conduct research on CLIL models tailored to the obligatory schooling level to address the deficiency in current research regarding this stage.

Conclusions

This study systematically explores the knowledge structure and evolutionary trends of CLIL research in China based on a bibliometric analysis of 609 publications from the CNKI database published from 2004 to 2025. It should be acknowledged, however, that the exclusive reliance on CNKI as the data source represents a scope limitation, as scholarly contributions by Chinese researchers published in international databases such as Web of Science and Scopus fall outside the boundary of this review; findings should therefore be interpreted with this constraint in mind. The major findings corresponding to the four research objectives are summarized as follows.

First, in terms of research forces and collaborative networks, CLIL research in China presents a pattern of local aggregation and overall dispersion. Foreign language universities act as the core research institutions, while research resources are unevenly distributed across eastern, central, and western regions. Cross-regional and interdisciplinary cooperation among researchers and organizations remains inadequate. Second, regarding the longitudinal evolutionary path, domestic CLIL research has experienced three distinct developmental stages driven by educational policies and practical demands: the initial introduction stage from 2004 to 2010, the fluctuating growth stage from 2011 to 2022, and the rapid expansion stage from 2023 to 2025. Third, for thematic clusters and research hotspots, existing studies have formed a stable "Theory-Model-Practice" research framework. Content-language integration is always the core focus of the field, and research themes have gradually moved toward multi-dimensional localization, forming a relatively complete academic system. Fourth, in terms of emerging frontiers and policy impacts, national educational policies play a leading role in the thematic evolution of CLIL research. In recent years, curriculum-based ideological and political education and Chinese cultural inheritance have become prominent frontiers of localized CLIL research.

Recommendations

To promote the sound development of CLIL research and practice, targeted and operable measures are proposed. First, a national CLIL research consortium can be established to break regional barriers and promote joint research across institutions. A practical pathway to initiate this would be to leverage the existing inter-university collaboration frameworks among leading foreign language universities—such as Dalian International Studies University, Shanghai International Studies University, and Guangdong University of Foreign Studies, which are already identified as core research institutions in this study. While seeking alignment with policy-driven funding mechanisms such as the National Social Science Fund of China (NSSFC), so as to establish both an institutional foundation and sustainable financial

support for such a consortium. Second, professional certification and systematic training systems should be developed for teachers with dual subject and language competencies. Third, researchers and educators need to co-design textbooks and teaching resources tailored to China's monolingual educational context. For future research, scholars are suggested to adopt multi-source databases to expand research samples and combine qualitative methods to explore practical teaching effects. More attention should also be paid to CLIL application in basic education and vocational education, so as to further enrich the research system in this field.

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媒介融合视域下县级融媒体中心电视新闻主播的角色转型——基于中国江苏北部 16 名主播的质性研究

ROLE TRANSFORMATION OF TELEVISION NEWS ANCHORS IN COUNTY-LEVEL CONVERGED MEDIA CENTERS FROM THE PERSPECTIVE OF MEDIA CONVERGENCE: A QUALITATIVE STUDY OF 16 ANCHORS IN NORTHERN JIANGSU, CHINA

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摘要

研究目的：在媒介融合与县级融媒体中心功能扩展背景下，本文考察电视新闻主播如何由单一播报者转向兼具内容生产、关系连接与公共服务功能的基层传播主体。

研究设计/方法/途径：本研究以江苏北部 10 个县级融媒体中心作为调研场域，采用目的性与最大差异取样，对 16 名从事县级融媒体主播开展深度访谈，累计 250 分钟。研究同时结合 6 个中心的田野观察、12 个重点案例及约 15 万字融媒体产品与过程材料，采用三级编码、分层共同样本复核、成员核对、资料三角互证与反例检验。

研究结果：主播转型集中表现为机构规范与人格化表达、专业分工与多任务要求、电视仪式性与平台交互性三组张力，并沿全媒体叙事、情感连接和地方文化型主播 IP 三条路径重构。

创新性与价值：本文将县级主播界定为嵌入技术、话语、关系与组织网络的基层传播节点，提炼主播转型张力机制与重构路径，可为县域融媒体主播队伍建设与内容运营提供参考，拓展基层媒体职业转型研究的分析视角。

关键词：县级融媒体中心 电视新闻主播 角色转型 传播生态 三级编码

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Abstract

Purpose: Amid media convergence and the functional expansion of county-level integrated media centers, this study examines how television news anchors move beyond scripted news reading to become grassroots communication actors engaged in content production, relationship-building, and public service.

Study Design/Methodology/Approach: This study selected ten county-level integrated media centers in northern Jiangsu as the research sites. Purposive and maximum-variation sampling were used to recruit 16 current anchors for in-depth interviews totaling 250 minutes. Additional data included field observations at six centers, 12 focal cases, and approximately 150,000 Chinese characters of media products and process materials. The analysis used three-level coding, stratified double coding of a common sample, member checking, data triangulation, and negative case analysis.

Findings: Anchor transformation manifests three structural tensions: institutional norms versus personalized expression, specialized expertise versus multitasking demands, and ceremonial television communication versus interactive platform logic. Role reconstruction follows three trajectories: omnimedia storytelling, emotional connection, and the building of locally anchored media personalities.

Originality/Value: This study conceptualizes county-level anchors as grassroots communication nodes embedded within technological, discursive, relational, and organizational networks. It identifies the tension mechanism and reconstruction trajectories of anchor transformation, offering references for team development and content operations of county-level integrated media centers and expanding analytical perspectives for research on career transition among grassroots media practitioners.

Keywords: County-level Media Convergence Center, Television News Anchor, Role Transformation, Communication Ecology, Three-level Coding

引言

移动互联网、短视频和直播平台改变了新闻内容的生产节奏、分发机制与受众参与方式。对于县级融媒体中心而言，这种变化不仅意味着把电视、广播、报纸和移动端整合到同一技术平台，更意味着媒体机构由新闻发布者向基层治理信息平台、公共服务入口和地方文化生产者延伸。相关研究指出，县级融媒体的技术使用已嵌入“新闻＋政务＋服务”的业务布局，并同时承担信息生产主体与治理技术平台的双重功能 (Zhu & Li, 2023)。互联网平台对基层主流媒体的嵌入，又将流量逻辑、内容样式和协作规范带入县级组织网络，使技术扩散与制度化过程相互交织 (Zhao & Zhou, 2022)。

电视新闻主播处在这一变化的前台。传统电视制度赋予主播权威、稳定和仪式化的职业形象；平台传播则要求其具备人格化表达、即时互动、内容策划和跨平台运营能力。主播由“念稿者”向记者、策划者、解释者、服务协调者乃至地方文化 IP 转变，既可能提升基层媒体的可见度和亲近性，也会引发专业边界、公共性和组织治理问题。既有研究多从播音技巧、

短视频表达或个体 IP 运营讨论主播转型，较少解释县级融媒体的组织任务、地方关系网络和平台规则如何共同塑造主播角色。

在国际地方新闻和社区传播研究中，传播者被视为社区信息网络、公共讨论和地方认同的重要连接者；传播生态学进一步强调，媒介技术、话语内容、社会关系和组织制度并非彼此独立 (Altheide, 1994)，而是构成相互作用的传播环境 (Hearn & Foth, 2007)。但中国县级融媒体中心具有鲜明的制度与地方性特征：它既是基层主流舆论阵地，又承担政务服务、民生协调和地方发展传播任务。由此，县级主播的角色转型不能直接套用一般“网红化”或社区记者模式，而需要在公共权威、地方情感和平台可见度之间进行持续的边界协商。

研究目的

理论层面，本文将主播角色研究从个体技能拓展至传播生态维度，揭示角色转型由技术、话语、社会关系与组织制度共同驱动。经验层面，依托苏北县域访谈、田野观察及融媒体资料，展现主播在权威性、人格化、复合技能与公共服务间的角色调适。方法层面，借助规范资料整理、编码、成员核对、三角互证与饱和度检验，阐明提炼“三重矛盾”“三条路径”的分析过程。实践层面，为县级融媒体人才培养、主播 IP 治理与效果评估提供实证参考，摒弃单以流量评判转型成效的思路。本文旨在从传播生态学视角解释县级融媒体中心电视新闻主播角色转型的结构性条件、实践矛盾与实现路径。围绕这一目的，提出三个研究问题：

1. 媒介融合进程中县级电视新闻主播面临哪些核心角色矛盾？
2. 技术平台、受众关系、组织任务与地方资源如何共同作用于这些矛盾？
3. 主播通过何种内容生产、关系建构与组织协作方式实现角色重构？

文献综述

中国县级融媒体研究：组织转型与基层治理功能

中国学界关于县级融媒体中心的研究，已由建设模式和渠道整合逐步转向组织流程、平台嵌入与基层治理。Li (2019) 从建设模式、关键环节与路径选择讨论县级融媒体的制度基础；Huang 和 Liu (2021) 总结其建设现状、现实问题与演进趋势；Luo 和 Cai (2020) 将县级媒体创新置于基层社会治理框架中。近三至五年的代表性研究进一步关注深度融合、治理参与和组织能力建设：Zhao 和 Zhou (2022) 揭示互联网平台通过嵌入基层媒体的条块组织网络扩散技术方案和实践规范；Zhu 和 Li (2023) 指出技术既赋能新闻生产，也使县级融媒成为基层治理的平台性客体；Liu (2024) 从生产体系、舆论引导、人才队伍和区域文化建设等方面讨论县级融媒体深度发展的关键问题；Gan 和 Yin (2024) 则从参与式治理视角讨论县级融媒体中心的发展机制。

这些研究共同说明，中国县级融媒体的转型并非单纯的媒介叠加，而是技术逻辑、制度逻辑与地方治理逻辑的交叠。现有成果已确认本地信息、政务服务和社区连接构成县级媒体的在地优势，也指出组织惯性、人才短缺、资源约束和可持续运营等问题。然而，对机构功能如何转化为一线传播者的角色劳动，现有研究仍讨论不足。“新闻 + 政务 + 服务”的任务最终要求主播进入田间、社区、直播间和评论区，同时承担权威发布、政策解释、关系维护与服务协调。机构功能扩展与个人岗位制度之间的错位，因而构成本文理解中国县级融媒体主播角色转型的关键入口。

中国与国际主播研究：专业权威、互动表达与 IP 化

国际学界关于电视新闻主播的研究主要从可信度、专业权威和职业边界等角度展开。Cho 和 Kim (2015) 指出主播可信度与受众对新闻的选择和信任相关；Conway (2014) 则从职业边界工作解释“主播”权威的历史建构。这一研究传统强调客观、中立和机构代表性，但数字平台的发展将即时互动、个人可见度和关系维系进一步纳入主播工作，使专业权威需要在新的传播情境中被重新协商。

中国学界的相关研究则更多关注媒介融合背景下的话语变化、技能扩展与主播 IP 实践。Cui et al. (2019) 讨论中国主流电视新闻话语中“互动”与“亲民”的转向；Hou (2021) 概括新媒体时代主播角色重塑及其发展路径；Cao (2023) 从传统新闻 IP 的网络化转型视角开展研究；Zhu 和 Wang (2022) 则立足主流媒体网红主播的关系逻辑，探讨人格化传播现象。

近年来，国际平台化新闻研究进一步提供了可比较的解释资源。Hurcombe (2025) 以“Newsfluencer”概念描述按照平台、创作者经济和关系传播逻辑生产新闻内容的传播者，并讨论真实性、可接近性与新闻准确性、公正性之间的张力；Li 和 Deuze (2026) 对中国记者在线工作经验的研究则显示，数字平台使记者在新闻采写之外持续承担内容推广、关系维护和在线协作等附加劳动。

上述中国与国际研究为理解采编播一体化、短视频化、直播化和个人品牌建设提供了基础，但现有成果仍较少解释不同技能为何发生冲突、主播如何在电视仪式与平台互动之间切换，以及县级组织资源能否支撑持续的人格化生产。本文因此不将 IP 化简单理解为个人包装，而是将其置于机构公共性、地方文化资源和平台规则的关系中考察。

传播生态学的国际研究脉络与本文切入点

传播生态学为连接媒介技术、话语形式、社会关系与组织情境提供了重要的国际理论资源。Altheide (1994) 提出“传播生态”概念，用于分析信息技术、传播格式与社会活动如何彼此改变；Hearn 和 Foth (2007) 进一步强调技术层、话语层和社会层之间的相互作用，主张对地方传播系统进行整体考察。相较于将主播转型解释为个体技能更新，这一框架更适合分析中国县级融媒体主播为何同时受到平台工具、新闻规范、地方关系网络和组织制度的约束。

据此，本文将主播角色转型理解为四个维度的联动：技术维度关注电视、短视频、直播和数据工具带来的生产规则；话语维度关注权威播报、政策解释、生活化叙事与地方文化表达；关系维度关注主播与受众、政府部门、社区和团队之间的连接；组织维度关注岗位分工、资源投入、评价机制与风险治理。

总体来看，中国学界既有研究主要涉及县级融媒建设、基层治理、主播技能和 IP 化等议题，国际相关研究则为理解专业权威、职业边界与传播生态提供了重要理论资源，但现有成果仍缺少将上述维度连接起来、并以中国县级融媒体主播为对象形成完整质性证据链的研究。本文的切入点即是通过三级编码揭示结构性矛盾如何生成，并进一步解释主播角色重构的生态机制。

研究方法

1. 研究对象与样本选择

本研究的资料收集时间为 2025 年 3 月至 2026 年 3 月，田野地点集中于江苏北部地区 10 个县级融媒体中心。研究采用目的性取样与最大差异取样相结合的策略。受访者均为从事县级融媒体新闻播报或节目主持工作的现职主播/主持人，直接参与电视新闻生产，并至少参与短视频、直播、政务服务或民生服务中的一种融媒体任务；同时兼顾县域发展水平、从业年限、岗位类型和转型实践差异。最终纳入 16 名受访者。半结构化访谈累计 250 分钟，为 16 人合计时长；单次访谈 10-30 分钟，中位数 15 分钟。为保护身份，融媒体中心统一编码为 MC-1 至 MC-10，主播按“中心编号——个体序号”编码，如 MC1-1。文中不呈现能够反向识别个人的真实姓名、栏目名称和精确地点。

在 16 名受访者中，研究进一步选择 12 名主播作为跨案例比较对象，选择依据包括：是否同时承担电视与移动端任务、是否参与政务直播或民生服务、是否形成较稳定的内容标签，以及是否呈现典型转型成效或明显困境。该设计不是为了统计推断，而是通过差异化案例提高对角色机制的解释范围。

2. 研究框架图

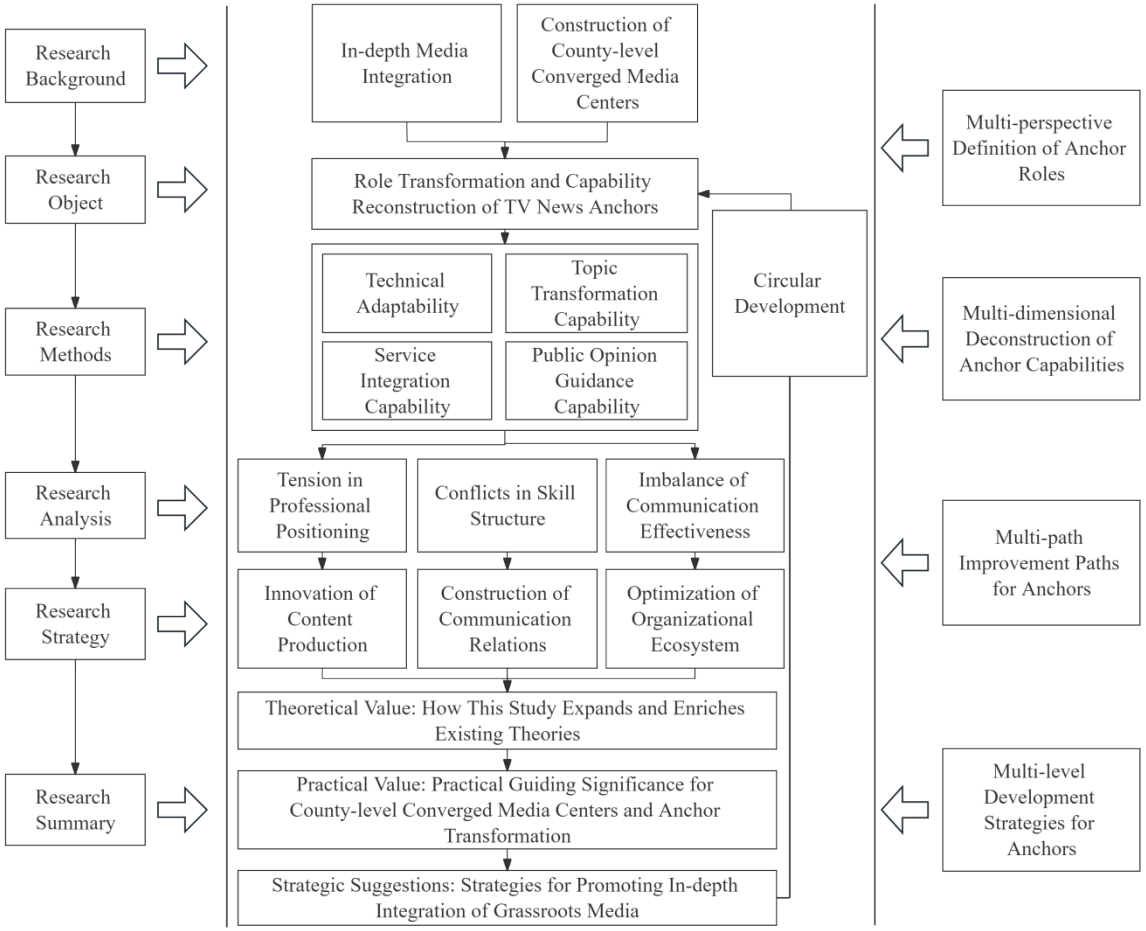


Figure 1 Analytical Framework for the Role Transformation of County-level Television News Anchors from a Communicative Ecology Perspective

Sources: Drawn by the author

3. 资料来源、转录整理与伦理处理

研究资料收集于 2025 年 3 月至 2026 年 3 月，由四类材料构成，并以可核验的分析单位报告规模。第一，半结构化访谈覆盖江苏北部 10 个县级融媒体中心的 16 名现职主播/主持人，访谈累计 250 分钟，为 16 人合计时长；单次访谈 10-30 分钟，中位数 15 分钟。访谈围绕职业经历、日常工作、平台实践、受众互动、组织支持和角色认知形成 16 份个案材料。第二，在 10 个中心中选择 6 个典型中心进行田野观察，每处持续 2-3 周，共形成 6 组连续现场记录，内容包括选题会、节目制作、直播准备、平台发布、评论反馈和跨部门协作。第三，以 12 名重点主播为跨案例分析单位，收集短视频、政务直播、民生服务节目、脚本、生产日志和传播反馈六类材料，并按“案例——资料类型——形成时间”；上述材料经转录、整理和文本化后合计约 15 万字。第四，将可追溯的机构制度、培训安排和平台运营材料作为情境性证据。

资料进入分析前按照“原始录音或现场记录——转录整理文本——匿名化文本——

编码材料”的流程处理。访谈录音按语义单元转写，并结合访谈摘要和现场笔记补充语境、停顿及重要的非语言信息；田野观察记录在当日完成扩写，融媒体产品则统一转化为可检索文本，并记录标题、平台、发布时间、内容类型和关联案例。转录后对人名、机构、栏目和地点等可识别信息进行匿名化，以 MC-1 至 MC-10 和“中心编号——个体序号”替代真实身份；每份材料同时保留唯一编号、资料类型、形成时间和情境说明，以维持从原始记录到编码主题的可追溯性。

所有受访者均在了解研究用途、匿名原则和自愿参与要求后进入研究。材料仅用于学术分析，结果呈现中删除可能导致反向识别的姓名、栏目名称和精确地点；涉及平台评论、生产日志和制度文件时，仅使用与研究问题直接相关且来源可核验的内容。成员核对和后续沟通均以不增加受访者职业风险为前提。

资料规模的报告遵循“可核验优先”原则：本文明确报告 2025 年 3 月至 2026 年 3 月的资料收集时段、16 名受访者、累计 250 分钟访谈（16 人合计；单次 10-30 分钟，中位数 15 分钟）、6 个中心每处 2-3 周的田野观察、12 个重点案例，以及约 15 万字融媒体产品与过程材料。资料索引逐项标注来源类型、形成时间、完整性和分析用途，并将材料区分为短视频、政务直播、民生服务节目、脚本、生产日志和传播反馈六类。个别平台内容后续更新或下架时，以已存档文本、脚本、生产记录和同期观察材料进行交叉核对。

Table 1 Research Materials and Analytical Uses

Data Type	Scope / Size	Inclusion Criteria	Analytical Use
Semi-structured interviews	Mar. 2025–Mar. 2026; 10 centers; 16 current anchors/presenters; 250 minutes in total; 10-30 minutes each; median 15 minutes.	Current county-level media anchors/presenters involved in television news and at least one converged-media task.	Role perceptions, skill change, audience relations, and organizational support.
Field observations	Six typical centers; 2-3 weeks at each center; six sets of continuous field notes.	Cases with representative transformation practices and access to actual production processes.	Workflow, cross-role collaboration, equipment conditions, and interaction scenes.
Focal cases	Twelve anchors with case-based analytic files.	Different task combinations, transformation outcomes, and constraints.	Cross-case comparison and negative-case analysis.
Media products and process materials	Six types: short videos, government livestreams, public-service programs, scripts, production logs, and dissemination/audience feedback; about 150,000 Chinese characters after text processing.	Directly relevant to the research questions and traceable to identifiable source types; incomplete traffic metrics were not used for statistical inference.	Triangulation of interview claims and analysis of narration, interaction, and local-symbol use.

Remarks: Compiled by the author from the research materials.

4. 资料分析与三级编码

资料分析采用反思性主题分析与三级编码相结合的方式 (Braun & Clarke, 2021; Byrne, 2022)，并在资料收集过程中同步推进。研究者首先反复阅读访谈转录、田野笔记、融媒体产品和过程材料，记录人物、情境、行动、情绪、矛盾点及初步解释；随后以案例为单位建立分析档案，并在不同中心、不同岗位资历和不同任务组合之间开展持续比较。

三级编码按由材料到主题的顺序展开。一级编码尽量贴近原始表达和具体行动，使用“电视里收住个性”“不会剪辑导致产出慢”“评论区即时答疑”等行动性概念；二级编码通过同类项归并、差异比较和概念边界修订，将一级概念聚合为“机构权威规范”“人格化表达需求”“跨界技能缺口”“互动参与预期”等范畴；三级编码围绕研究问题和传播生态学的技术、话语、关系与组织维度，进一步形成三重结构性矛盾、三条角色重构路径及其生态驱动机制。编码过程中持续回到原始材料检验主题是否得到充分证据支持，并主动寻找能够修正主题边界的反例。

为降低单一研究者解释偏差，编码采用双人协作程序。共同样本的抽样单位为完成匿名化后、围绕一个相对完整行动、判断或经验事件切分形成的“语义片段”，而非按页数或字数机械截取。研究团队先按资料类型、融媒体中心和重点案例建立分层抽样框，再依据各层可编码语义片段的规模进行比例抽取，最终共同样本占全部可编码语义片段的 13%。这一比例处于质性资料多重编码常见的 10-25% 区间；采用随机或具有明确依据的分层方式，有助于使共同样本覆盖数据集的主要组成 (O’Connor & Joffe, 2020)。两名研究者对同一批共同样本分别独立编码，随后逐条对照代码命名、材料归属和范畴边界；对分歧回到原始文本、田野情境及相关产品证据进行复核，并通过讨论形成动态修订的编码说明。其余材料依据修订后的编码框架推进，核心主题、反例和边界模糊材料由双方再次复核。考虑到反思性主题分析强调研究者与材料之间的解释性互动，本文不将一致性系数作为唯一质量标准，而将双人独立编码用于暴露隐含假设、校准概念边界并保存分析审计轨迹。

Table 2 Three-level Coding of the Role Transformation of County-level Television News Anchors

First-level Code	Second-level Category	Third-level Theme	Illustrative Material Source (Paraphrased)
Accurate, formal, and restrained delivery	Institutional authority norms	Instrumental role vs. personalized expression	MC1-1 emphasized accuracy and emotional restraint in television news; MC2-1 viewed on-air delivery as speaking for the institution.
Conversational and recognizable short-video expression	Demand for personalized expression	Instrumental role vs. personalized expression	MC1-1 shifted from broadcast diction to everyday speech; MC5-1 stressed a recognizable language, rhythm, and topic style.
Broadcasting and camera skills remain transferable	Professional skill capital	Specialization vs. multitask hybridity	MC7-1 and MC4-1 identified language control, camera presence, and live adaptation as transferable strengths.

Table 2 Three-level Coding of the Role Transformation of County-level Television News Anchors (Cont.)

First-level Code	Second-level Category	Third-level Theme	Illustrative Material Source (Paraphrased)
Editing, equipment, analytics, and community-operation gaps	Cross-domain skill gaps	Specialization vs. multitask hybridity	MC7-1 reported difficulties with material selection and editing; MC10-1 initially relied mainly on view counts rather than deeper platform metrics.
Formal television routines sustain authority	Ritual communication logic	Television rituality vs. platform interactivity	MC2-1 linked fixed procedures and multiple review stages to television credibility; observations documented pre-broadcast script, audio, and camera checks.
Livestreaming requires real-time responses and issue routing	Interactive participation expectations	Television rituality vs. platform interactivity	MC1-3 classified audience questions for immediate response or departmental follow-up; MC6-1 maintained live delivery during equipment failure.
One topic is reorganized for television, short video, and livestreaming	Cross-platform content orchestration	Omnimedia storyteller	MC2-1 redesigned titles, openings, visuals, and evidence sequencing rather than merely shortening a television script.
Policies are translated into actionable everyday questions	Public-policy interpretation	Emotional connector	MC1-3 and MC5-1 focused on eligibility, location, required materials, and follow-up rather than repeating policy text.
Local culture and industries become stable identity anchors	Local-symbol anchoring	Locally anchored media personality	MC1-1 used water-town heritage; MC10-1 linked crystal-industry content with craft, policy, and local life; MC6-1 developed a red-history theme.
Personal accounts depend on teams, review, and risk handling	Organizational production of personal IP	Ecological mechanism of role transformation	Institutional interviews and MC4-1 showed that topic selection, filming, editing, review, and controversy management are team-based rather than purely individual.
“News + government affairs + services” expands job boundaries	Organizational functional expansion	Ecological mechanism of role transformation	MC3-1 moved from television presentation into government livestreaming, public-service coordination, and cultural-tourism communication.
Platform update pressure intersects with limited staff and equipment	Platform logic–resource constraint coupling	Ecological mechanism of role transformation	MC7-1 and MC10-1 described high-frequency platform demands under limited staffing, editing support, equipment, and time.

Remarks: Coded and summarized by the author from interview summaries, field observations, and converged-media materials. All examples are paraphrases rather than verbatim quotations.

5. 研究可信度、饱和度与研究者反思

研究通过资料三角互证增强解释可信度。对同一现象，优先比较主播访谈、生产现场观察、短视频或直播文本、生产日志和机构制度材料之间是否相互支持。例如，主播关于“多任务切换”的陈述需要与实际工作流程和过程记录对照，关于受众互动与公共服务的判断

则结合评论反馈、节目文本和后续办理信息验证。当不同资料出现不一致时，不以多数材料简单覆盖少数材料，而将差异作为分析组织条件、岗位差异和情境边界的线索。反例检验并非只用于确认主题，而用于修订其适用边界。其一，部分主播能够在保持事实核验和机构规范的同时进行生活化表达，因此“工具化——人格化”被界定为持续协商的张力，而非人格化取代专业权威的线性过程。其二，配置稳定团队的中心可通过分工吸收剪辑、运营和技术任务，因此“专业化——杂糅化”只在任务被无条件叠加到个人时表现为冲突，其边界受到组织支持程度调节。其三，政务直播中的即时互动若嵌入问题分类、部门核实与后续反馈，反而可以强化公共可信度，因此“仪式性——交互性”被修订为需要流程整合的张力，而非零和对立。

成员核对主要用于校准事实和情境解释。研究者将涉及岗位职责、生产流程、案例经过及初步主题的摘要反馈给能够继续联系的受访者，请其确认事实准确性、补充遗漏背景并指出可能的误读；反馈内容被记录在分析备忘录中，并用于修订案例描述、概念命名和主题边界。成员核对不被理解为由受访者对研究结论进行表决，而是作为检验研究者是否误解经验语境的重要程序。

饱和度判断采用边收集、边编码、边比较的滚动方式。每纳入新的中心、主播或产品材料，研究者均检查是否出现新的二级范畴、新的范畴关系或足以改变核心主题的反例。当后续材料不再产生实质性的新二级范畴，核心主题能够由两类以上资料相互支撑，且新增反例主要用于限定或细化主题而非推翻其解释结构时，判断主题层面达到信息充分和理论饱和。该判断服务于质性解释范围，不等同于统计代表性或总体推断。

研究者反思贯穿转录、编码和写作全过程。研究团队持续撰写反思备忘录，记录对“技术进步”“全能主播”“流量有效性”和机构权威的预设，区分受访者经验陈述、研究者分析解释与实践规范建议；同时审视研究者与县级媒体机构的接触方式、专业背景和可能形成的权力距离。出现与既有判断不一致的材料时，优先回到原始记录并进行反例分析，而非将其排除。双人编码、成员核对、三角互证和反思备忘录共同构成分析过程的可追溯机制。

研究结果

1. 县级电视新闻主播角色转型的三重结构性矛盾

1.1 职业定位的“工具化”与“人格化”张力

一级编码显示，受访主播普遍将“准确、庄重、克制”视为电视新闻职业规范。这种规范使主播成为机构声音的稳定载体，并通过固定演播室、标准语言和审校流程生产权威感。但在短视频和直播平台上，同样的表达方式容易被评价为“距离远”“像念稿”。平台要求主播展示清晰的人格标签、生活经验和情感反应，职业身份由可替换的播报岗位向具有持续识别度的传播人格移动。

MC1-1 的材料具体呈现了这种边界协商。访谈摘要显示，MC1-1 在电视新闻播报中强调克制个人情绪和遵守稿件规范；转向短视频后，其又需要增加个人化解释和生活化表达。其核心困难是在提高个人可见度的同时，避免受众将人格化表达理解为新闻立场失范或专业性下降。

这一材料并不意味着专业性与人格化必然对立。MC2-1 通过短视频训练，将播音的语言控制、事实核验与平台节奏结合；MC1-2 以方言问候、田间走访和政策问答形成“乡土主播”标签，同时保持政策信息来源和表述边界。相反，当人格化仅表现为情绪化表态、追逐热点或脱离机构审核时，受众容易质疑客观性。由此，三级主题不是“从工具化走向人格化”的线性替代，而是主播持续管理机构代表性与个人可见度的张力。

1.2 技能结构的“专业化”与“杂糅化”冲突

受访者的传统专业资本主要包括语言表达、镜头感、现场控制和新闻稿件理解。媒介融合并未使这些能力失效，但把它们置于更复杂的生产链中。主播需要同时参与选题、拍摄、剪辑、封面标题、直播设备、数据复盘、评论区维护和跨部门协调。技能需求由垂直专业化向多任务组合扩展，工作过程出现明显的切换成本。

MC7-1 的案例呈现了这种技能转换成本。访谈摘要显示，传统播音主持训练主要解决语言表达和镜头呈现问题，但短视频生产还涉及选题、拍摄、剪辑、数据分析和评论区维护。MC7-1 在转型初期的主要障碍并非出镜能力，而是素材组织、软件操作和多任务时间分配，这直接降低了内容产出效率。

田野观察进一步显示，技术缺口并不完全是个人学习不足。部分中心缺少稳定的拍摄、剪辑和运营团队，主播被要求独立完成完整链条；另一些中心通过“主播 + 记者 + 剪辑 + 运营”的小组制降低了个人全能化压力。MC6-1 在直播突发设备故障时，依靠语言组织维持现场，并由技术人员同步排障，说明专业能力与复合技能的有效结合依赖团队协同。因而，“杂糅化”若被简单转化为个人任务叠加，会造成专业深耕受损和劳动碎片化；若由组织重新设计流程，则可形成互补性的复合能力。

1.3 传播效能的“仪式性”与“交互性”失衡

电视新闻通过固定时段、演播室秩序和规范话语维持公共仪式与机构权威，而平台传播以即时反馈、评论可见和用户参与为基本逻辑。两种逻辑并非谁取代谁，而是在同一主播身上同时存在。MC9-1 同时承担电视新闻、直播和公众号任务：电视端要求内容完整、表达庄重，直播端则要求边播边回应不断变化的问题。材料显示，若沿用电视节奏处理直播互动，主播往往难以及时跟进评论区议题。

材料中较有效的做法，是把交互性嵌入新闻专业流程。例如 MC1-1 和 MC9-1 在节目播出前通过融媒体平台征集“观众点题”，将高频问题纳入政策解读；MC1-3 在政务直播中

把观众提问分类转交职能部门，并在直播后继续反馈办理进度。这类实践使互动不止停留在点赞和弹幕，而转化为选题线索、政策解释和服务闭环。相反，若只追求现场热闹而缺乏事实核验和后续回应，互动会削弱而非增强公信力。传播效能的关键因此是建立“权威信息——即时回应——持续反馈”的连接机制。

2. 县级电视新闻主播角色重构的三条实践路径

2.1 内容生产：由播报者转向“全媒体叙事者”

“全媒体叙事者”不是把同一条电视稿机械搬运到多个平台，而是根据媒介场景重新组织问题、证据、节奏和视听元素。MC2-1 将一项地方产业报道拆分为电视深度报道、短视频解释和直播探访：电视版本保留完整背景和多方采访，短视频版本突出一个问题和关键画面，直播版本则通过现场问答呈现生产过程。不同形态共享事实基础，但叙事结构不同。

MC4-1 在地方海盐文化传播中，将历史数据转化为动态图表，并以制盐场景、匠人经历和地方记忆建立叙事线索。该案例显示，数据可视化和场景化不是纯技术装饰，而是主播把专业信息转化为地方可理解经验的能力。三级编码中的“跨平台内容编排”和“议题转化”共同构成全媒体叙事者角色，其核心是保持事实一致的同时进行情境化表达。

2.2 传播关系：由信息发布者转向县域“情感连接者”

政务直播和民生服务使主播进入政府部门、社区组织和居民生活之间的关系网络。MC1-3 的访谈摘要显示，群众对政策的关注通常集中在资格条件、办理地点和办理时间，而非文件原文。该材料说明，政策解释不仅是语言简化，更是把制度文本转化为生活问题的议题转换。

MC7-1 和 MC5-1 参与的民生栏目把群众诉求分类、核实并转交相关部门，再通过节目或平台反馈进度。主播在其中承担倾听、解释、协调和追踪的情感劳动。其信任来源不仅是镜头形象，而是持续回应和问题闭环。由此，“情感连接者”并非降低新闻专业性，而是把事实核验和公共服务嵌入地方关系，使主播成为县域传播网络中的可接近节点。

2.3 组织生态：推动主播 IP 与地方文化符号共生

案例显示，县级主播 IP 最稳定的资源不是泛化的个人魅力，而是地方文化、产业和公共生活。MC1-1 以水乡非遗探访形成地域标签；MC10-1 围绕水晶产业开展工坊走访、政策解释和直播，受众逐渐将其个人形象与地方水晶产业联系起来；MC6-1 则通过红色遗址走访和老党员访谈形成“红色故事宣讲者”定位。

但主播 IP 不是个人独立运营的自然结果。选题策划、拍摄剪辑、审核发布、舆情处置和商业边界都需要组织支持。若机构仅要求主播以个人账号获取流量，却没有明确账号归属、内容审核、收益分配和风险承担，IP 化会放大个人与机构的矛盾。有效的组织路径是将个人辨识度与地方公共文化资源结合，以团队化生产和制度化治理保障持续性，使“个人品牌——机构公信力——地方符号”形成共生而非竞争关系。

讨论

1. 角色转型不是技能叠加，而是传播生态的重新配置

研究结果表明，县级主播的变化不能用“传统能力+新媒体工具”的加法模型充分解释。技术层面的短视频、直播和数据工具改变了内容节奏和互动时限；话语层面的权威播报、人格表达和地方叙事重组了专业边界；关系层面的观众参与、政民沟通和社区服务扩大了主播的责任范围；组织层面的岗位分工、审核制度和资源配置决定了这些任务能否持续。四个维度相互作用，使主播角色由固定岗位转向传播网络中的节点。该发现将传播生态学从宏观媒介环境落实到基层媒体从业者的日常工作机制。

三重矛盾因此不是个人适应不足，而是不同传播逻辑在同一岗位上的叠加：工具化与人格化对应机构权威和平台关系传播的冲突，专业化与杂糅化对应传统分工和融合生产的冲突，仪式性与交互性对应单向公共传播和参与式平台传播的冲突。能力重构只有与流程、团队和评价机制同步，才可能把结构性冲突转化为角色创新。

2. 县级语境的特殊机制：在地关系、公共任务与资源约束

相较于全国性媒体，县级主播与受众共享更密集的生活空间和关系网络。主播可能在节目中解释政策，在社区活动中被居民当面询问，又在直播评论区持续回应同一问题。这种可接近性使情感连接和服务协调成为角色优势，也提高了事实错误、利益冲突和关系压力的风险。县级主播的人格化因此不是抽象的“亲民”，而是建立在可验证的在地行动和持续反馈之上。

同时，县级融媒体承担明确的公共传播与基层治理任务，主播 IP 不能完全服从商业平台的流量逻辑。Zhu 和 Wang (2022) 所讨论的关系传播有助于理解人格化信任，但本研究进一步发现，在县级语境中，信任必须通过机构审核、公共服务和地方责任加以约束。组织资源不足又使县级中心更容易把融合压力转嫁为个人全能化。由此，县级主播转型的关键机制是“功能扩展——平台嵌入——资源约束”的共同作用。

3. 理论贡献与实践含义

本文的第一项增量贡献，是将主播角色从 “职业能力集合” 重新定义为边界管理过程。主播需要同时维护机构代表性、个人辨识度、专业判断和公共服务责任。第二项贡献，是提出“基层传播节点”概念：主播的价值不只在镜头前传递信息，而在于连接不同平台、部门、社区和地方符号，并把信息流转化为解释、互动和服务。第三项贡献，是区分人格化与个人主义。人格化可以成为公共传播的关系资源，但其有效性取决于组织化生产、地方文化锚定和专业伦理。

实践上，县级融媒体中心的人才策略应由通用软件培训转向真实项目中的角色协作；评价指标应同时考察事实质量、政策解释清晰度、问题回应闭环、地方文化价值和可持续生产，而非仅以播放量或粉丝量衡量；主播 IP 治理则需要明确账号权属、审核流程、商业边界、团队分工和离岗交接。

4. 研究局限

本研究仍有四方面限制。1. 样本集中于江苏北部地区，虽然覆盖不同县域发展水平、岗位资历和任务类型，但结论不宜直接推广到其他省份或不同区域类型的县级融媒体中心。2. 本文报告了 16 名受访者、累计 250 分钟访谈（16 人合计；单次 10-30 分钟，中位数 15 分钟）、6 个中心每处 2-3 周的田野观察、12 个重点案例及约 15 万字融媒体产品与过程材料，但个别平台内容存在更新或下架，部分产品只能依据存档文本、脚本和生产记录复核，这在一定程度上限制了材料的长期外部审计。3. 研究主要依据主播与机构侧材料，缺少系统的受众访谈和长期平台数据，因而不能对传播效果作因果判断。4. 本文采用反思性主题分析，主题是研究者在理论框架与材料之间形成的解释，不主张存在唯一、完全可复制的编码结果。未来研究可补充跨区域样本、受众研究和长期数字民族志，并进一步完善资料存档、成员核对记录和分析审计轨迹。

总结

本文围绕三个研究问题形成如下结论。1. 县级电视新闻主播的角色转型集中表现为职业定位、技能结构和传播效能三重矛盾，即机构工具性与人格化表达、专业化能力与杂糅化任务、电视仪式性与平台交互性之间的持续张力。2. 这些矛盾由县级融媒体“新闻 + 政务 + 服务”的功能扩展、商业平台的传播规则和县级组织资源约束共同生成，不能归因于主播个人是否愿意学习。3. 角色重构主要沿内容、关系和组织三条路径展开：主播成为能够按平台重组事实与叙事的全媒体叙事者，成为连接政策、民生诉求和地方生活的情感连接者，并在组织支持下形成与地方文化或产业符号共生的主播 IP。

由此，县级主播更适合被界定为“基层传播节点”，而非简单的“传声筒”或“网络红人”。这一节点角色的核心，是在保持新闻专业和公共责任的前提下，连接技术平台、机构任务、地方关系与文化资源。

建议

1. 建立项目制培养机制。围绕一项真实的政务直播、民生议题或地方文化项目，由主播、记者、剪辑、运营和技术人员共同完成选题、生产、互动和复盘，使技能学习嵌入协作流程。2. 实行分层能力模型。青年主播重点补充新闻采编、平台叙事和数据基础，资深主播重点发展议题判断、政策解释、现场控制和团队带教，避免以同一“全能化”标准评价所有人。3. 完善主播 IP 治理。机构应明确账号权属、内容审核、风险处置、商业合作和离岗交接规则，并保障主播与团队在贡献和收益上的合理关系。4. 重构传播评价。除传播量指标外，应纳入事实准确性、有效互动、问题解决、受众信任、地方文化传播和公共服务价值。5. 建立县域主播案例库与跨中心交流机制，对优秀脚本、直播流程、舆情处置和服务闭环进行可复用沉淀，减少重复试错。

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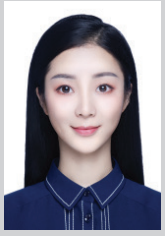
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学术著作中专有名词翻译偏误的传播与影响——以《泰国通史》（珍藏版）中的“帕纳买卢寺”为例

THE DISSEMINATION AND IMPACT OF PROPER-NOUN TRANSLATION ERRORS IN SCHOLARLY PUBLICATIONS: A CASE STUDY OF “PA NA MAI LU SI” IN A GENERAL HISTORY OF THAILAND (COLLECTOR’S EDITION)

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摘要

研究目的：本研究以段立生先生著《泰国通史》（珍藏版，2019）为个案，聚焦研究书中“帕纳买卢寺”一词的翻译偏误类型，分析偏误原因及偏误产生的学术影响。

研究设计/方法/途径：采用汉泰文献及词汇对比分析的方法，识别翻译偏误类型；通过文献分析和平行比较方法，结合研究翻译理论探究偏误成因及学术影响。

研究结果：研究发现，“帕纳买卢寺”存在两处显著翻译偏误：其一为音节错位，即将泰文“หน้าพระ”误译为“帕纳”，其正确语序应为“纳帕”；其二为语音错译，即将泰文“เมรุ”误译为“买卢”，该词在特定语境下发音近于“Men”，故宜音译为“门”。音节错位早期编校疏忽所致；语音偏误则因译者对泰语“เมรุ”一词的特定发音规则掌握不足导致。此偏误虽微小，却在学术界产生了深远且广泛的影响。

创新性与价值：本次研究不仅直接为修正《泰国通史》（珍藏版，2019）中的具体错误提供了语言学依据，而且借此案例，旨在唤起读者与学界对学术著作中翻译准确性的重视，为相关研究提供有价值的参考。

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关键词：《泰国通史》帕纳买卢寺 翻译偏误 传播与影响

Abstract

Purpose: This study uses Duan Lisheng's A General History of Thailand (Collector's Edition, 2019) as a case study, focusing on translation errors involving the term "帕纳买卢". It analyzes the underlying causes of these errors and examines their academic implications.

Study Design/Methodology/Approach: This study uses Chinese-Thai literary sources and lexical comparison to identify the type of translation error in question. It further investigates the causes of this error and its academic implications through parallel comparative analysis of relevant literature.

Findings: The findings reveal two prominent translation errors. The first is a syllabic displacement error, in which the Thai expression "หน้าพระ" was mistranslated as "帕纳", whereas its correct word order and corresponding transliteration should be "纳帕". The second is a phonetic mistranslation, in which the Thai word "เมรุ" was translated as "买卢", despite its standard pronunciation being closer to "Men"; thus, the accurate Chinese transliteration should be "门". The syllabic displacement error likely stems from a clerical error or oversight during editing; the phonetic error is directly attributable to the translator's insufficient grasp of the specific pronunciation rules for the Thai word "เมรุ". Although this error may appear minor, it has had profound and far-reaching implications within the academic community.

Originality/Value: This study not only provides linguistic justification for correcting specific errors in A General History of Thailand (Collector's Edition, 2019), but also highlights the importance of translation accuracy in scholarly works and offers valuable reference material for related research.

Keywords: A General History of Thailand, Pa Na Mai Lu Si, Translation Error, Spreading and Influence

引言

地名是人类与环境互动的基本产物与结果，它不仅是地理定位的参照工具，更是文化、历史与社会价值的承载体 (Tent & Blair, 2011)。在跨文化语境下，地名翻译长期以来都是国际语言学与翻译学的重要议题。而如何在另一种语言中准确传达原地名所蕴含文化含义，是翻译活动的关键难点 (Wu, 2019)。若译文与原文出现偏差，不仅导致信息传递会出现混乱，且语言翻译的真正功能亦难以实现 (Wu, 2019)。更可能在学术传播中产生“多米诺骨牌效应”。对于地名而言，这种问题更为突出。

泰国学术界，关于泰汉或汉泰翻译的研究呈现从实践导向转向应用理论分析，特别是近十年来，泰国学者开始大量引入西方翻译理论来分析泰中、中泰翻译问题。如 Nida (1964) 的“功能对等”理论为泰汉或汉泰翻译提供了文化语境下的解释框架；Newmark (1988) 则强调语义翻译与交际翻译之间的平衡。Saengaramruang (2020) 在《翻译理论与原则》一书中系统梳理了

功能主义翻译理论，并详细论述了目的论（Skopostheorie），且该书通过引用 Nord 和 Holz-Mänttäri 的理论，强调了译者作为“文化中介”的主观能动性及其在翻译过程中面临的决策挑战。从而提出了出声思维（Think-Aloud Protocol）翻译模型，该模型为泰国为翻译教学和错误分析提供了科学的工具。

泰国泰汉或汉泰翻译的研究领域也越来越细分化，研究热点主要集中于泰汉、汉泰翻译方法、策略的对比分析；影视剧字幕翻译研究；文化专有项对比研究；专有名词（如地名、菜品名、法律术语、医疗属于、旅游宣传、外交术语）的翻译策略及偏误研究；以及偏误分析研究。Numtong 和 Likhidcharoentham (2019) 强调了翻译的内容复杂性和多样性，并提出了在涉及专属名称或专有名词翻译时所需遵循的原则和需要注意的问题，以避免造成文化认知偏差。

地名是具有指位性和社会性的地域实体指称，作为指称地点的一种符号，某些地名必定承载着丰富的文化内涵和悠久的历史 (Li, 2019)。因此，准确翻译地名，除了具有现实中的指位价值之外，还有利于跨民族、跨语言的文化传递和交流。

在中泰两国长期的文化交流与学术互译史中，学术著作的翻译质量不仅关乎知识的准确传递，更深层次地影响着跨国族群历史与文化认同的构建。然而，学术著作中常见的普遍性翻译问题，尤其是涉泰专有名词的音译与意译不统一、历史名词与现代译名的脱节等现象，依然是当前泰译汉实践中亟待解决的系统性痛点。在以佛寺为核心的泰国宗教文化中，泰国寺庙名称的中译方式（如音译、意译、混合译法或重新命名）的准确性不仅影响到该场所的可识别性，而且直接关系到历史资料的可核验性与跨语言研究的准确性。现有关于泰国地名中译的研究多集中于旅游传播领域的翻译方法和翻译策略的分类与总结上 (Sirisuwilai et al., 2024)，对于“学术文献中的翻译错误”，尤其是权威著作中的翻译偏误个案研究尚显不足，这一研究缺口在泰国研究语境下尤为突出。事实上，学术文献，特别是权威学术著作中的翻译偏误一旦被广泛引用，便会产生溢出效应，其影响则极为深广。

Duan (2019) 的著作《泰国通史》（珍藏版）作为中文世界的权威泰学著作，其影响力深远。然而，书中“帕纳买卢寺”一词的其影响力深远。然而，书中“帕纳买卢寺”一词的中文译名是否存在翻译偏误？若存在，其偏误类型、成因及在学术界产生的影响又是什么？这些问题值得深入探讨。

本文将以《泰国通史》（珍藏版）中“帕纳买卢寺”为个例，溯源泰文原名，剖析翻译偏误的类型、成因，并探讨该偏误在学术界的传播情况及其影响。以期纠偏，阻断偏误传播。同时也为学术文本翻译规范提供参考。

研究目的

1. 分析《泰国通史》（珍藏版）中“帕纳买卢寺”这一名称翻译偏误类型及原因。

2. 探讨该偏误在学术界的传播情况及其影响，以有利于该书作者及出版商及时修正错误，避免该偏误被更广泛的传播。

文献综述

地名或寺庙名作为地理特征和文化的载体，其翻译是建立在地名学和翻译理论基础之上的。地名学对于理解同一地名在不同于语境中为何会产生多重译写尤为关键。Tent 和 Blair (2011) 指出译者在处理地名时应关注其功能性和语境属性。

而翻译学的经典理论为地名或寺庙名翻译提供了理论基础和判断标准。英国翻译家 Tytler (1907) 提出的“同等效果论（Equivalence Theory）”与 Nida (1964) 提出“功能对等”（Dynamic Equivalence）理论均强调译文在译入语境中与原文在译出语境中，其接收者在反应上的等效性。Newmark (1988) 则进一步将专有名词（地名）翻译策略分为语义翻译和交际翻译，强调在形式保留与功能传递之间寻找平衡。这对具有多重文化属性的宗教地名的翻译具有极强的参考性和指导意义——单纯音译可能会丧失信息功能；而忽略音变规则的纯意译则会导致其指位属性的失效。

在泰国学术界，研究成果众多，其中以朱拉大学、农业大学、法政大学三所高校在泰汉或汉泰翻译方面的研究成果较为突出。农业大学的 Kanokporn Numtong（吴琼）是泰汉、汉泰翻译方面最著名最具影响力的专家。Numtong (2011) 在《泰中翻译教程》一书中提出了“适合泰国学生的加法、减法、换位法翻译模型。并指出专有名词翻译通常采用音译、意译、音义混合译和重新命名四种方法”。另外，Numtong (2021) 在中国历史典籍或历史相关档案翻译成泰语方面也颇有建树，其指出目前中国历史典籍泰译通常存在 7 类问题，即音译方面的问题；事件发生时间转换方面的问题；机构名称、官职、行政区泰译方面的问题；中文原文正确与否的问题；译者理解原文含义方面的问题；语言表达意义局限性的问题。并针对上述问题，给出了相应的解决方法，即在翻译时应采用注释的方法；注重翻译的准确性而非语言的艺术性；应建立相应的语音与用词标准；应对原文件进行准确性校对；编撰相应翻译手册；翻译或注释时应参考其他典籍资料。上述翻译策略为历史典籍类文献翻译提供了具体可行的翻译方法参考。

此外，泰国学者通过对中泰外交文件翻译的研究发现，在外交文件翻译中，直译是采用最多的翻译方法；此外还经常采用音译、删增词汇翻译和缩减翻译的方法 (Raksat et al., 2023)。

Srisomthawin (2013) 通过对《封神演义》中泰版本中熟语的对比研究，指出文学作品中的熟语翻译因时间背景和编译者的原因，而采用不同的翻译方法。拉玛二世时期的泰译本《封神演义》中的熟语多采用省略译法；2008 年泰译本《封神演义》中的熟语多才采用直译的方法。该研究结果与其他中国文学作品泰译时采用的翻译方法或策略基本一致，也反映了文学作品类泰译时通常采用的翻译方法或测录。

在地名翻译研究领域，泰国学者发现，泰国地名中译常采用音译、意译、混合翻译（音译+意译）以及重新命名四类翻译策略。其中混合翻译策略在寺庙名称中占据主导，这一策略既保留了读者对发音的可及性，又传达了部分语义信息 (Sirisuwilai et al., 2024)。当然，不同翻译策略的选择，是受译者、目标受众、文本类型与可获得的史料信息等多种因素影响的 (Prapagorn, 2022)。Chomphichit (2023) 也指出各翻译策略各有优劣，译者须在理解原文和目标语含义的基础上，依翻译目的选择合适的翻译方法。

而在中国学界，关于翻译理论、翻译史、地名翻译，翻译偏误等方面的成果众多。在探讨地名翻译偏误的生成与演变机理时，必须回归翻译学领军学者 Wang (1997) 在《翻译文化史论》中确立的宏观框架。Wang (1997) 指出，翻译本质上是文化接触与知识重构的过程，译名不仅是语言符号的转换，更是特定社会历史背景下知识生产的结果。他强调了译名的“路径依赖”现象，即某些早期生成的非标准译名，在缺乏科学考证介入的情况下，往往会通过权威文本的互文性引用而实现“语境合法化”(Wang, 1997)。

Xie (1999) 在其著作《译介学》中明确指出，翻译并非单纯的语言转换，而是两种文化之间的碰撞与重构。其核心概念“创造性叛逆”阐明了译者在翻译过程中，受目标语文化语境、受众心理及文献传统的影响，必然会对原作（或原名）产生某种程度的偏离与改写。

在人名音译研究方面，Chen 和 Shi (2014) 在《外国人名汉译的原则》中系统阐述了外国专有名词翻译的原则与方法，这些原则与方法不仅对一般人名翻译具有指导意义，也为包泰中音译在内的相关研究提供了理论参照。

在地名翻译方面，多集中于中国境内地名的个案研究、翻译策略研究、翻译偏误研究等。多数研究结果显示，中国境内的地名翻译存在不规范化和不一致性。 且在翻译策略上为单一罗马化或适用汉语拼音翻译的策略 (He & Hu, 2008; Tian, 2015)。

纵观中泰两国学术界，目前还缺乏对学术文献，特别是权威学术著作中“翻译偏误”的系统考证。学术文献或著作因其权威性和高可信度，一旦出现偏误，极易被后世研究者不加甄别地引用，更甚者，在引用过程中还会产生额外错误。一旦该著作进入流通链条中，这种偏差或偏误的影响将被无限放大，且难以逆转。基于此，本研究将以“帕纳买卢寺”为具体案例，展开原名溯源、翻译偏误类型、产生原因及影响研究，以降低权威文本中翻译偏误的溢出影响，引起读者和学界对学术著作中翻译偏误的重视。

研究方法

本研究以文献分析、平行比较、音韵分析以及例证法对《泰国通史》（珍藏版）中“帕纳买卢寺”一词的翻译偏误类型、偏误原因及影响进行分析研究。

1. 通过 Google Scholar、ThaiJO、CNKI 等数据库收集段立生先生历年著作以及其他学者关于“帕纳买卢寺”和“วัดหน้าพระเมรุ”的论文及著作等文献资料，并对收集到的相关资料进行整理和分析，以筛选有用信息。

2. 通过对中泰文献资料中关于“วัดหน้าพระเมรุ”与“帕纳买卢寺”地理位置、建筑特征、历史事件等关键信息的对比分析，以确定“帕纳买卢寺”即“วัดหน้าพระเมรุ”。

3. 以泰国皇家学术院泰语词典 (Office of the Royal Society, 2011) 为依据，对“帕纳买卢寺”与“วัดหน้าพระเมรุ”的音节结构及发音规则进行对比分析，结合 Nida (1964) 的功能对等理论与 Newmark (1988) 的语义翻译及交际翻译理论，以确定翻译偏误的具体类型。

4. 通过梳理段立生先生历年著作，并结合相关翻译理论，分析造成音节错位与语音无疑的深层次原因，以揭示偏误在学术界的传播情况和影响。

5. 通过例证法探讨该偏误在学术接受与文化认知中的影响。通过双重分析，旨在为学术著作译名规范提供更全面的参考。

研究结果

1. 原名确证:《泰国通史》(珍藏版）中的“帕纳买卢寺”即为“วัดหน้าพระเมรุ”

为厘清“帕纳买卢寺”泰文原名问题，本文梳理了段立生先生从 1993 年至 2019 年的相关著述。通过梳理可知，最早出现“帕纳买卢寺”的是 Duan (1993) 出版的论文集《泰国史散论》，书中关于“帕纳买卢寺”有两段描述如下：

其一，“帕纳买卢寺（Wat Phra Mainu)，意即皇家火葬场前的佛寺。据泰文《阿瑜陀耶王朝编年史》记载，1504 年，九世皇拉玛底菩提二世曾在这里修了一座亭子，作为与缅甸勃固王朝频耶兰王（1492-1526 年在位）签署停战协定的见证。该寺的建筑体现了阿瑜陀耶王朝早期的风格，佛堂没有窗户，只凿几条狭长的孔透光，给人一种阴森肃穆的感觉。惟有从正门上端的一个圆孔里透进的一束光，正好照在佛陀身上，仿佛佛陀给人们带来光明和希望。佛堂四周的壁画，除了取材于《罗摩衍那》的神话故事外，还有一些写实的作品，例如驾驶着中国式帆船进行航海贸易的情况，以及一些梳着长辫子的中国人围着戏台看中国古装戏。真实反映了阿瑜陀耶王朝末期旅泰华侨的生活”(Duan, 1993, p. 78)。

其二，“关于阿育陀耶王朝时期华人移居泰国的情况，我门可以从帕纳买卢寺的壁画获得生动具体的认识。该寺位于皇家火葬场前，系早期阿育陀耶式建筑。四周墙上的壁画，粉墨彩绘，类似中国传统工笔画，因年代救援，已有部分剥落，壁画题材多为泰国古典长诗《拉玛坚》的神话故事，也有几幅写实作品，其中有一幅画了张中国大帆船正在海中航行，船工舵手皆为华人打扮装束，反映了当时华人不畏风险，梯山航海，到暹罗贸易的实况。另一幅画的是演戏场面，露天戏台上正演中国古装戏，台下是一群梳长辫的华人观众，有的像士绅，有的似小贩，有的是水手，有的如挑夫，神态各异，呼之欲出，再现了当时的生活”(Duan, 1993, p. 168)。

上面第一段关于 “帕纳买卢寺” 的记述，出自论文集《泰国史散论》中的《泰国古都达成遗址实地考》；第二段出自论文集《泰国史散论》中的《泰国阿育陀耶时期的外籍侨民》。

Duan (2002) 在《佛学研究》发表的《从文物遗址看佛教在泰国的传播》对 “帕纳买卢寺” 的描述如下：

“帕纳买卢寺（Wat Phra Mainu），意即皇家火葬场前的佛寺。据泰文《阿瑜陀耶王朝编年史》记载，1504 年，九世皇拉玛底菩提二世曾在这里修了一座亭子，作为与缅甸勃固王朝频耶兰王（1492-1526 年在位）签署停战协定的见证。该寺的建筑体现了阿瑜陀耶王朝早期的风格，佛堂没有窗户，只凿几条狭长的孔透光，给人一种阴森肃穆的感觉。惟有从正门上端的一个圆孔里透进的一束光，正好照在佛陀身上，仿佛佛陀给人们带来光明和希望。佛堂四周的壁画，除了取材于《罗摩衍那》的神话故事外，还有一些写实的作品，例如驾驶着中国式帆船进行航海贸易的情况，以及一些梳着长辫子的中国人围着戏台看中国古装戏。真实反映了阿瑜陀耶王朝末期旅泰华侨的生活” (Duan, 2002, p. 387)。

由该段表述与《泰国史散论》中的描述对比可知，两者的描述是一致的，说明《从文物遗址看佛教在泰国的传播》中关于 “帕纳买卢寺” 的描述内容是参考自《泰国史散论》的。

商务印书馆出版了 Duan (2005) 的另一专著《泰国文化艺术史》一书。在该书第四编第二章的第三节“中华文化的传播和影响”中，也有对“帕纳买卢寺”进行记述，如下：

“阿瑜陀耶城内的帕纳买卢寺（Wat Phra Mainu）是早期阿瑜陀耶建筑。该寺四周墙壁的壁画，保存了一些当时华人在暹罗的生活片段。其中有一副描绘中国大帆船在海中航行的情况，船工舵手皆为华人打扮。反映了当时华人不畏风险，梯山航海，到暹罗贸易。另一幅画的是演戏场面，露天戏台上正演中国古装戏，台下是一群梳长辫的华人观众，有的像士绅，有的似小贩，有的是水手，有的如挑夫，神态各异，呼之欲出，再现了当时的生活”(Duan, 2005, p. 223)。该段描述与《泰国史散论》和《从文物遗址看佛教在泰国的传播》中的记述高度相似，由此推断，两者是有承袭关系的。

Duan (2014) 著《泰国通史》；及 Duan (2015) 发表在《八桂侨刊》的《泰国阿育陀耶时期的华人社会》中关于 “帕纳买卢寺” 的相关记述，与《泰国文化艺术史》是一脉相承的。2019 年出版的《泰国通史》（珍藏版）又是承袭自 2014 年版《泰国通史》。

综上可总结，段立生先生相关著作中关于“帕纳买卢寺”描述的传承顺序如下：

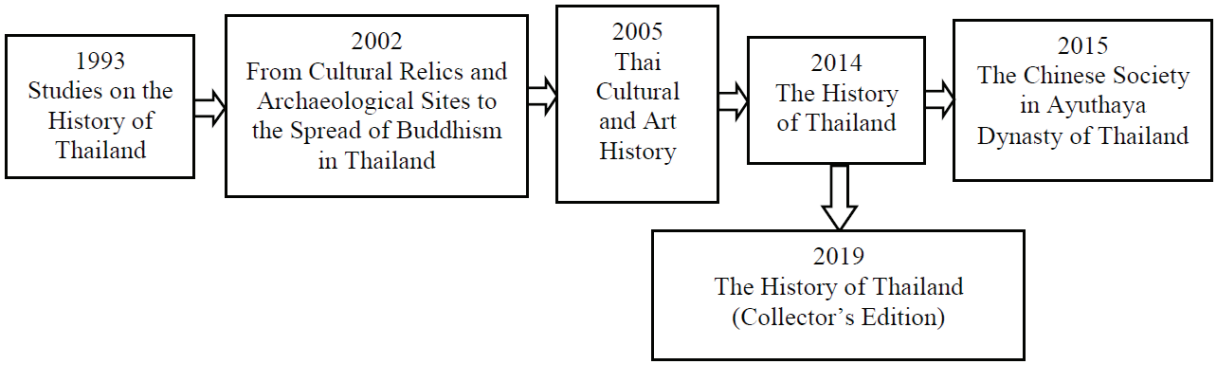


Figure 1 Order List of Chinese Name for "Wat Pra Na Meru" in Duan Lisheng's Works

Sources: Created by the author

由如图 1 可知，只需确定《泰国史散论》中的“帕纳买卢寺”是否为“วัดหน้าพระเมรุ”，便可推知《泰国通史》（珍藏版）中的“纳帕买卢寺”来源。

而泰文文献对“วัดหน้าพระเมรุ”的记载较少，主要有以下两处记载。

其一，泰国学者 Huapcharoen (2007) 在其专著《เกร็ดพงศาวดารกรุงศรีอยุธยาและบางสาระที่น่ารู้ในวังหลวง-วังหน้ากรุงรัตนโกสินทร์》中，有关“วัดหน้าพระเมรุ”的记述如下：

“วัดหน้าพระเมรุนี้ปรากฏในพระราชพงศาวดารเป็นครั้งแรกว่า ราวปี พ.ศ. 2106 พระเจ้าบุเรงนอง (ภายหลังนับเป็นมหาราชองค์ที่ 2 ของพม่า) และสมเด็จพระมหาจักรพรรดิทรงทำสัญญาสงบศึก โดยได้ตั้งพลับพลาสำหรับเป็นที่เสด็จมาทรงทำสัญญาในระหว่างวัดหน้าพระเมรุแห่งนี้กับวัดหัสดาวาส ซึ่งก็ได้เจรจาสงบศึกกันได้สำเร็จในที่สุด” (Huapcharoen, 2007, p. 128)

（译文：“วัดหน้าพระเมรุ”首次出现在历史史籍中约为佛历 2106 年（公元 1563 年，笔者注）。当时勃印曩（后被尊为缅甸第二个大帝）和阿瑜陀耶王朝颂德・摩诃・查克腊帕国王签订停战协定，于是在“วัดหน้าพระเมรุ”和哈达瓦寺间搭起彩棚作为两位国王签署停战协定的场所，最终经过谈判，两国停止了战争。）（本文翻译）

其二，另一位泰国学者 Phaitayaporn (2016) 在《ไทยศึกษาเพื่อการท่องเที่ยว》中也有对“วัดหน้าพระเมรุ”的记述，如下：

“วัดพระเมรุราชิการาม (วัดหน้าพระเมรุ) แต่เดิมคงจะเป็นสถานที่สร้างพระเมรุถวายพระเพลิงพระบรมศพของพระมหากษัตริย์พระองค์หนึ่งพระองค์ใดในสมัยกรุงศรีอยุธยาตอนต้น (มนู พูลสวัสดิ์, 2544) ต่อมาจึงได้สร้างวัดขึ้น ตามตำนานกล่าวว่าพระองค์อินทร์ในรัชกาลสมเด็จพระรามาธิบดีที่ 2 ได้สร้างวัดนี้ขึ้นเมื่อ พ.ศ. 2046 แต่ไม่มีหลักฐานยืนยันแน่นอน ชื่อวัดหน้าพระเมรุ ปรากฏในพงศาวดารกรุงศรีอยุธยาเป็นครั้งแรกสมัยสมเด็จพระมหาจักรพรรดิเมื่อครั้งทรงทำศึกกับพระเจ้าบุเรงนอง โดยได้มีการทำสัญญาสงบศึกเมื่อ พ.ศ. 2092 ในการทำสัญญาสงบศึกครั้งนั้น สมเด็จพระมหาจักรพรรดิโปรด ฯ ให้สร้างพลับพลาที่ประทับขึ้นในระหว่างวัดหน้าพระเมรุกับวัดหัสดาวาส เมื่อเสียกรุงศรีอยุธยาใน พ.ศ. 2310 วัดหน้าพระเมรุไม่ได้ถูกทำลาย” (Phaitayaporn, 2016, p. 455)

（译文：“วัดหน้าพระเมรุ”曾经可能是为了火化大城王朝初期某位国王的遗体而建造的火化场。(มนู พูลสวัสดิ์, 2544）之后便在该址上建造了寺庙。据传说，是大城王朝拉玛铁菩提二世(สมเด็จพระรามาธิบดีที่ 2）时期的殷亲王（พระองค์อินทร์）于佛历 2046 年（公元 1503）主持修建的该座寺庙。但这一传说缺乏可靠的证据。而“วัดหน้าพระเมรุ”这一名称首次出现在大城王朝的史籍资料中是大城王朝颂德・摩诃・查克腊帕国王时期，当时与缅甸的勃印曩国王（后来成为缅甸第二个大帝，应该是东吁王朝第三个国王，《明史》称为莽应龙。笔者注）开战。双方于佛历 2092 起订停战协定。在那次签订停战协定过程中，颂德・摩诃・查克腊帕国王命人在“วัดหน้าพระเมรุ”和“วัดหัสดาวาส”之间搭起彩棚作为签署停战协定的场所。佛历 2310 年（公元 1767）大城王朝被缅甸攻陷时，“วัดหน้าพระเมรุ”并没有遭到破坏。）（本文翻译）

通过泰国学者 Phaitayaporn 对“วัดหน้าพระเมรุ”的记述与段立生先生对“帕纳买卢寺”的记述对比可知，Duan (1993) 在《泰国史散论》中对“帕纳买卢寺”的记述源于泰国的传说。虽泰国学者 Phaitayaporn 明确表示这一传说缺乏可信性。但可以间接说明《泰国史散论》以及《从文物遗址看佛教在泰国的传播》中描述的“帕纳买卢寺”即“วัดหน้าพระเมรุ”。

另外，通过对比上述两则泰文文献对“วัดหน้าพระเมรุ”的描述与《泰国史散论》以及《从文物遗址看佛教在泰国的传播》中对“帕纳买卢寺”的描述可知，两者的记述有高度的相似性，尤其是中泰文文献记述中都提到了“皇家火化场”、“与缅甸签订停战协定的地方”、“阿育陀耶王朝早期的建筑”等关键性信息。由中泰文献资料对比可知，《泰国史散论》中的“帕纳买卢寺”其泰文原名为“วัดหน้าพระเมรุ”无疑。那么，《泰国通史》（珍藏版）中的“帕纳买卢寺”原泰文名也应为“วัดหน้าพระเมรุ”。

2.“帕纳买卢寺”翻译偏误类型

“帕纳买卢寺”这个译名采用了音译加意译的翻译策略。其中“寺”意译自“วัด”，“帕纳买卢”音译自“หน้าพระเมรุ”，在音译部分存在两类显著的翻译偏误：

偏误一是“音节错位”（结构偏误）。泰文原名“หน้าพระเมรุ”分为三个音节，其顺序为“หน้า”+“พระ”+“เมรุ”，分别对应“纳”、“帕”和“买卢”三个译音。故按泰文音节的顺序，中译名应该为“纳帕买卢”，而非“帕纳买卢”。中译名中“纳”和“帕”两个音节错位。“帕纳买卢寺”这一错误译名最早出现在 1993 年出版的《泰国史散论》中，并一直沿用至 2019 出版的《泰国通史》(珍藏版)，长达近 30 年时间。

偏误二是“语音错译”（语音偏误）。将中文译名“帕纳买卢寺”与“หน้าพระเมรุ”按音节进行一一对比分析可知，“买卢”对应的泰文音节为“เมรุ”。通过查询 พจนานุกรมฉบับราชบัณฑิตยสถาน พ.ศ. 2554（泰国皇家学术院泰语词典, 佛历 2554 年版）(Office of the Royal Society, 2011) 可知，“เมรุ”有两种读音，其一读作“เมน”，其二读作“เม-รุ-”。当“เมรุ”后面没有其他构

词成分时，“เมรุ”是一个音节，“รุ”发前鼻音 /n/，“เมรุ”读作 [Men]，(音似中文的“门”)，例如 บนเมรุ 应读作“Bon Men”。而当“เมรุ”后面还有其他构词成分时，“เมรุ”则读作两个音节，即“เม-รุ-”，“เมรุ”应读作 [Me-Ru-]，如 เมรุมาศ 读作 [Me Ru Mat]。而在“วัดหน้าพระเมรุ”中，“เมรุ”处于词尾，后面没有其他成分，遵循第一种发音规则，“รุ”应读前鼻音 /n/，“เมรุ”应读作 [Men]，因此，“买卢”是基于字面拼写而非实际读音的误译，正确译名应为“纳帕门寺”。

另外，“วัดหน้าพระเมรุ”旧称（全称）为“วัดพระเมรุราชิการาม”。在这个旧称中，“เมรุ”后是有其他构词的，因此，在“วัดพระเมรุราชิการาม”中“เมรุ”应为两个音节，读作 [Me-Ru-]。

那么，段立生先生著作中的“帕纳买卢寺”是否音译自这个旧称（全称）呢？答案是否定的。若“帕纳买卢寺”是译自“วัดพระเมรุราชิการาม”，那么没有理由只音译前半部分“วัดพระเมรุ”，而将后半部分“ราชิการาม”省略。且从音节方面分析，“帕纳买卢寺”与“วัดหน้าพระเมรุ”在音节上能一一对应。此外，在 Duan (1993) 《泰国史散论》及其他相关论文或著作中，“帕纳买卢寺”后的英文标注为“Wat Phra Mainu”，由此英文亦可推知，“帕纳买卢寺”并非从“วัดหน้าพระเมรุราชิการาม”这个旧称音译而来。因为该英文名称亦只音译了“วัดหน้าพระเมรุ”部分，而没有音译“ราชิการาม”部分。故“帕纳买卢寺”是音译自“วัดหน้าพระเมรุ”无疑。所以,段立生先生将“เมรุ”音译为“买卢”是值得商榷的。

3. 音译偏误产生的原因分析

3.1 编纂疏忽导致音节错位，又因不断演习导致固化为权威版本

云南大学泰国研究中心官网的介绍资料显示，段立生先生于 1967 年毕业于北京大学东语系泰语专业。《泰国通史》(珍藏版）前言亦提到：“笔者（段立生）通晓中文、泰文和英文，当然也是一种语言优势。加之我在泰国生活了 10 多年，基本走遍了泰国，具备了关于泰国的人文地理优势”。由以上资料可知，段立生先生毕业于北京大学泰语专业，并曾在泰国工作生活多年，这说明段立生先生是精通泰语的，所以，就排除了音译“วัดหน้าพระเมรุ”时，因不懂泰语而产生音节错位这种低级错误的可能性。

另外，Duan (1986) 在《世界历史》期刊第 8 期曾发表题为《泰国古都大城遗址实地考》的学术论文，也是最早与“วัดหน้าพระเมรุ”相关的论文，在该文中有如下描述：

“纳帕买卢寺（Wat Phra Mainu)。意即皇家火葬场前面的佛寺。据泰文《阿瑜陀耶王朝编年史》的记载，1504 年九世皇拉玛底菩提二世曾在这里修了一座亭子，作为与缅甸勃固王朝频耶兰王（1492-1526 年在位）签署停战协定的见证。该寺的建筑体现了阿瑜陀耶王朝早期的风格，佛堂没有窗户，只凿几条狭长的孔透光，给人一种阴森肃穆的感觉。唯有从正门上端的一个圆孔里透进的一束光，正好照在佛陀身上，仿佛佛陀给人们带来光明和希望。佛堂四周的壁画，除了取材于《罗摩衍那》的神话故事外，还有一些写实的作品，例如驾驶着中国式帆船进行航海贸易的情况，以及一些梳着长辫子的中国人围着戏台看中国古装戏。真实反映了阿瑜陀耶王朝末期旅泰华侨的生活” (Duan, 1986, p. 55)。

从上段引文可见，“วัดหน้าพระเมรุ”被音译为了“纳帕买卢寺”。“纳”和“帕”这两个音节并未出现错位。

而 1993 年，《泰国古都大城遗址实地考》被编入了《泰国史散论》时，上段引文中的“纳帕买卢寺”，第一次变成了“帕纳买卢寺”。同一篇论文，出现在不同时间，不同地方后，同一地名却出现了音节错位的问题。究其根本原因，只能是在编纂论文集《泰国史散论》时，Duan 对上述地名未进行认真的核对，因疏忽导致将“纳帕买卢寺”误写成了“帕纳买卢寺”。另外，由于泰国很多寺庙都是以“พระ”作为其名称的起始词。例如，“วัดพระแก้ว”、“วัดพระศรีมหาธาตุ”、“วัดพระธาตุดอยคำ”、“วัดพระบาทน้ำพุ”、“วัดพระศรีสรรเพชญ์”、“วัดพระสิงห์”、“วัดพระยาสุเรนทร์”等等。导致 Duan 可能产生了记忆偏差，在编纂《泰国史散论》误将“วัดหน้าพระเมรุ”记成了“วัดพระหน้าเมรุ”，从而将“纳帕买卢寺”误写为“帕纳买卢寺”。这种“首因效应”后的疏忽，随着后续《泰国通史》（2005 年版、2014 年版、2019 年版）的不断沿袭，最终固化为权威版本。

3.2 “วัดหน้าพระเมรุ”官方英文转写的干扰

如图 2、图 3 所示，该寺庙官方英文转写通常为“Wat Na Pra Meru Ra Chi Ka Ram”或“WATNAPRAMERU RACHIKARAM”。段立生先生可能受此英文的视觉干扰，将“เมรุ”拼读成了“Me-Ru-”，进而音译为“买卢”，却忽视了“เมรุ”在特定语境下的音变规则。英文之所以将“เมรุ”转写为“Meru”，是因为该英文转写自该寺庙的泰文旧称（全称），“เมรุ”后面还有其他构词成分。在这种情况下，“เมรุ”应该为两个音节，即“Me-Ru-”。这也可以间接印证，下文所提第二个原因“段立生先生可能不甚清楚‘เมรุ’的特殊拼读规则”的观点。



Figure 2 Sign at Entrance to Na Pra Meru Temple

Sources: www.thailandtourismdirectory.go.th/attraction/1457, Retrieved 28 November 2025



Figure 3 Sign inside Na Pra Meru Temple

Sources: www.bloggang.com/m/viewdiary.php?id=pakwan&month=08-2011&date=08&group=15&gblog=24, Retrieved 28 November 2025

3.3 理论视角的缺失与特殊音变的干扰

从 Newmark (1988) 的翻译理论来看，译者在此处过度侧重于“语义翻译”中的形式对应，试图按照“เมรุ”的字面拼写形式（Meru）进行音译，而忽视了语音在实际语境中的交际功能。依前文所述，“เมรุ”有两种发音规则：即“เมรุ”后面没有其他成分时，读作“Men”；“เมรุ”后面有其他成分时，则读为“Me-Ru-”。段立生先生虽精通泰语，且是研究泰国历史文化方面的专家，但在音译“วัดหน้าพระเมรุ”时，极有可能并未向本土泰语专家求证该寺名的读音，而是依所学泰语知识，按照字面“辅音+元音”的形式进行拼读，便将“เมรุ”音译为“买卢”，并将英文转写为“Mainu”。该英文转写虽不完美，但亦可以证明段立生先生是按照字面“辅音+元音”的形式对“เมรุ”进行拼读和译音的。由此看来，译者在翻译时，极有可能并并不知道到“เมรุ”的特殊音变规则，故将“เมรุ”错误音译为了“买卢”。

4.“帕纳买卢寺”误译产生的影响

“失之毫厘，谬之千里”。权威专家的权威著作中的微小偏误往往产生广泛的溢出效应。通过文献追踪显示，“帕纳买卢寺” 的相关内容已被多位学者引用，并产生次生错误。

4.1 “帕纳买卢寺”偏误的进一步传播

Xu (1995) 在《华侨华人历史研究》第一期上发表的《泰国华人社区变迁》便引用了《泰国史散论》中“帕纳买卢寺”的相关内容。如下：

“华人流寓泰国的盛况，还可从帕纳买卢寺保存的历史壁画中见其一斑。该寺保存有粉墨彩绘的壁画，类似于中国传统的工笔画。壁画虽多取材于泰国古典长诗《拉玛坚》的故事，但也有写实的作品。其中一幅画一艘中国式大帆船正在海上航行。船上水手和舵工都是华人装束。这正是大城华人为泰国建造中国式大帆船和代理船运贸易，为泰国发展对外贸易做出贡献的写照。另一幅表现华人的文化生活。画的是演戏的场面一个露天戏台正演出中国的

古装戏，台下是一群华人观众，有的像绅士，有的似小贩，有弓如水手，有的是挑夫，商人等等”(Xu, 1995, p. 47)。

其次，Lin (1995) 在《东南亚华人与中国：经济与社会》一书中。在论述泰国华人时也引用了有关“帕纳买卢寺”的内容。如下：

“……华人流寓泰国的盛况，还可从帕纳买卢寺保存的历史壁画所反映情况，也可窥其一斑。该寺保存有有粉墨彩绘的壁画，类似于中国传统的工笔画。壁画虽多取材于泰国古典长诗《拉玛坚》的故事，但也有写实的作品。其中一幅画一艘中国式大帆船正在海上航行。船上水手和舵工都是华人装束。这正反映大城华人为泰国建造中国式大帆船和代理船运贸易，为泰国发展对外贸易做出贡献的写照” (Lin, 1995, p. 188)。

1996 年在《华侨华人历史研究》期刊第 3 期发表的《大米贸易开放前泰国华人一移民的社会结构》一文，也引用了 Duan (1993) 编著的《泰国史散论》中关于“帕纳买卢寺”的内容。如下：

“在帕纳买卢寺粉墨彩绘壁画中，有一幅绘有海中航行的中国大帆船，其舵工水手均为华人。另一幅反映的则是演出中国戏剧的场面，观众中有不少是华人水手打扮”(Zhang, 1996, p. 66)。

厦门大学博士 Huang (2008) 在博士论文《贸易与移民——清代中国人移民暹罗历史研究》中，同样引用了《泰国史散论》中关于“帕纳买卢寺”的记述。如下：

“从阿育陀耶王朝早期建立的帕纳买卢寺的壁画，也可以再现当时华人在暹罗从事贸易的情景。该寺四周墙上有几幅写实作品，其中一幅画的是中国大帆船正在海中航行，船工舵手皆为华人打扮装束。反映了当时华人不畏风险，梯山航海，往返中暹之间从事贸易的情况” (Huang, 2008, p. 55)。

“据大城王朝早期帕纳买卢寺保存的壁画中，有一幅画是一艘中国式大帆船正在海上航行， 船上水和舵工都足华人装束”(Huang, 2008, p. 71)。

“帕纳买卢寺的另一幅表现华人的文化生活的壁画画的是演戏的场面：一个露天戏台上正演出中国的古装戏，台下是一群华人观众，有的像绅士，有的似小贩，有的是水手，有的是挑夫，商人等等”(Huang, 2008, p. 72)。

Wen 和 Huang (2016) 合作在《观察与思考》上发表的《论泰国佛教建筑文化与中国传统建筑文化的渊源》一文，引用了 Duan (2005) 编著的《泰国文化艺术史》一书中有关“帕纳买卢寺”的内容。引文如下：

“阿瑜陀耶城内的帕纳买卢寺四周墙壁的壁画，保存了一些当时华人在暹罗的生活场景，其中有一幅描绘中国大帆船在海上航行的情况，船工舵手皆为华人打扮，反映了当时华人不畏风险来暹罗贸易的情境”(Wen & Huang, 2016, p. 34)。

Yuan (2017) 出版的著作《中国与南海周边关系史》中，也引用了有关“帕纳买卢寺”的内容，引文如下：

“阿瑜陀耶王朝（1350-1767）早期建筑帕纳买卢寺有幅壁画，画的是演戏面，露天戏台上正演中国古装戏，台下是一群梳长辫的华人观众，有的像绅士，有的似小贩，有的是水手，有的如挑夫，神态各异，呼之欲出，再现了当时的生活”(Yuan, 2017, p. 503)。

Hu (2019) 在《泰国拉达纳哥信时代壁画中的华人生活图景与中国元素》一文，引用了 Duan (2015) 在《泰国阿育陀耶时期的华人社会》一文中关于“帕纳买卢寺”的内容。如下：

“……阿育陀耶城帕纳买卢寺壁画描绘梳长辫的华人观众观看戏台上中国古装戏的场景”(Hu, 2019, p. 27)。

由 Zhou (2002) 主编的《华侨华人百科全书•历史卷》中“阿育陀耶时代暹罗国都的华人社区”条目也引用了“帕纳买卢寺”的相关描述，详情如下：

“……华人长期在暹罗从事海上航运的历史事迹，终于在大城帕纳买卢寺的写实壁画中得到形象化的反映。帕纳买卢佛寺是阿育陀耶时代的早期建筑，寺的四壁均有粉墨彩绘的壁画。壁画虽多取材于古典长诗《拉玛坚》的故事，但也有一些写实的作品。其中有一幅遗存壁画，画的是一艘中国式大帆船正在大海中航行，帆船上的水手和舵工都是华人装束，各司其职，栩栩如生，尽管他们相貌各异，但都注视正前方，生动表现早期华人在暹罗从事海上航运的情景极其贡献。大城帕纳买卢佛寺另一写实壁画，是重现阿育陀耶时代国都大城华人社区的文娱生活。遗存壁画上画的是演戏的场面：一个露天的小型戏台上正在演出中国古装戏。台下是一群华人观众，有些像绅士、老板打扮，有些似工匠、小贩装束，有些如水手、舵工模样，有些可能是杂工和挑夫等等，反映来到暹罗国都的华人从事各种职业、工种”(Zhou, 2002, p. 5)。

另外，《中国大百科全书》（第三版网络版）在“阿育陀耶历史公园”条目下，也引用了“帕纳买卢寺”的相关内容，如下：

“……帕纳买卢寺（Wat Phra Mainu）是阿育陀耶王朝早期风格的寺院，建有阿育陀耶王朝和缅甸勃固王朝签署停战协定的见证，寺内壁画有《罗摩衍那》的神话故事和航海贸易的写实作品，包括阿育陀耶王朝末期旅泰华侨的观戏日常生活”(Zhang, 2026)。

此外，在“帕纳买卢寺”这一偏误也被收入“中国百科网”的“阿瑜陀耶历史公园”条目中。“帕纳买卢寺（Wat Phra Mainu）”这一译名被正式收录于‘阿瑜陀耶历史公园’条目下。揭示了该偏误在国内学术话语体系中的合法化来源。也印证了 Wang (1997) 所言，权威辞书的定名往往产生长效的路径依赖，导致后续翻译研究在缺乏对发音考据的情况下，陷入了“误读递归”的学术传承困境。

通过以上学术文献的追踪和梳理可见，众多学者在研究泰国华人历史时，均直接或间接引用了段立生先生在各类著作中关于“帕纳买卢寺”及其壁画描述。从上个世纪 90 年代中叶至本世纪 20 年代这 30 年间，一直有学者引用这一内容，但却从未有人指出其存在的偏误，这也使得该偏误存在进一步传播的可能性。且通过对各类学术著作中关于“帕纳买卢寺”这一偏误引用的梳理，也呈现了这一偏误从产生到固化的过程。如图 4 所示：

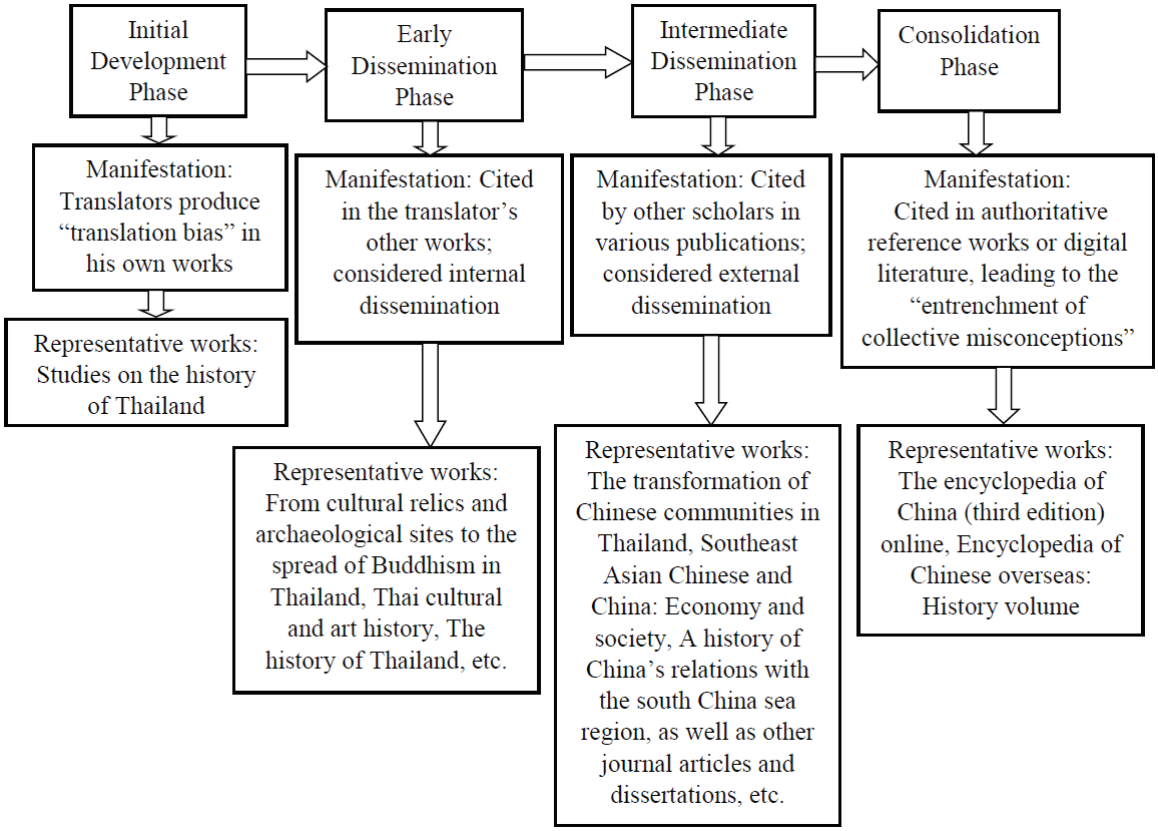


Figure 4 Diagram Illustrating the Stages of the Translation Errors of “Pa Na Meru Temple”

Sources: Created by the author

4.2 产生次生错误：地理位置混淆

Zhang (2008) 在其博士论文《移民族群艺术及其身份：泰国潮剧研究》中也引用了《泰国史散论》中有关“帕纳买卢寺”的内容。其文如下：

“除文字记载之外，泰国佛寺壁画亦可见证潮剧在泰国的演出。阿瑜陀耶王朝（1350-1767 年）早期建筑帕纳买卢寺有幅壁画，‘画的是演戏场面，露天戏台上正演中国古装戏，台下是一群梳长辫的华人观众，有的像士绅，有的似小贩，有的是水手，有的如挑夫，神态各异，呼之欲出。再现了当时的生活’” (Zhang, 2008, p. 22)。

Zhang (2008) 不仅在博士论文中引用是“帕纳买卢寺”这一名称。而且还对该寺名加了脚注：“位于距离曼谷以西大约 58 公里的佛统府”(Zhang, 2008, p. 22)。Zhang (2010) 的另一篇论文《从地方戏曲到国家艺术——潮剧在泰国的身份研究》，同样引用了上述内容，并做了同样的注释。实际上，这个注释也是有待商榷的。从段立生先生的论文或著作中可清楚知道，该寺庙位于曼谷北部的大城府，而非曼谷西部的佛统府。

为了进一步确认“位于距离曼谷以西大约 58 公里的佛统府”这一注释是否正确，本研究对佛统府内的寺庙进行了调查，调查结果显示，在佛统府内确实存在一座与“帕纳买卢寺”或“วัดหน้าพระเมรุ”名称相近的寺庙，其名为“วัดพระเมรุ”，可音译为“帕门寺”；即便按照段立生先生的音译方法，将“เมรุ”音译为“买卢”，“วัดพระเมรุ”也不是“帕纳买卢寺”而是“帕买卢寺”，显然两者的名字并不一样，佛统府的寺庙名少了“หน้า（纳)”这个音节。由此可以确定，Zhang (2008) 的注释“位于距离曼谷以西大约 58 公里的佛统府”应该是错误的。且如图 4 所示，“วัดพระเมรุ”早已破败废弃，如今只剩下寺庙建筑的基座残迹，所以更不会有壁画之类存留。



Figure 5 The Ruins of “Wat Phra Men” in Nakhon Pathom

Sources: http://tolopoti.npru.ac.th/page.php?id=2-5, Retrieved 28 November 2025

由 Zhang (2008) 博士论文和期刊论文中对 Duan (1993)《泰国史散论》的引用及增加的注释可见，在引用过程中，还会在“帕纳买卢寺”音译偏误的基础上产生其他更严重的错误。且由于错误信息的累加，后人难以回溯正确的信息，最终会导致以讹传讹。为了防止次生偏误的形成与传播，学者在引用过程中应该加强对原始信息的正确性和准确性验证机制。

通过 4.1 及 4.2 的梳理，仅在本研究能追踪到范围内，“帕纳买卢寺”这一偏误在中国学术界被直接或间接引用了 10 次。相信还有其他未能查找到的学术文献引用，在不断的引用过程中，尤其是被《中国大百科全书》这类权威性著作引用，这一偏误便被合法化，从而使

得学术界对其的正确性和准确性不再产生疑问，也使得这一偏误会在合法化的外表下，可能存在在学术界被进一步传播的风险，最终使得这一偏误被“集体误认”，难以再追溯其原始信息，造成偏误影响的“溢出效应”。

讨论

《泰国通史》（珍藏版）中“帕纳买卢寺”的误译，虽属细节瑕疵，但其在学术界的长期流传与衍生错误不容忽视。研究通过文献追踪证实，这一始自 1993 年的偏误，历经 30 多年，未见有学者指出，且先后被多位学者在其论文与专著中引用，可能导致了错误信息的学术传播与扩散，并存在产生新的关联性错误的风险（如地理位置标注错误）。“帕”和“纳”音译错位偏误，致使后世学者难以回溯原寺庙名称，故该偏误也导致了“帕纳买卢寺”这一寺庙名丧失了作为地理名词的实用性和指位性特征。而语音偏误，虽然译者在尽力追求语音形式上的对应性，但译者完全忽视了“เมรุ”的特殊音变规则。从 Nida (1964) 提出的翻译功能对等理论来看，该中译名的偏误不仅割断了译出语与译入语之间的联系，而且也导致了“帕纳买卢寺”这个中译寺庙名在译出语与译入语之间的等效性，通过这个中译寺庙名，读者是很难回溯原寺庙信息的。

“帕纳买卢寺”这一偏误被《中国大百科全书》（第三版，网络版）、《华侨华人百科全书》以及中国百科网等权威核心文献收录和引用，使其“合法化”得以固化，这恰恰印证了 Wang (1997) 关于“翻译参与文化认同构建”的观点。由于早期泰学翻译史中“回译机制”的缺失，导致此类偏误在学术话语体系中长效留存，且在后续学术传播中反客为主，替代了地理学意义上的准确称谓，构成了泰汉翻译史中值得关注的文化现象。因此，本文不仅是地名纠错研究，更是对 Wang (1997) 所倡导的“翻译文化史”视域下知识传播失真现象的一次实证微观剖析。

另外，在网络上（YouTube）中，对“วัดหน้าพระเมรุ”的中文翻译为“纳普拉门寺”，该中译名与“帕纳买卢寺”相比较，在翻译策略或方法上均是音译+意译，“纳普拉门”是对“หน้าพระเมรุ”的音译，但在该音译中有一点需特别指出，即“普拉”是对“พระ”的音译，由于“พร-”属于复合辅音，且在“พ/p/”音后有弹舌音“ร/r/”，所以 YouTube 视频中将“พระ/pr/”音译为“普拉”，这只是译者的个人习惯或个人翻译偏好而已，不能算是偏误。在泰译中的各类文献资料中，“พระ”通常会音译为“帕”，如 วัดพระสิงห์ 一般翻译为“帕邢寺”；วัดพระนั่งดิน 翻译为“帕南丁寺”。所以，将“วัดหน้าพระเมรุ”翻译为“纳普拉门寺”，并没有偏误，只是译者个人发音习惯而已；相比之下，“帕纳买卢寺”这一译名用译者个人习惯或翻译偏好难以解释，实则存在着明显偏误。

本研究通过文献溯源，中泰文献比较，语音分析等方法分析了“帕纳买卢寺”这个中译寺庙名存在的偏误类型、原因及影响，为纠正 Duan (2019) 的《泰国通史》（珍藏版）这一重要著作中的具体翻译偏误提供了详实的语言学证据，有助于阻断这一偏误的进一步传播。同时，通过对这一典型案例的研究，再次强调了学术著作中专有名词翻译的严谨性和准确性的重要性。权威文本中的微小偏差，经引用链条放大后，其溢出效应是广泛而深远的。

另外，本研究将“权威学术文本中的翻译偏误”作为一个具体研究议题进行系统剖析，补充了现有地名翻译研究多集中于翻译策略归纳研究，而缺乏对学术文本中典型翻译偏误案例研究及深度溯因的空白，也为历史、文化领域的专名翻译实践与校验提供了可操作的分析框架，如语序核对、特殊发音规则考证、多语文献平行对比等，强调了回归源文本进行核验的必要性。学术翻译，尤其是涉及小语种与复杂文化专有名词翻译时，不仅需要宏观理论方面的研究，更需要对微观文本细节保持高度的敏感性与严谨。

研究不足与建议

本研究虽然对“วัดหน้าพระเมรุ”这一专有名词在《泰国通史》（珍藏版）中的中文音译名“帕纳买卢寺”翻译偏误进行了深入分析。但本研究依然存在诸多不足。

1. 样本量单一。研究仅聚焦于一个具体的中文译名，即“帕纳买卢寺”，不足以反映《泰国通史》及其他更为广泛的学术著作中翻译问题的全貌。结论的普遍性有待更多案例进行验证。

2. 偏误原因分析的局限性。研究中对偏误成因的分析主要基于文本对比与合理推断，缺乏对 Duan 本人或当时编辑出版《泰国史散论》过程的一手访谈资料进行作证。

3. 该偏误影响的量化不足。研究主要是通过列举引用“帕纳买卢寺”相关内容的文献进行论证该误译的传播和影响，缺乏采用文献计量学等方法对引用的广度、频率及网络进行量化分析，对该翻译偏误的影响评估偏于定性。

基于以上不足，提出如下建议：

1. 扩展研究范围，增大样本量。同对《泰国通史》中其他专有名词，或其他学术著作中的专有名词（人名、地名、官职等）进行系统筛查和检验，确定是否存在翻译偏误现象，并建立误译类型资料库，分析其主要成因。同时，涉及学术著作中小语种与复杂文化的专有名词翻译时，应该建立更有效的“译者——编辑——同行专家”多方核验机制，以防止任何偏误的产生。

2. 采用综合的研究方法，提高研究结果的可信性。在文本分析的基础上，还可尝试对译者、编辑、出版方进行访谈或问卷调查，深入了解学术翻译、编辑、出版流程中的质量把控措施及存在的潜在漏洞。

3. 深化学术著作中翻译偏误的影响研究。利用引文数据库，对关键误译进行跟踪，量化分析其在不同时期、不同学科文献中的传播路径与影响强度，更科学地评估学术纠偏的紧迫性与优先级。

4. 推动实践应用。在数字学术时代的今天，应该倡议学术界与出版界合作，探索创建一个开放、可修正的“东南亚研究学术专有名词译名”动态数据库，以减少翻译偏误及因袭性错误，从源头提升翻译准确性。

总结

本研究以 Duan (2019) 的权威著作《泰国通史》（珍藏版）为个案，聚焦其中“帕纳买卢寺”这一专有名词的翻译问题。通过文献溯源发现最早出现该翻译偏误的著作是《泰国史散论》，并通过文献梳理与汉泰文献平行比较分析的方法，系统识别并剖析了该中译名存在的两类偏误：其一结构偏误，即将“วัดหน้าพระเมรุ”中的“หน้าพระ”误译为“帕纳”，正确语序应为“纳帕”；其二语音偏误，即将“เมรุ”误译为“买卢”，其标准发音应近似于“门”。

研究进一步分析了造成偏误的原因。音节错位偏误极可能源于作者在编纂《泰国史散论》时的疏忽或记忆偏差。这与 Wongranu (2017)“在翻译过程中，疏忽是导致翻译偏误的另一原因”。的观点基本一致。语音对译偏误则归因于两个因素：一是受寺庙官方英文转写形式的影响；二是作者对泰语“เมรุ”一词在特定语境下的音变规则掌握不足所致。

总之，《泰国通史》（珍藏版）中“帕纳买卢寺”的误译，虽是细微的翻译偏误，但其在学术界流传长达 30 年之久，并衍生出了次生错误，故不应被忽视。本研究也证实，该偏误由早期编校疏忽及对泰语特殊变音规则掌握不全所致。研究聚焦于该偏误，只期望能使之纠正，并阻断其在学术界的传播。通过纠正这一“创造性叛逆”带来的历史偏误，本研究旨在恢复学术话语中的“名实一致”，完善谢天振译介学框架下地名翻译的标准化研究。同时也期望能唤起学术界对学术著作中重要信息，特别是从其他语言音译或意译而来的内容的准确性的重视。当然，《泰国通史》（珍藏版）的微小瑕疵并不能否定和掩盖《泰国通史》（珍藏版）在学术上的价值，也不能否定 Duan 在东南亚历史文化研究领域的权威性和重要地位。

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中国赴东南亚读博者的路径选择逻辑与群体差异
——基于学术资本的质性研究

THE LOGIC OF PATHWAY CHOICE AND GROUP DIFFERENCES AMONG CHINESE STUDENTS PURSUING DOCTORAL STUDIES IN SOUTHEAST ASIA: A QUALITATIVE STUDY BASED ON ACADEMIC CAPITAL

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摘要

研究目的：在高校教师队伍“博士化”和博士学位门槛强化背景下，赴东南亚读博成为部分中国在职教师和教育工作者的现实选择。本文旨在分析其路径选择逻辑及群体差异。

研究设计/方法/途径：研究采用质性研究方法和扎根理论策略，基于 30 名中国赴东南亚读博者及博士毕业生的深度访谈资料展开编码分析。

研究结果：研究发现，赴东南亚读博并非简单的留学目的地替代或低门槛学历补位，而是在制度压力、路径可达性、家庭——工作责任与自我发展期待交织下形成的策略性选择，其过程表现为压力触发、机会识别、路径比较、成本权衡、风险估算和决策确认。根据主导动因与初始学术资本差异，受访者可归纳为学术追求型、制度压力型、经济理性型和家庭——工作兼顾型四类。

创新性与价值：研究认为，相似制度背景下的行动差异，源于个体初始学术资本、职业处境、家庭责任和风险承受能力的交互作用。

关键词：学术资本 路径选择 东南亚博士 跨国博士教育 群体差异

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Abstract

Purpose: Against the backdrop of the "doctoralization" of China's academic workforce and the growing credential function of doctoral degrees, pursuing doctoral study in Southeast Asia has become a viable option for some Chinese in-service teachers and education practitioners. This article examines their pathway choice logic and group differences.

Study Design/Methodology/Approach: Using a qualitative approach and a grounded theory strategy, the study analyzes in-depth interview data from 30 Chinese doctoral students and graduates who pursued doctoral degrees in Southeast Asia.

Findings: The findings show that this pathway is neither a simple substitution of study destination nor merely a low-threshold route to credential acquisition. Rather, it is a strategic choice shaped by institutional pressure, pathway accessibility, family–work responsibilities, and expectations of self-development. The decision-making process involves pressure triggering, opportunity identification, pathway comparison, cost weighing, risk assessment, and decision confirmation. Based on primary motivations and initial academic capital, participants are classified into four ideal types: academically oriented, institutionally pressured, economically rational, and family–work balancing.

Originality/Value: The study concludes that differentiated actions under similar institutional conditions result from the interaction of initial academic capital, occupational situation, family responsibility, and risk tolerance.

Keywords: Academic Capital, Pathway Choice, Southeast Asian Doctorates, Transnational Doctoral Education, Group Differences

引言

21 世纪以来，全球高等教育流动格局在“中心——边缘”结构持续分化的同时，也呈现出新的区域性调整趋势。传统欧美国家仍占据博士教育流动中的核心位置，但一些非传统留学目的地正在区域合作深化、教育国际化推进和办学供给扩张的背景下进入博士生流动视野 (Altbach & Engberg, 2014)。与此同时，国际学生流动持续增长，博士阶段国际学生的集中度更高，亚太区域的资格互认和跨境高等教育合作也在不断加强 (The Organisation for Economic Co-operation and Development [OECD], 2025; The United Nations Educational, Scientific and Organization [UNESCO], 2025)。在这一背景下，东南亚国家凭借较为灵活的培养安排、相对较低的留学成本以及较近的文化与地缘距离，逐渐成为部分中国学生攻读博士学位的重要去向。

这一变化并不只是留学目的地的替代，更与中国高等教育体系内部的人才评价逻辑、职业竞争结构及发展机会重组密切相关。近年来，随着高校教师队伍学历结构持续提升和岗位竞争不断强化，博士学位日益被部分在职教师和教育工作者视为影响高校招聘、职称晋升、岗位稳定与职业延展的重要资格条件。对大量已经在职、同时承担家庭责任与职业压力的教师和教育

工作者而言，博士教育不再只是单纯的学术训练过程，而越来越成为资格补足、职业延展与发展机会重组的重要路径。在这一现实情境中，东南亚博士教育之所以受到关注，并不主要因为其象征意义上的“替代性”，而在于它为部分个体提供了一条在多重约束中仍可推进的发展路径。

如果仅从学历获取或一般意义上的留学动机来理解这一现象，显然是不够的。对中国赴东南亚读博者而言，真正值得追问的问题并不只是“为什么去”，而是他们为何会在多重结构约束下将东南亚博士教育理解为一条值得投入的路径，以及这一判断如何与其对博士学位、学术训练和未来发展机会的想象相联系。从这一意义上说，赴东南亚读博并不是一个单纯的地理流动问题，而是一个与制度环境、职业处境、家庭责任和资本期待交织在一起的发展决策问题。

学术资本视角为解释中国学生赴东南亚读博现象提供了更具针对性的分析工具。相较于通常用于解释教育投资收益、技能积累与劳动力市场回报的“人力资本”概念，“学术资本”更能把握博士教育深度嵌入学术场域与组织评价体系的特殊性。博士教育并非一般意义上的能力训练或学历提升，而是围绕知识生产、学术规范、组织认可与身份形成展开的复合过程。个体在其中获得的并不只是可度量的知识与技能，还包括研究规范、学术表达方式、导师背书、同行网络、项目声誉以及学位合法性等具有场域属性和评价依赖性的资源。本文以布迪厄的资本理论为基础，借鉴高等教育研究中关于 Academic Capital 与 Doctoral Capital 的讨论，将“学术资本”界定为个体在特定学术场域及其相关评价场域中，通过博士培养、知识生产、学术社会化与跨场域互动所积累，并在一定条件下获得学术共同体、组织制度与职业评价体系认可，进而转化为发展机会、职业位置与身份优势的资源总和 (Bourdieu, 1986; Naidoo, 2004; Walker & Yoon, 2017; Smith & Walker, 2024)。对于中国赴东南亚读博者而言，博士学位之所以具有吸引力，并不只因为它是一张学历证书，更因为它被理解为能够重塑职业位置、提升学术身份和争取发展机会的制度化文化资本。

研究目的

基于此，本研究主要回答以下问题：

1. 在博士学位门槛持续强化、国内读博机会有限以及工作与家庭责任并存的情况下，部分中国在职教师和教育工作者为何会将东南亚博士教育视为一条现实可行的发展路径？

2. 在相似的制度背景和现实约束下，不同个体为何会形成差异化的路径选择逻辑？

围绕这两个问题，本文并不将赴东南亚读博理解为单一的留学目的地选择，也不将其简化为低门槛学历获取行为，而是将其视为个体围绕博士学位这一制度化学术资本进行机会识别、路径比较与风险权衡的策略性决策过程。本文关注的重点不是对东南亚博士路径作一般意义上的价值判断，而是解释个体如何在特定职业场域、家庭责任和学术资本期待之中，将这一路径理解为一种可以进入、可以推进，并可能转化为后续发展机会的行动方案。

文献综述

国际学生流动研究

国际学生流动一直是高等教育研究中的重要议题。相关研究较早从人口迁移与教育流动的角度讨论学生为何跨越国境接受高等教育，其中推拉理论长期构成解释留学目的地选择的重要框架。既有研究从高等教育质量、经济发展水平、奖学金制度、文化相近性、语言邻近性和地理距离等方面，较为充分地识别了影响国际学生流动的关键因素 (Mazzarol & Soutar, 2002)。特别是在发展中国家学生流向发达国家的研究中，推拉理论较好揭示了来源国教育机会不足、目的地国教育资源优越、就业回报更高等因素如何共同作用于留学选择。

但基于推拉理论的国际学生流动研究仍有明显局限。其一，现有研究对推力与拉力因素的识别较多，但对这些因素之间的层次关系、作用机制及其相对重要性缺乏更深入的整合。其二，研究重心长期放在发展中国家学生向发达国家的纵向流动上，对发展中国家之间、区域内部以及非传统目的地之间的横向流动关注不足。Lee (2017) 有关中国学生赴韩国留学的研究已提示，国际学生流动并不只是 “由南向北” 的单向迁移，也存在明显的区域间相互流动逻辑。其三，在解释层面，既有研究更多从政治、经济与教育等宏观维度分析流动现象，对个体如何在多重现实约束下进行策略性判断关注不够。推拉理论能够解释东南亚为何会成为一个具有吸引力的留学目的地，但对于哪些人会选择这一路径、他们是在何种制度约束下作出判断、又如何将这一选择转化为现实行动，仍缺乏足够的解释力。

近年已有研究开始直接关注中国学生赴东南亚发展中国家攻读博士的决策过程。Li et al. (2025) 指出，马来西亚、泰国和菲律宾等东南亚发展中国家，正成为部分中国学位申请者的 “替代性博士路径”；Zheng et al. (2026) 进一步从情境化视角分析了中国学生赴东南亚发展中国家攻读博士的决策过程；Zheng (2026) 则讨论了中国学生赴东南亚发展中国家读博过程中的学习经历类型分化与形成机制。这些研究为理解该现象提供了重要基础，但现有成果要么更偏向推拉因素或决策情境分析，要么更偏向学习经历与适应问题，对 “学术资本——策略性路径选择——群体差异机制” 的整合解释仍有拓展空间。

博士生培养与发展研究

与国际学生流动研究相比，国内博士生培养与发展研究更关注博士教育内部的制度安排、培养过程与成长机制。近年来，相关研究的重心已逐渐从招生制度、培养体制和学位授予规范，扩展到博士生在培养过程中的学术成长、研究训练、导生关系、学术归属感、身份建构以及学业完成状况等方面。已有研究普遍认为，博士生发展并不是由课程学习和学位完成构成的线性过程，而是一个受到制度环境、导师支持、学术共同体融入、研究能力训练以及个体背景差异共同影响的复杂过程 (Gardner, 2008; Weidman et al., 2001)。

这一研究取向为理解博士培养提供了重要基础，但其典型研究对象仍主要是国内培养

体系中的全日制博士生。相比之下，中国赴东南亚读博者作为一种嵌入职业岗位、家庭责任与跨国流动现实的非传统博士群体，其经验并不局限于校内培养，而是贯穿留学决策、跨国培养与回流再配置的连续路径。若直接套用一般博士生发展研究框架来解释中国赴东南亚读博现象，容易把这一群体的经验过度缩减为“培养阶段的问题”，从而忽略其路径选择本身所具有的制度性和策略性。Golde (2005) 与 Lovitts (2002) 的研究也提示，博士生的发展结果并不能仅用学生个体能力解释，而与院系制度、学科文化和组织支持密切相关。这意味着，对于嵌入职业、家庭与跨境流动情境中的在职博士群体，更需要从前置决策与结构约束出发理解其博士路径。

学术资本视角

要更充分地解释中国赴东南亚读博者的行动逻辑，有必要引入学术资本视角。与强调教育投资收益和劳动力市场回报的人力资本概念相比，学术资本更适合把握博士教育这一深度嵌入学术场域及组织评价体系的特殊过程。博士教育并非一般意义上的能力训练或学历提升，而是围绕知识生产、学术规范、组织认可与身份形成展开的复合性过程。在这一过程中，个体获得的并不只是可度量的知识与技能，还包括研究规范、学术表达方式、导师背书、同行网络和学位合法性等具有明显场域属性与评价依赖性的资源 (Bourdieu, 1986; Naidoo, 2004)。

从这一视角出发，博士学位之所以成为中国部分在职教育工作者高度重视的目标，不仅因为它能够带来学历提升，更因为它在高校职业场域中承担着制度化文化资本的功能。它既关系到能否进入或留在高校竞争序列之中，也关系到研究能力提升、学术身份形成和后续发展机会的重组。正因为如此，中国赴东南亚读博者并不是在做一个抽象的出国留学决定，而是在围绕博士学位这一制度化文化资本进行资源判断、路径比较与风险权衡。

学术资本视角的另一价值在于，它能够把“路径选择”与“群体差异”联结起来。并不是所有面临博士化压力的人都会选择东南亚路径，也不是所有选择东南亚路径的人都基于同一判断标准。不同个体在初始学术资本、家庭责任承担和职业处境方面存在差异，这些差异会影响其对不同读博路径的比较方式与风险偏好。因此，赴东南亚读博并不是同质化决策，而是不同类型个体围绕学术资本获取形成的差异化路径选择。

通过上述文献梳理回顾可以看到，国际学生流动研究能够为理解东南亚博士路径提供宏观背景，博士生培养与发展研究能够为分析博士成长机制提供重要参照，但两者都不足以单独解释中国赴东南亚读博者这一特定群体的路径选择逻辑。前者更擅长解释“哪些国家更具吸引力”，后者更擅长解释“博士生在培养过程中如何发展”，而本研究所关注的，恰恰是嵌入制度门槛、职业竞争、时间成本与家庭责任之中的个体，为何将东南亚博士教育识别为一条现实可达的发展路径。

因此，本研究将学术资本作为核心分析视角，不把赴东南亚读博仅仅理解为一般意义上的留学目的地选择，而是将其视为个体围绕博士学位这一制度化文化资本所作出的策略性路径

决策。在此基础上，本文进一步从动因结构与初始资本起点差异出发，分析不同个体何以形成不同的路径选择类型。

本文并不将“学术资本”仅作为说明博士教育价值的宏观概念，而是将其操作化为读博者在路径选择阶段形成的三类资本期待。

1. 制度化学术资本期待，主要指个体希望通过博士学位获得学历认证、岗位准入、职称晋升、人才评价和组织认可资格。对于在职教师和教育工作者而言，博士学位在很多情况下并不是一般意义上的学历提升，而是进入或维持高校职业竞争序列的制度化资格。

2. 能力型学术资本期待，主要指个体希望通过博士培养补足理论基础、研究方法、论文写作、学术表达和问题意识等方面的不足。这类期待并不直接表现为证书获得，而是指向博士学习过程中研究能力和学术身份的生成。

3. 关系与声望型学术资本期待，主要指个体希望通过院校声誉、项目口碑、导师支持、同侪网络、跨国学习经历和学位合法性获得身份认可与机会拓展。这一维度尤其能够解释为什么受访者在选择东南亚博士路径时，不仅比较学费和时间，也会反复考虑学校层次、认证风险、社会评价和回国后的组织认可。

这三类期待的区分并非凭空设定。Bourdieu (1986) 在讨论文化资本时曾指出，它并非一个同质性的概念，而是以制度化状态（学术资格与文凭）、身体化状态（内化的知识、能力与惯习）和客观化状态（文化物品）三种形式存在。本文所区分的三类资本期待——制度化学术资本期待、能力型学术资本期待、关系与声望型学术资本期待——三者分别对应博士学位的资格功能、研究训练的能力生成，以及院校声誉与学术网络带来的象征增值，正是从布迪厄这一框架中获得的启发。后续关于“博士资本”的讨论 (Walker & Yoon, 2017) 也表明，博士阶段的资本积累本就是多面向的复合过程，而非单一的学历获取。在此基础上，将学术资本操作化为三类期待，是为了更精确地捕捉不同个体在决策阶段对博士路径所承载的不同价值维度的差异化判断。

据此，本文所分析的并不是博士毕业后已经形成的资本存量，而是读博者在决策阶段围绕未来学术资本可能获得、被承认和被转换所形成的预期判断。成本、时间和学习形式等因素在本文中并不构成独立的人力资本解释框架，而是个体判断学术资本获取路径是否可达、可承受和可转换的重要条件。

而要将上述三类资本期待落实到具体的路径选择分析中，还须先厘清一个前提性问题：东南亚博士教育作为一个跨国学术场域，其运行规则究竟有何特殊性？这里的“特殊性”无关培养质量的高低，而是指该场域在准入条件、培养节奏和资格认证等层面，呈现出一种不同于国内学术场域和欧美传统留学场域的规则组合。

先看准入规则。国内博士招考以严格限额和激烈竞争著称，欧美名校则对研究计划与

学术背景设有严苛筛选，相比之下，部分东南亚博士项目在语言成绩、入学考试和前置学历要求上留有更大的弹性空间。恰恰是这种弹性，使得那些学术资本存量不足、却面临明确职业资格压力的在职申请者，获得了进入博士培养通道的可能。再看培养过程的安排。该场域中许多项目采用集中授课、假期制或模块化形式，实质上构建了一种“非连续性”的培养节奏。这直接回应了在职群体无法长期脱产的结构性约束，使博士学习得以嵌入既有的职业与家庭秩序之中，而非取而代之。至于学位资格的效力，问题则更加微妙。东南亚博士学位的最终价值并不完全由该场域内部的标准决定，很大程度上要看它能否通过中国教育部留学服务中心的认证，以及能否被国内高校的职称评审体系所接纳。换言之，该场域的一条核心运行逻辑是“外部合法性优先于内部声望”——个体在选择时，首要权衡的往往不是项目在东南亚本土的学术口碑，而是那张学历证书回国之后究竟“管不管用”。

这三重规则交织在一起，使东南亚博士教育在中国部分在职教师群体眼中呈现为一种独特的机会结构：它既提供了国内和欧美路径难以比拟的可达性，又将认证风险与组织认可的不确定性转嫁给了个体。正是在这个意义上，本文所分析的“路径选择逻辑”，本质上就是个体在解读上述场域规则之后，对其可行性、成本与风险所作出的差异化判断。

研究方法

本研究采用质性研究取向，以扎根理论作为主要研究策略，对中国赴东南亚读博者的路径选择逻辑进行分析。之所以采取这一方法，是因为赴东南亚读博并不是由单一变量驱动的教育选择问题，而是生成于制度门槛、职业竞争、家庭责任、时间成本与发展期待相互交织的复杂情境。若仅依赖定量研究对若干影响因素进行变量化测量，固然能够识别某些统计意义上的相关关系，却难以深入揭示个体如何在多重约束下进行现实判断、路径比较与策略性选择。相比之下，质性研究更有助于进入受访者的经验世界，把握其行动逻辑、情境解释与意义建构过程。

本研究的经验资料主要来自对 30 名赴东南亚攻读博士学位的中国博士生或博士毕业生的深度访谈，并结合相关文本资料进行辅助分析。研究采用目的抽样与滚雪球抽样相结合的方式确定受访者，以尽可能覆盖不同国家、不同院校类型、不同学科及不同职业背景。访谈资料经清洗整理后形成可分析文本，为遵循保密原则，本文统一以 A1-A30 进行匿名编号。

在资料收集方式上，研究者于 2024 年 11 月至 2025 年 1 月期间以面对面访谈和在线视频访谈相结合的方式开展半结构式深度访谈。访谈并非围绕单一问题展开，而是重点追踪受访者从“决策赴东南亚读博——进入项目——适应培养环境——理解博士学习意义与职业规划”的连续经历。访谈提纲在资料收集过程中根据前期访谈中显现出的新议题不断调整，以便在“边访谈、边分析、边修订”的过程中持续强化对核心问题的追问。

Table 1 Basic Information of Interview Participants

No.	Gender	Age	Duration	Education	Field	Work Background	Institution
A1	Female	35	1 year	211 BA+MA	Ethnic Policy	Public university (resigned)	Universiti Putra Malaysia (public)
A2	Male	29	2 years	Non-211/985	Communication	Private university	Krirk University (private)
A3	Male	34	3 years (graduated)	Non-211/985	Regional Economics	Public university	Rajamangala University of Technology Tawan-ok (public)
A4	Male	32	3 years (graduated)	Non-211/985 BA; 211 MA	Education	Public university (resigned)	UCSI University (private)
A5	Female	29	3 years	Non-211/985	Education	Private university	Mahasarakham University (public)
A6	Female	31	3 years (graduated)	Non-211/985	Music	Public university	Mahidol University (public)
A7	Male	33	3 years	Non-211/985	Educational Management	Public university	Panyapiwat Institute of Management (private)
A8	Female	31	3 years	211 BA+MA	Educational Management	Public university	Universiti Kebangsaan Malaysia (public)
A9	Female	30	3 years	Non-211/985	Business Administration	Public university	Dhurakij Pundit University (private)
A10	Male	33	3 years	Non-211/985 BA; Thai MA	Educational Leadership	Public university	Assumption University (private)
A11	Female	33	3 years	Non-211/985	Educational Management	Public university	Panyapiwat Institute of Management (private)
A12	Male	43	1 year	Non-211/985	Business Administration	Public university	Dhurakij Pundit University (private)
A13	Male	31	3 years	Non-211/985	Education	Public university	UCSI University (private)
A14	Male	30	3 years (graduated)	211 BA+MA	Business Administration	Public university	INTI International University (private)
A15	Female	31	4 years (graduated)	Non-211/985 BA; Thai MA	Management	Public university	Asia Pacific University of Technology & Innovation (private)
A16	Male	32	3 years (graduated)	Non-211/985 BA; Italian MA	Educational Management	Educational institution	Panyapiwat Institute of Management (private)

Table 1 Basic Information of Interview Participants (Cont.)

No.	Gender	Age	Duration	Education	Field	Work Background	Institution
A17	Female	34	2 years	Non-211/985	Management	Public university	Shinawatra University (private)
A18	Female	29	3 years (graduated)	Non-211/985	Music Education	Private university (resigned)	University of Perpetual Help System DALTA (private)
A19	Female	27	4 years (graduated)	211 BA; UK MA	Education	Public university	Universiti Putra Malaysia (public)
A20	Female	29	4 years (graduated)	211 BA+MA	Sociology of Education	Public university	Universiti Kebangsaan Malaysia (public)
A21	Female	30	4 years (graduated)	211 BA; UK MA	Education	Public university	Universiti Putra Malaysia (public)
A22	Male	39	2 years	Non-211/985	Educational Leadership	Public university	Assumption University (private)
A23	Female	29	3 years	Non-211/985 BA; UK MA	Educational Management	Public university	National Institute of Development Administration (public)
A24	Female	37	5 years (graduated)	211 BA+MA	Cultural and Arts Management	Public university	Burapha University (public)
A25	Female	30	3 years	Non-211/985 BA; 211 MA	Sociology of Education	Public university	Universiti Kebangsaan Malaysia (public)
A26	Male	34	2 years	Non-211/985 BA; 211 MA	Communication	Public university	Universiti Putra Malaysia (public)
A27	Female	28	3 years (graduated)	Non-211/985	Business Administration	Public university	University of the Visayas (private)
A28	Male	34	3 years (graduated)	Non-211/985	Business Administration	Private university	University of Perpetual Help System DALTA (private)
A29	Female	36	3 years (graduated)	Non-211/985	Art Studies	Public university	Krirk University (private)
A30	Male	40	3 years (graduated)	Non-211/985	Education	Public university	Bulacan State University (public)

在资料分析上，本研究主要遵循开放编码、主轴编码与选择性编码的基本步骤。首先，通过对访谈文本进行开放编码，提取受访者在谈及读博动因、现实约束、路径比较和发展期待时所呈现的概念单元；其次，在主轴编码阶段，将相互关联的概念整合为若干更高层次的范畴，如制度压力、路径可达性、时间协调和自我发展愿望等；最后，在选择性编码阶段，围绕“学术资本期待下的策略性路径选择”这一核心命题，对各范畴之间的逻辑关系进行统整。

Table 2 Formation of Core Categories (Selected Examples)

Open Coding	Axial Coding	Core Category
Promotion to academic rank; hard threshold for position competition; anxiety about the doctoral opportunity window; need for security in an established position	Institutional pressure and opportunity structure	Strategic pathway choice under expectations of academic capital
Competition for domestic doctoral admission; scarcity of quotas; cost-benefit trade-offs; institutional/program reputation endorsement	Pathway accessibility and input-output trade-off	
Non-full-time study; appeal of intensive teaching sessions; need for stable family income; inability to interrupt employment	Study arrangement compatible with family and work responsibilities	
Perceived weak academic foundation; desire to strengthen theoretical foundation and research competence; pursuit of researcher identity	Aspirations for self-development and imagined academic identity	

研究结果

基于对 30 名受访者访谈资料的整理与比较分析可以发现，中国赴东南亚读博者并非由单一因素驱动，而是在制度门槛、路径可达性、家庭与工作责任以及自我发展诉求等多重因素交互作用下形成现实选择。进一步分析表明，受访者虽然作出了相似的留学选择，但其出发点、判断逻辑与路径理解方式并不相同。本文据此从两个层面展开研究结果：一是概括中国赴东南亚读博者的主要路径选择逻辑；二是在此基础上分析群体类型差异及其形成机制。

从资料分析结果看，赴东南亚读博并不是若干动因的简单叠加，而是一个逐步生成的路径确认过程。多数受访者首先在职称晋升、岗位聘任、学校升格、同侪比较或职业不确定中感知博士学位的必要性；随后通过同事经验、导师推荐、校际合作、熟人渠道、中介信息或单位政策识别东南亚博士路径；继而在国内博士、欧美博士、港澳博士和东南亚博士之间比较申请门槛、学习周期、经济成本、语言要求、培养方式、家庭承受能力、学历认证和项目声誉；最后在单位报批、家庭支持、专业选择和导师联系等环节中确认具体项目。

因此，东南亚博士路径并不是一次孤立的目的地选择，而是个体围绕博士学位这一制度化学术资本进行机会识别、路径比较、成本权衡和风险估算的过程。在这一过程中，“制度压力”解释博士学位何以变得必要，“路径可达性”解释东南亚何以进入行动选项，“家庭与工作约束”解释个体为何难以选择长时间脱产路径，“自我发展愿望”则解释部分受访者为何不满足于单纯获得学历，而是期待借博士学习重建研究能力和学术身份。

1. 制度性压力与机会结构：学历门槛、晋升压力与窗口期焦虑

对多数受访者而言，读博决策的起点并不是单纯的学术兴趣，而是高校教师队伍“博士化”背景下不断增强的制度门槛压力。随着博士学位在高校招聘、职称晋升和职业流动中的基础性资格作用不断上升，硕士学历已越来越难以支撑其长期职业发展。博士学位不再只是提升竞争力的附加资源，而被普遍理解为维持职业发展连续性的重要前提。正是在这一意义上，读博首先被嵌入受访者对职业“天花板”、岗位安全与发展前景的现实判断之中。正如受访者 A2 所述:“本来没有想这么快就读博，但很现实的原因就是学校领导跟我说，你不读博士就只能转型了。转型是什么意思？懂得人都懂。”这种单位内部非正式的“通牒”，虽还未形成书面文件，却在事实上构成了对其职业未来的明确指向——继续留在高校体系的前提是获得博士学位，否则只能被迫“转型”。

从学术资本视角看，这种压力本质上反映了博士学位作为制度化文化资本在高校职业场域中的门槛化效应 (Bourdieu, 1986; Naidoo, 2004)。当学历要求被深度嵌入岗位竞争和职称制度之后，是否拥有博士学位，已不只是“能否更进一步”的问题，而首先关乎“能否继续留在竞争序列之中”。受访者 A8 和 A17 分别谈到:“虽然在国内读可以保证我的学历背景，但什么时候能读上就完全不确定。就算读完我年纪也不算小了，也超过了 35 岁，这还是没考虑延毕的情况下，学校里面已经有一些老师去马来西亚还有泰国读博的，反正我就告诉自己不能再这么焦虑下去了，趁现在学校里面博士还算稀缺资源，赶紧去马来西亚读吧，理想中的学术背景可能终究只能是理想了。”（A8）“读博士完全就是被推着走的。学校最新职称评审办法规定了副教授评审‘原则上须具备博士学位’，院里近两年获批副高的全是博士。”（A17）这些带有明显情境色彩的表述，集中体现了博士化制度压力如何将“读博”推入个体的现实发展议程。这类叙述表明，对部分受访者而言，制度门槛压力并不只是抽象的政策背景，而是通过年龄焦虑、岗位竞争和组织评价等因素，具体压缩为“必须尽快行动”的现实判断。

2. 路径可达性与投入产出权衡

如果说制度化学历门槛解释了“为什么必须考虑读博”，那么东南亚路径的相对可达性则进一步解释了“为什么是东南亚”。对大量在职教育工作者而言，国内博士教育在学术声望与制度合法性层面，具备更为显著的优势，但其招生竞争激烈、培养周期较长、脱产要求较严，往往与既有职业位置和生活秩序形成较大冲突。相较之下，东南亚博士项目因成本相对较低、培养安排较为灵活、文化与地缘距离较近而呈现出更强的可达性。根据受访者描述，到东南亚读博并非单纯因“便宜”而作出选择，而是在比较国内、欧美与东南亚等不同路径之后，基于投入产出、时间安排和风险可控性形成了对东南亚路径的现实判断。这一判断并不只是经济意义上的成本收益计算，更是一种综合性的生涯比较。

受访者 A6、A10 和 A21 的叙述比较有代表性:“很大的程度上因为泰国这边的预算，

对我而言是能够承受的……别的国家也很贵，留学这件事情它就是很贵，不是你考虑来不来，是你的经济情况允不允许你来。我们的人生好像有很多选择，但其实我们并没有那么多选择。泰国不嫌我穷，我还能嫌他破吗？这起码还有 QS 的排名。”（A6）“在这边读时间更可控，差不多是国内学校的寒暑假时间开学又是集中授课，可以节约成本。我不能完全放弃当前工作，好不容易有个编制的工作，不能因为读博说放弃就放弃。在这边读博就能做到平时都正常在国内工作，等国内放假了这边新学期也开始了，然后就过来集中上课和导师当面交流。”（A10）“就我而言大马的学校相对好申请，可能我英语好，硕士又是英国读的，关键这边学费和生活费比英国、欧陆确实更便宜，起码我能负担得起，一对比就知道这边性价比拉满，对于有家庭的人这是必须要考虑的。”（A21）对在职教师而言，投入不仅包括学费、生活费和交通支出，也包括时间占用、岗位变动风险、家庭协调成本以及未来学位能否转化为职业机会的不确定性；产出则不仅仅是“拿到学位证书”，还包括资格补足、岗位竞争力提升、职业发展延展和学术身份的可能增值。正是在这种综合权衡中，东南亚博士教育才从一个区域性留学选项转化为一条现实的发展路径。

3. 家庭与工作可兼顾的进修路径

对于多数已经在岗、已婚或承担子女照料责任的受访者而言，攻读博士学位从一开始就不是一个单纯围绕个人学习展开的选择，而是深度嵌入家庭责任、职业稳定与收入安排之中的综合性决策。对很多受访者而言，读博并不只是个人发展议题，更关乎家庭运转与职业延续之间如何重新协调。也正因此，能否在培养过程中较为妥当地兼顾家庭责任与工作岗位，成为其评估不同读博路径时非常现实、也极具约束力的衡量标准。正如受访者 A12 所言：“我年纪也不小了，平时要照顾家庭和辅导孩子学习，实在抽不出精力了……但是呢，今年学校领导找我谈话两次了，一边是学校要升职业本科必须要有足够的师资力量，还直接跟我明说‘不读博士，就算你业务再好，未来你专业负责人的位置也会被新引进的博士替代掉的’……以我现在的工作岗位和家庭压力，选择寒暑假时间到这边读博是最优选择。”

东南亚博士路径之所以能够进入部分在职教师和教育工作者的行动方案，并不是因为他们对跨国流动本身具有更强偏好，而是因为这一路径在时间结构和培养组织方式上较好地回应了其生活世界中的现实边界。根据受访者描述，部分东南亚博士项目采用集中授课、阶段性驻校和假期安排等培养方式，这使一部分受访者得以在维持当前工作、保留基本收入和兼顾家庭责任的前提下推进博士学习。其中比较典型的如受访者 A20 提到：“虽然我们家还没有孩子，爱人也支持我出来读博，但是出于家庭责任的考虑，或多或少会有点心理负担。我这个人比较有忧患意识，不能接受太长时间的脱产或者说停薪留职去读博。即使爱人有稳定收入，但我们是一个家庭，家里需要稳定收入。这边的学校不强制要求脱产就读，所以到这边读博就不用中断工作同时也兼顾了家庭责任。”

上述材料说明,“可兼顾”并不是一个抽象优点，而是受访者在家庭财务安排、岗位稳定性和时间结构之间反复衡量后，对东南亚路径所作出的现实判断。因此，东南亚博士教育对他们而言，不再是一种必须以长时间脱产、显著收入中断和家庭秩序失衡为代价的高风险选择,而是一项可以通过精细安排与持续协调加以推进的发展项目。

4. 自我发展愿望与学术身份想象

受访者的留学决策并不完全是对外部制度压力的被动回应，其中也包含较为明确的自我发展愿望与学术身份想象。部分受访者希望借读博补足既有学术训练的不足，系统掌握理论与研究方法，逐步建立自身的知识体系与研究能力。正如受访者 A3 所分享:“除了高校这边的学历的硬性要求这个因素以外，再就是想通过读博士来补足一下自己的学术基础，希望在学术、科研方面能进一步得到提升，主要是想补上过去学术训练缺失的一课。”还有一些受访者并不满足于单纯“拿到一个博士学位”，而是更在意通过博士培养获得作为“研究者”或“学者”被承认的可能性。正如 A25 所言:“我相信肯定有人到这边读博是觉得找到了比国内读博更轻松的路径，但这种轻松只是一种表面的轻松，或者说仅仅是入学方式的轻松。……像我这样跨专业读的只能自己下去努力，自学相关的资料把欠缺的知识补上，这个学习过程就很真实……我就是想通过在 K 大学读博成为一名博士，而不是只为了获得一个博士学位。”

访谈资料表明，东南亚路径之所以被选中，并不只是因为它更可达，还因为它被部分个体理解为一条仍然能够通向“学术成长”的现实通道。博士教育的意义不只是获得一张文凭,而是借此突破原有知识边界，重塑自身与学术之间的关系。这一表述提醒我们，受访者的决策并不只是围绕学历补位展开，其中也包含着对系统研究训练、学术能力提升和研究者身份形成的主动追求。正因如此，赴东南亚读博既包含工具性动因，也包含发展性诉求；正是这两类力量的交织，使其路径选择具有明显的复杂性。

5. 基于动因结构与学术资本起点的群体类型划分

在上述路径选择逻辑基础上，本文进一步从“主导动因”和“初始学术资本”两个维度进行类型化分析。这里的“主导动因”并不是指个体只有一种动机，而是指在制度压力、自我发展、成本计算和生活协调等多重因素交织时，哪一类因素在其决策中居于主导地位;“初始学术资本”则主要指个体在进入博士路径之前所拥有的学历背景、研究训练、学术兴趣、论文发表、学术网络和组织位置等资源条件。

Table 3 Ideal Types of Pathway Choice among Chinese Doctoral Students in Southeast Asia

Type	Primary Motivation	Initial Academic Capital Profile	Criteria for Pathway Evaluation	Typical Decision-Making Logic	Subsequent Orientation in Doctoral Training
Academically Oriented Type	Academic interest; self-development; aspiration for a researcher identity	Relatively strong initial academic capital, or a strong intention to compensate for prior academic insufficiencies	Whether the pathway facilitates knowledge-system building and research capacity development	Using the Southeast Asian doctoral pathway to restart or continue an academic trajectory	More active accumulation of competence-based and prestige-based academic capital
Institutionally Pressured Type	Promotion to academic rank; job stability; credential supplementation; career transition	Richer teaching or administrative experience, but relatively limited research-related academic capital	Whether the doctoral credential can be obtained in a timely manner	Completing the doctoral degree within a policy window to meet institutional qualification requirements	Investment centered on graduation, academic rank promotion, and credential conversion
Economically Rational Type	Cost-benefit consideration; time efficiency; controllability of completion	Limited resources and relatively low risk tolerance	Whether the pathway is accessible, affordable, and completable	Acquiring doctoral-level academic capital within an affordable cost range	Greater emphasis on visible academic outputs and minimum completion requirements
Family–Work Balancing Type	Family responsibilities; retention of current employment; role balance	Varied academic foundations, but clearly fragmented time availability	Whether the pathway avoids disrupting existing family and occupational arrangements	Preserving developmental opportunities while managing multiple roles	More phased and nonlinear progression in doctoral study

需要说明的是，本文的类型划分并非对 30 名受访者进行互斥式统计归类，而是基于理想类型方法，对访谈材料中较为突出的主导动因、资本期待和路径判断进行分析性概括。从典型个案看，A3、A25 较集中体现出学术追求型特征，主要强调学术基础补足、研究能力提升和研究者身份建构；A2、A8、A17 较集中体现出制度压力型特征，主要围绕学历门槛、职称晋升、岗位稳定和组织要求展开路径判断；A6、A10、A21 较集中体现出经济理性型特征，主要关注学习成本、时间可控、申请可达和毕业风险；A12、A20 较集中体现出家庭——工作兼顾型特征，主要强调家庭责任、收入稳定、工作保留和学习安排的可协调性。现实中，部分受访者可能同时具有多重动因，例如职称压力、经济成本、家庭责任和学术发展期待往往交织在同一决策过程中。因此，类型划分的意义不在于否认经验复杂性，也不是对受访者进行固定标签化处理，而在于揭示不同主导动因和初始学术资本结构如何影响其路径判断和后续投入方式。

6. 共同制度压力下的群体差异形成机制

上述分析表明，中国赴东南亚读博者确实共同面对博士学位门槛强化、国内读博机会有限、职业竞争加剧和家庭责任难以抽离等现实约束。但共同制度压力并不必然生成同质化行动。制度压力只是进入读博决策的外部触发条件，真正决定个体如何理解东南亚博士路径的，是这一压力与个体初始学术资本、职业处境、家庭责任和风险承受能力之间的交互关系。

首先，初始学术资本差异影响个体对博士路径的价值判断。已有较好学历背景、研究训练或明确学术兴趣的受访者，往往并不满足于“拿到博士学位”本身，而是更重视博士学习能否带来研究能力提升、学术表达训练和研究者身份建构。因此，这类受访者更容易形成学术追求型路径理解。相反，既有科研积累较弱、但已经处于高校岗位评价或职称晋升压力中的受访者，则更容易将博士学位理解为进入或维持职业竞争序列的制度性资格，从而形成制度压力型路径理解。

其次，职业处境差异影响个体对路径可达性的判断。对于岗位稳定性较弱、职称晋升窗口临近或单位学历结构要求提升的受访者而言，博士学位具有更强的时间紧迫性。此时，东南亚路径的意义不只是“可选择”，而是“能够在有限时间内启动并完成”。因此，路径判断的核心不再是理想化的学术声望最大化，而是能否在政策窗口期内取得被组织承认的博士资格。

再次，家庭责任和经济条件差异影响个体对风险的承受方式。对于经济资源有限、家庭收入不能中断或需要承担照料责任的受访者而言，长时间脱产、收入中断和高额留学成本都会显著放大读博风险。东南亚博士路径之所以被纳入行动方案，是因为其相对灵活的学习安排和较低的经济成本，使其能够嵌入既有家庭和职业秩序之中。由此，经济理性型和家庭——工作兼顾型并不是简单的“低成本选择”，而是在有限资源和多重角色约束下对学术资本获取路径的现实配置。

最后，风险承受能力差异影响个体对声望折价和转换不确定性的处理。选择东南亚博士路径的受访者普遍意识到，该路径在学术声望、公共评价和回流认可方面可能面临不确定性。但不同类型个体处理这种不确定性的方式不同：学术追求型更倾向于通过论文、会议、导师网络和研究能力积累抵消声望不足；制度压力型更依赖原单位政策、职称规则和组织承诺；经济理性型更关注学历认证、毕业可控和投入产出边界；家庭——工作兼顾型则更依赖稳定组织环境中的内部转换空间。

由此可以解释，为什么在相似制度背景下，受访者仍会形成四类差异明显的路径选择逻辑。群体差异并不是制度背景差异直接导致的，而是共同制度压力与个体初始学术资本、职业位置、家庭责任和风险承受能力交互作用的结果。东南亚博士路径在不同个体那里承载的学术资本期待并不相同：对学术追求型而言，它是研究能力补足和学术身份重建的通道；对制度压力型而言，它是制度资格补位的通道；对经济理性型而言，它是成本可控的博士资本获取通道；对家庭——工作兼顾型而言，它是在不打破生活秩序前提下保留发展机会的通道。

讨论

研究结果表明，中国赴东南亚攻读博士学位不能简单理解为传统推拉理论意义上的目的地选择。本研究并不否定推拉理论对国际学生流动研究的解释价值。东南亚博士路径之所以能够进入受访者视野，确实与目的地国家较低成本、较近地缘距离、较灵活培养安排和较高申请可达性有关。但如果仅以推拉理论解释这一现象，容易把赴东南亚读博理解为目的地吸引因素和来源地排斥因素共同作用的结果，而难以进一步解释：为什么同样面对博士化压力的人并不都会选择东南亚路径，为什么同样选择东南亚路径的人又会形成不同的行动逻辑。

本文的补充在于，将留学目的地选择问题进一步推进为学术资本获取路径问题。受访者并不是在抽象地比较国家或院校，而是在具体职业场域和生活处境中判断：哪一条博士路径更可能帮助自己获得制度资格、补足研究能力、维持职业连续性，并在未来组织评价中实现一定程度的资本转换。由此，东南亚博士路径的形成，不只是外部推力和拉力的结果，更是个体围绕博士学位这一制度化学术资本进行路径配置的过程。

这一发现与既有国际学生流动研究构成了两层意义上的对话。首先，它延续并补充了有关区域内部流动和非传统留学目的地的讨论。已有研究指出，国际学生流动并不只是发展中国家流向欧美中心国家的单向迁移，也存在明显的区域内部流动与替代性路径选择 (Lee, 2017; Li et al., 2025)。本研究的分析进一步表明，东南亚博士路径的形成并不是单纯的目的地替代，而是在中国高校教师队伍“博士化”进程和个体生活世界的双重约束下生成的一种策略性路径选择。其次，本研究也扩展了对非传统跨国博士教育的理解。相较于将赴东南亚读博简单界定为“低门槛选择”或“成本导向行动”，本研究更强调这种路径在制度环境中的相对可达性，以及受访者如何围绕博士学位这一制度化文化资本进行资源判断和行动安排。

本研究的第二个重要发现，是中国赴东南亚读博群体路径选择不能由单一动因概括，而是在共同制度背景下形成了不同的路径理解方式和行动逻辑。学术追求型、制度压力型、经济理性型与家庭——工作兼顾型四类理想类型表明，同样选择赴东南亚读博，并不意味着他们有着相同的出发点。有人更看重研究能力提升和学术身份形成，有人更强调岗位规制和资格补位，有人侧重投入产出与风险控制，也有人更关心在不打乱既有生活秩序的前提下完成博士培养。类型分析的重要意义就在于，它把“为什么赴东南亚读博”这一问题从因素罗列推进到了“不同个体如何理解同一路径”的层面。

从博士教育研究的角度看，对在职跨国博士生群体的理解不能只停留在培养阶段内部。传统博士生发展研究更关注课程学习、导生关系、学术社会化和学业完成等培养过程问题 (Gardner, 2008; Weidman et al., 2001)，而本研究所揭示的是，在嵌入职业责任与家庭责任情境中的在职跨国博士生群体身上，博士发展首先表现为一条前置于培养阶段的路径选择问题。个体何以选择、如何进入以及以何种方式理解博士路径，本身已经构成博士发展过程的重要组成部分。

同时，路径选择阶段形成的学术资本期待并不意味着博士学位获得后能够自动兑现。对已毕业受访者的补充观察表明，东南亚博士学位回流后仍需经过学历认证、单位认定、组织需求匹配和成果识别等环节，才可能进一步转化为职称晋升、岗位流动、待遇调整或学术身份提升。博士学位本身只是学术资本转换的入口，而不是发展结果的保证；其后续转化效果仍取决于资本类型、组织评价规则和具体职业场域之间的匹配程度。

应当说明的是，本文对“场域规则”的分析，其着眼点始终停留在路径选择阶段——即个体如何在决策过程中解读和评估这些规则。至于个体进入该场域后所积累的学术资本，在回流中国高校职业场域时究竟经历怎样的组织认定、制度筛选与价值重估过程，已属于博士培养完成后的资本转换问题，涉及另一层面的经验材料与分析框架，超出本文的研究边界。本文所能揭示的是：恰恰由于上述场域规则的存在，个体在决策时形成的“入口判断”本身就已内含着对后续转换可能性的预期与估算，而这种预期正是路径选择逻辑中不可忽视的组成部分。就此而言，本文关于路径选择的分析，只是理解非传统跨国博士教育发展过程的一个前置环节，后续仍需结合培养经历和回流转换进行持续追踪。

总结

本文以中国赴东南亚读博者为研究对象，基于 30 名受访者的深度访谈资料，从学术资本视角分析其路径选择逻辑与群体差异。研究形成如下结论：

1. 赴东南亚读博并非单纯的留学去向选择，也不是简单的低门槛学历补位，而是博士学位门槛强化、国内读博机会有限、职业竞争加剧、家庭责任难以抽离和自我发展期待交织作用下形成的策略性路径选择。在这一过程中，东南亚博士路径被部分在职教师和教育工作者理解为一种现实可达的学术资本获取通道。

2. 赴东南亚读博的路径选择具有清晰的生成过程。受访者通常经历压力触发、机会识别、路径比较、成本权衡、风险估算和决策确认等环节。制度压力使博士学位变得必要，路径信息使东南亚博士教育进入可选方案，成本与时间结构影响路径可达性，学历认证、项目声望和组织认可则构成风险估算的重要内容。由此，东南亚博士路径并不是被动选择的结果，而是个体在有限条件下围绕制度化学术资本进行路径配置的过程。

3. 中国赴东南亚读博者路径选择不能由单一动因概括。学术追求型、制度压力型、经济理性型和家庭——工作兼顾型四类理想类型，分别体现了不同个体在主导动因、初始学术资本、职业处境、家庭责任和风险承受能力上的差异。相似制度背景之所以生成不同路径逻辑，关键在于共同压力被不同个体的资本起点和生活处境重新转译为不同的学术资本期待。由此，对中国赴东南亚读博现象的理解，不宜停留在一般留学动机解释或学位价值判断上，而应转向对路径选择机制、群体差异及资本转换条件的综合分析。

建议

1. 实践建议

基于本文的分析，相关高校和教育管理部门在看待赴东南亚攻读博士学位群体时，有必要超越简单的标签化判断，更加关注其培养经历、学习投入与实际发展表现。在师资培养和人才评价过程中，组织不宜只以留学目的地对博士学位作简单区分，而应结合培养过程、学术成果、研究能力和岗位匹配度进行综合判断。对于拟赴东南亚攻读博士学位的个体而言，除学历获得本身之外，也应更加重视研究训练、导师支持、学术网络和成果积累，以增强博士学习过程中的资本形成质量和后续发展的可转化性。

2. 研究局限

1）样本结构具有一定边界。本文受访者主要为赴东南亚攻读博士学位的在职教师和教育工作者，因此研究结论更适用于理解嵌入职业责任、家庭责任和高校评价压力中的在职读博群体，不宜直接推论至所有中国赴东南亚博士生。

2）资料来源以访谈材料为主，虽然研究过程中结合了部分政策文本、项目资料和受访者提供的背景信息进行辅助分析，但对不同高校、不同地区和不同单位具体政策文本的系统收集仍不充分。因此，本文关于制度压力和组织认可的分析，主要呈现受访者如何感知和解释制度环境，而不是对所有相关制度文本进行全面比较。

3）本文主要基于特定时间段内的横截面访谈资料，尚未能完整追踪受访者从入学、培养、毕业到回流后的长期变化。特别是不同类型读博者在培养过程中的学术资本积累方式、毕业后的组织认定过程以及职业结果分化，仍需要后续研究进行纵向追踪。

3. 未来研究方向

未来研究可在三个方向上继续推进：一是扩大样本类型，将非在职博士生、不同国家和不同院校层级的博士项目纳入比较；二是加强政策文本、院校项目文件和组织评价规则的系统收集，以提高制度分析的外部支撑；三是开展纵向追踪研究，进一步考察不同类型个体在跨国培养、回流认定和资本转换中的动态变化。

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THE ROLE OF IMPROVISATION IN THE LINK BETWEEN PROACTIVE BEHAVIOR AND WORK PERFORMANCE: EVIDENCE FROM EASTERN CHINA

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Abstract

Purpose: This study investigates the mechanisms linking proactive behavior to employee work performance within the high-velocity context of HR consulting firms in Eastern China. Grounded in the Conservation of Resources (COR) theory, the research examines the mediating role of improvisation in translating anticipatory behaviors into professional success.

Study Design/Methodology/Approach: A quantitative research design was used with a self-administered questionnaire to collect data from 401 HR consulting professionals in Eastern China. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to test the measurement and structural models.

Findings: The results provide robust empirical support for the direct effect of proactive behavior on work performance ($\beta = 0.621$, $p < 0.001$). The study also identifies improvisation as a crucial mechanism. Proactive behavior significantly drives improvisation ($\beta = 0.840$, $p < 0.001$), which, in turn, enhances work performance ($\beta = 0.244$, $p < 0.001$). Mediation analysis confirms that improvisation partially mediates the relationship between proactive behavior and work performance. The model has high explanatory power, accounting for 74% of the variance in work performance.

Originality/Value: This research advances COR theory by conceptualizing improvisation not as a reactive emergency measure, but as a sophisticated capability ("resource caravan") developed through proactive investment. It challenges Western-centric models by showing that in Eastern China's volatile market, planning and improvisation are complementary, intertwined competencies rather than opposing forces.

Keywords: Proactive Behavior, Improvisation, Employee Work Performance, HR Consulting, Eastern China, PLS-SEM, Conservation of Resources Theory

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Introduction

The global Human Resources (HR) consulting industry has rapidly evolved from a provider of traditional administrative support into a strategic engine for organizational agility and transformation (Douglas & Haley, 2025; Tavoletti et al., 2021). Facing the dual pressures of digitalization and the global war for talent, the industry is shifting toward high-value advisory services, where static solutions are increasingly obsolete (Agustian et al., 2023). Modern consulting firms must now navigate complex organizational restructuring and culture management, requiring a workforce that is not only knowledgeable but exceptionally adaptive to client demands (Ayamga et al., 2024). This dynamic is intensified within China, particularly in the Eastern region (including Shanghai, Jiangsu, and Zhejiang), which serves as the nation's economic hub (Yin et al., 2025). The market landscape in Eastern China is characterized by high-velocity competition and a unique synthesis of Western management standards and local cultural nuances (Li et al., 2019). HR consulting firms in this region operate in a hyper-competitive environment where speed of delivery and customization are prerequisites for survival.

Despite the sector's growth, firms in this region face a critical operational challenge: maintaining consistent high-level performance amidst volatility. The "Standard Operating Procedure" approach is frequently rendered ineffective by the unpredictable nature of client needs in Eastern China. Consequently, firms are struggling to identify behavioral drivers that enable consultants to navigate ambiguity effectively, leading to a pressing need to understand how employees can maintain output in the face of unforeseen obstacles (Tendayi & Starr, 2025).

Employee Work Performance is positioned as the focal outcome variable of this study. In knowledge-intensive sectors like HR consulting, individual performance is not merely a metric of productivity but the primary determinant of client satisfaction, retention, and firm reputation (Maley et al., 2024). Understanding the antecedents of performance is, therefore, critical for sustaining competitive advantage in this service-oriented economy (Ratasuk, 2020). To explain performance variations, this study identifies Proactive Behavior as a key independent variable. Proactive employees anticipate future needs and self-initiate change (Satwika et al., 2025; Zhang et al., 2023).

Furthermore, the study introduces improvisation, the ability to spontaneously replan and act, as a critical factor. It is proposed that proactivity drives performance not in isolation, but specifically by enabling consultants to improvise solutions in real time (Abubakar et al., 2021). The study is grounded in the Conservation of Resources (COR) Theory. COR theory posits that individuals strive to acquire and protect resources. In this context, proactive behavior is viewed as an investment in resources that develops the capability to improvise (Demerouti, 2025). This accumulated resource pool subsequently leads to higher performance outcomes, preventing burnout and ensuring sustained productivity in high-pressure environments.

While the link between proactivity and performance is established, existing literature remains fragmented regarding the mechanisms that facilitate this relationship in non-Western, high-context

cultures (Aslam et al., 2020; Rudawska et al., 2025). Specifically, the mechanism of improvisation as a critical mediator remains underexplored in the context of the Chinese consulting industry, leaving a "black box" regarding how anticipatory behaviors translate into results during crises (Ibrahim et al., 2018). Theoretically, this research contributes to the organizational behavior literature by integrating improvisation into the proactivity-performance framework. It extends the COR theory by demonstrating how resource investment (proactivity) generates adaptive capabilities (improvisation) to foster superior outcomes in a transition economy context. Practically, the findings will provide HR consulting leaders with evidence-based strategies for recruitment and training. By understanding these dynamics, firms can foster organizational cultures that value adaptive spontaneity alongside planning, ensuring consultants are equipped to thrive in the complex business environment of Eastern China.

Objectives

This study aims to empirically examine the direct impact of proactive behavior on work performance and to rigorously test the mediating role of improvisation. The objective is to determine whether improvisation serves as a critical resource pathway linking proactivity to professional success. To address these objectives, this study poses the following research questions: RQ1: Does proactive behavior directly enhance employee work performance? RQ2: Does improvisation mediate the relationship between proactive behavior and work performance?

Literature Review

Theoretical Framework: Conservation of Resources (COR) Theory

To understand the dynamic relationship between proactive behavior, improvisation, and work performance, this study adopts the Conservation of Resources (COR) theory (Hobfoll, 1989) as its overarching theoretical lens. COR theory is a dominant framework in organizational behavior research, positing that individuals are motivated to protect their current resources and acquire new ones (Hobfoll, 2001). Resources are broadly defined as objects, personal characteristics, conditions, or energies valued by the individual.

The fundamental principle of COR theory relevant to this study is the concept of "resource investment" and "resource caravans". The theory suggests that individuals must invest resources to protect against resource loss, recover from losses, and gain new resources (Hobfoll, 2011). Specifically, resources do not exist in isolation but travel in packs or "caravans"; the possession of one personal resource (e.g., proactivity) facilitates the accumulation of other capability resources. In the high-velocity environment of HR consulting in Eastern China, employees engage in spirals of resource investment. Proactive behavior is viewed not merely as a personality trait but as an active investment of energy and cognitive resources aimed at anticipating future demands. COR theory logically explains that this investment is made to secure future performance outcomes (a valued resource) and to build distinct capabilities, such as improvisation, which act as a reservoir of adaptive responses (Egozi Farkash et al., 2022).

Proactive Behavior: The Initiating Driver

Proactive behavior has evolved from early conceptions of "taking initiative" to a well-defined construct in contemporary literature. Parker et al. (2006) seminally defined proactive behavior as self-initiated, anticipatory action aimed at changing and improving the situation or oneself. Unlike passive adaptation, proactivity involves acting in advance of a future situation rather than merely reacting (Crant & Chen, 2024).

In knowledge-intensive industries, proactive behavior is widely recognized as a critical determinant of organizational success (Yalçınyiğit & Karaçay, 2025). Research has consistently demonstrated a positive relationship between proactivity and individual job performance (Li et al., 2025; Zhang et al., 2022). Proactive employees actively seek feedback, identify problems before they escalate, and champion new ideas (Verhoeven & Madsen, 2022). From a COR perspective, these individuals are "resource-rich"; they invest their cognitive resources to alter their work environment, thereby reducing uncertainty and creating conditions favorable for high performance. Thus, we propose:

H1: Proactive behavior is positively related to employee work performance.

Improvisation: The Adaptive Mechanism

While proactivity focuses on anticipation, improvisation focuses on handling the unexpected in the moment. Originating from jazz and theatre metaphors, improvisation in organizational theory is defined by Moorman and Miner (1998) as the "convergence of composition and execution", meaning the time gap between planning and acting is narrowing to near zero.

Historically viewed as a remedy for failure or a lack of planning, modern literature reframes improvisation as a sophisticated skill that involves creativity under pressure (Balzano & Marzi, 2023; Ravasio, 2024). In the consulting sector, where clients' needs shift rapidly, improvisation is a vital competency. It enables employees to respond effectively to unforeseen challenges. Empirical studies suggest that effective improvisation leads to better service recovery and innovative problem-solving (Prayag et al., 2023; Stangl et al., 2024).

The Mediating Role of Improvisation

By connecting these variables, we argue that proactive behavior fosters improvisation as part of the resource-generation process. Proactive individuals, by virtue of their anticipatory scanning, accumulate diverse knowledge and situational awareness, resources that are prerequisites for effective improvisation (Mannucci et al., 2020). When a proactive consultant encounters a surprise, their prior investment in understanding the environment allows them to "compose and execute" a solution simultaneously and effectively (Elsawah et al., 2024; Sun et al., 2023).

This aligns with the COR "resource caravan" logic: the investment in proactivity builds a caravan of adaptive capabilities (improvisation). Improvisation, in turn, directly enhances performance by solving immediate client problems that standard procedures cannot address (Açıkgöz & Latham, 2022; Jun et al., 2021). Thus, improvisation serves as a resource pathway through which proactivity translates into tangible results.

H2: Proactive behavior is positively related to improvisation.

H3: Improvisation is positively related to employee work performance.

H4: Improvisation mediates the relationship between proactive behavior and employee work performance.

Table 1 Summary of Research Hypotheses and Theoretical Justification

Hypothesis	Statement	Theoretical Basis (COR Theory)
H1	Proactive behavior is positively related to employee work performance.	Resource Investment Principle: Individuals invest current resources (energy, foresight) to gain future resources (performance success and career stability).
H2	Proactive behavior is positively related to improvisation.	Resource Caravan: Proactive investment does not happen in isolation; it accumulates a "caravan" of complementary capabilities, specifically the knowledge and agility required to improvise.
H3	Improvisation is positively related to employee work performance.	Resource Deployment: Improvisation is a distinct capability that enables employees to handle unexpected demands, protecting them from failure and ensuring high output.
H4	Improvisation mediates the relationship between proactive behavior and employee work performance.	Resource Pathway: Improvisation serves as the specific transmission mechanism through which the intent of proactivity is translated into performance outcomes in a volatile environment.

Control Variables

To isolate the effects of the core variables, this study includes standard demographic controls: gender, age, education, and work experience. Prior research indicates that demographic characteristics, such as gender and age, can influence both access to resources and performance evaluations (Kim et al., 2012; Ratasuk & Charoensukmongkol, 2019). Educational background is often a proxy for human capital (knowledge and skills), which is a primary resource in the COR framework and a known predictor of task performance (Kiazad et al., 2024). Work Experience or tenure provides employees with tacit knowledge and organizational memory, resources that facilitate both proactivity and effective improvisation (Lee & Kim, 2023). Controlling for these ensures that the observed effects are attributed to resource-based behavioral dynamics rather than structural advantages.

Methodology

This study employs a quantitative research design and a cross-sectional survey to empirically test the proposed hypotheses and the conceptual framework presented in Figure 1. The analytical approach utilizes Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS-SEM was selected over Covariance-Based SEM (CB-SEM) for several strategic reasons aligned with the study's objectives (Ratasuk & Naing, 2025). First, the primary goal of this research is prediction and theory development,

specifically, explaining the variance (R^2) in employee work performance, rather than theory confirmation, for which PLS-SEM is superior (Hair Jr et al., 2020; Zhang et al., 2025). Second, PLS-SEM is particularly robust for analyzing complex models that focus on mediating effects, without the restrictive distributional assumptions, such as multivariate normality, required by CB-SEM (Niu et al., 2025; Ton et al., 2025).

Population and Sampling

The target population for this study comprises employees of HR consulting firms in Eastern China. Given the fragmented nature of the consulting industry and the lack of a centralized registry of all practitioners in this region, the exact population size is unknown. Consequently, a purposive sampling technique was employed. This non-probability sampling method ensures that respondents possess the specific knowledge and experience relevant to the study's context, for example, they are active consultants rather than administrative support staff (Ratasuk et al., 2025).

To ensure statistical power and the stability of the PLS-SEM results, a target sample size of $N \geq 400$ was established (Cochran & Chambers, 1965; Naing & Ratasuk, 2025). This exceeds the minimum sample size requirements suggested by the "10-times rule" (Hair et al., 2011) and provides sufficient power (0.80) to detect small to medium effect sizes at the 0.05 significance level.

The final sample, shown in Table 2, consisted of 401 valid responses from HR consulting professionals in Eastern China, reflecting a diverse yet representative cross-section of the industry. The gender distribution was nearly balanced, with 50.37% male (n = 202) and 49.63% female (n = 199) respondents. In terms of age, the workforce was predominantly young, with the majority (64.34%) in the 25-34 age bracket, followed by the 35-44 group (16.21%), while those over 55 accounted for less than 1% of the sample. The respondents were highly educated, with 63.09% holding a Bachelor's degree and 18.45% possessing a Master's degree. Regarding professional tenure, the largest segment had 1-3 years of experience (34.17%), followed by those with less than one year (26.93%) and 4-6 years (23.44%). Organizationally, the sample was primarily composed of operational-level staff (37.16%) and early management personnel (32.67%), with middle and top management combined accounting for approximately 30% of the participants.

Table 2 Respondents' Characteristics

Characteristics	Categories	Descriptive Statistics	
		Frequency	Percentage (%)
Gender	Male	202	50.37
	Female	199	49.63
Age	18-21	14	3.49
	22-24	27	6.73
	25-34	258	64.34
	35-44	65	16.21
	45-54	35	8.73
	55-60	2	0.50
	Over 60	0	0
Education	Associate's degree or lower	67	16.71
	Bachelor's degree	253	63.09
	Master's degree	74	18.45
	Doctorate or higher	7	1.75
Years of Experience in HR Consulting	Less than 1 year	108	26.93
	1-3 years	137	34.17
	4-6 years	94	23.44
	7-9 years	26	6.48
	10 years or more	36	8.98
Current Role/Position in the HR Consulting Firm	Operational level	149	37.17
	Early management	131	32.67
	Middle management	76	18.95
	Top management	45	11.22

Data Collection

Data were collected using an online, self-administered questionnaire distributed via professional networks and industry-specific digital platforms widely used in China, such as LinkedIn and WeChat. The online format was chosen to maximize reach across the geographically dispersed Eastern China region and to facilitate respondent anonymity. To ensure data quality, the survey included screening questions at the outset. Potential respondents were asked to confirm their current employment in an HR consulting firm and their location within Eastern China; those who did not meet these criteria were automatically disqualified from the study.

Questionnaire Design

The questionnaire was structured into four distinct sections to streamline the response process and minimize respondent fatigue: Screening Section: Verification of industry and regional eligibility. Demographics: Collection of control variables including gender, age, education level, and work experience. Behavioral Assessment: Measurement of the independent variable (Proactive Behavior) and the mediator (Improvisation). Outcome Assessment: Measurement of the dependent variable (Employee Work Performance). All core constructs were measured using validated multi-item scales adapted from existing literature, proactive personality from Aboramadan and Karatepe (2021), improvisation from Al Issa (2021), and work performance from Ratasuk (2022), to fit the context of HR consulting. Responses were recorded on a standard 5-point Likert scale (ranging from 1 = "Strongly Disagree" to 5 = "Strongly Agree") to capture the intensity of respondents' agreement.

Data Analysis

The collected data were analyzed using WarpPLS software. The analysis followed a two-stage process: Assessment of the Measurement Model: Construct reliability and validity were evaluated first. Reliability was assessed using Composite Reliability (CR) and Cronbach's alpha, with thresholds set at > 0.70 (Ngo et al., 2025). Convergent validity was established by ensuring the Average Variance Extracted (AVE) for each construct exceeded 0.50 (Cheung et al., 2024). Discriminant validity was rigorously tested using the Heterotrait-Monotrait ratio of correlations (HTMT), requiring values below 0.85 (or 0.90) to ensure constructs were empirically distinct (Pan & Ratasuk, 2025).

Assessment of the Structural Model: The structural relationships were tested using PLS-SEM for direct effects, and a bootstrapping procedure with 5,000 subsamples was used for robust mediation analysis. Key metrics evaluated included the coefficient of determination (R^2) to assess predictive accuracy, path coefficients (β) for the strength and direction of relationships, and Variance Inflation Factor (VIF) values (< 5) to check for collinearity issues (Ab Hamid et al., 2017). Mediation was tested by analyzing specific indirect effects and confidence intervals. Additionally, Common Method Bias (CMB) was rigorously assessed by examining the correlation matrix and VIF values to ensure that the model's variance was attributable to the constructs rather than the measurement method (Kock, 2017).

Ethical Considerations

Ethical standards were strictly adhered to throughout the research process. Participation was entirely voluntary, and respondents were informed of their right to withdraw at any time without penalty. Informed consent was obtained digitally prior to the start of the survey. The study ensured the anonymity and confidentiality of all participants; no Personally Identifiable Information (PII) was collected, and data were reported only in aggregate to protect individuals' privacy and their employing firms' privacy.

Results

The assessment of the measurement model focused on determining the reliability and validity of the constructs. As presented in Table 3, the Factor Loadings (FL) for all items exceeded the recommended threshold of 0.70, indicating strong indicator reliability. Internal consistency was confirmed, with both Cronbach's Alpha (CA) and Composite Reliability (CR) values surpassing the 0.70 benchmark for all constructs. Convergent validity was established as the Average Variance Extracted (AVE) values were well above the 0.50 threshold. Furthermore, collinearity concerns were addressed, with Variance Inflation Factor (VIF) values remaining below the critical limit of 5.

Table 3 Convergent Validity, Reliability, Multicollinearity and Common Method Bias (CMB)

Construct	Question Items	FL	CR	CA	AVE	VIF
Work Performance	WP1: I consistently meet and exceed the objectives set for my projects.	0.867	0.957	0.946	0.787	3.772
	WP2: I effectively fulfill the core responsibilities and deliverables of my HR consulting role.	0.892				
	WP3: I proactively address client needs and provide high-quality solutions.	0.917				
	WP4: I adapt my approach to successfully navigate unforeseen challenges in consulting engagements.	0.902				
	WP5: My contributions directly enhance the firm's reputation and client satisfaction.	0.886				
	WP6: I rarely miss important deadlines or overlook critical aspects of my consulting work.	0.857				
Proactive Behavior	PP1: I am constantly on the lookout for new ways to improve my life.	0.844	0.963	0.958	0.724	4.781
	PP2: Wherever I have been, I have been a powerful force for constructive change.	0.868				
	PP3: Nothing is more exciting than seeing my ideas turn into reality.	0.841				
	PP4: If I see something I don't like, I fix it.	0.808				
	PP5: No matter what the odds, if I believe in something, I will make it happen.	0.870				
	PP6: I love being a champion for my ideas, even against others' opposition	0.832				
	PP7: I excel at identifying opportunities.	0.848				
	PP8: I am always looking for better ways to do things.	0.871				
	PP9: If I believe in an idea, no obstacle will prevent me from making it happen.	0.879				
	PP10: I can spot a good opportunity long before others can.	0.847				

Table 3 Convergent Validity, Reliability, Multicollinearity and Common Method Bias (CMB) (Cont.)

Construct	Question Items	FL	CR	CA	AVE	VIF
Improvision	I1: I effectively deal with unanticipated events on the spot in my work.	0.901	0.961	0.952	0.806	3.836
	I2: I can think on my feet when carrying out my actions.	0.900				
	I3: I quickly respond to unexpected problems that arise in the moment.	0.891				
	I4: I try new and adaptive approaches when facing problems.	0.902				
	I5: I actively identify opportunities for new or improved work processes in my job.	0.906				
	I6: I am willing to take risks to generate new ideas in my job.	0.886				

In addition to convergent validity, discriminant validity was assessed to ensure that each construct is empirically distinct. The Heterotrait-Monotrait ratio of correlations (HTMT) was utilized for this purpose. As shown in Table 4, all HTMT values were below the conservative threshold of 0.90 (Henseler et al., 2015), confirming that the constructs differ sufficiently from one another.

Table 4 Discriminant Validity (HTMT Ratio)

Construct	Perform	Proactiv	Improvis
Perform			
Proactiv	0.879***		
Improvis	0.822***	0.879***	

Remarks: *** $p < 0.001$, Perform = Work performance, Proactiv = Proactive behavior, Improvis = Improvision

Before assessing the structural relationships, the overall quality and fit of the model were evaluated using standard global fit indices relevant to PLS-SEM (Kock, 2015). The model exhibited robust fit metrics. The Average Path Coefficient (APC), Average R-squared (ARS), and Average Adjusted R-squared (AARS) were all statistically significant ($p < 0.05$), indicating that the model explains a meaningful amount of variance and that the path relationships are robust. Furthermore, the Average Block VIF (AVIF) and Average Full Collinearity VIF (AFVIF) were tested to assess vertical and lateral collinearity. Both values were well below the recommended threshold of 3.3 (or 5.0), suggesting that Common Method Bias and multicollinearity were not serious concerns in this study. The Tenenhaus Goodness-of-Fit (GoF) index was also calculated to assess the model's explanatory power, exceeding the cutoff for a "large" effect size (GoF ≥ 0.36). Finally, the Simpson's Paradox Ratio (SPR), R-squared Contribution Ratio (RSCR), and Statistical Suppression Ratio (SSR) all met the required thresholds (typically ≥ 0.7), confirming that the model is free from instances of Simpson's paradox and that the predictor variables make valid contributions to the variance explained.

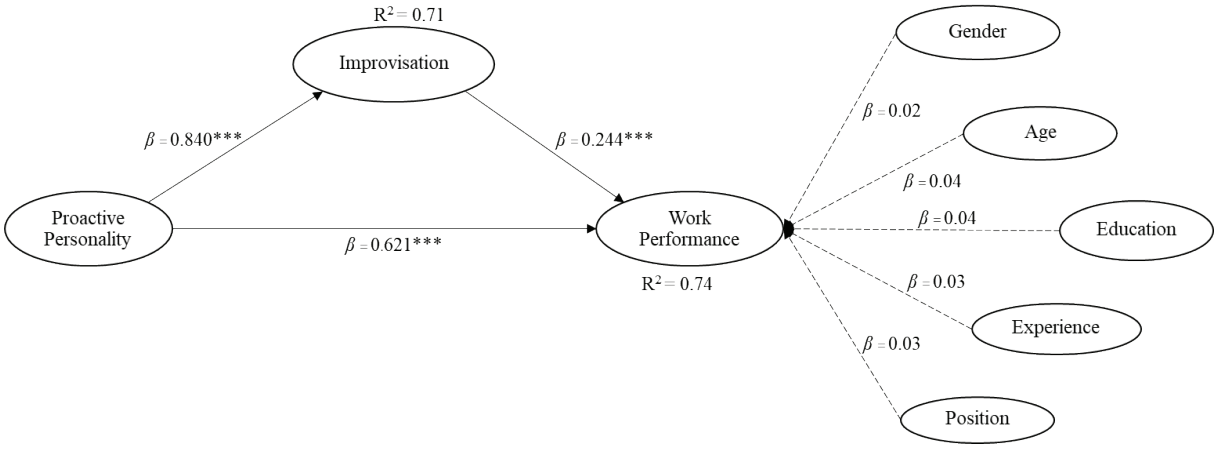


Figure 1 WarpPLS Results

The analysis revealed a significant positive relationship between Proactive Behavior and Work Performance ($\beta = 0.621$, $p < 0.001$), providing strong support for H1. Additionally, Proactive Behavior was found to have a substantial positive impact on improvisation ($\beta = 0.840$, $p < 0.001$), supporting H2. Furthermore, improvisation positively influenced Work Performance ($\beta = 0.244$, $p < 0.001$), thereby supporting H3.

Crucially, the predictive power of the structural model was assessed using the coefficient of determination (R^2). The model demonstrated high explanatory power, with Proactive Behavior accounting for 71% of the variance in Improvisation ($R^2 = 0.71$) and the combined model accounting for 74% of the variance in Work Performance ($R^2 = 0.74$).

To test H4, the mediating role of improvisation was analyzed using bootstrapping with 5,000 subsamples. Given the significant paths from Proactive Behavior to Improvisation and from Improvisation to Work Performance, the indirect effects are significant ($\beta = 0.205$, $p < 0.001$, SE = 0.034). The robustness of this mediation is further supported by the 95% confidence interval, which does not include zero (95% CI [0.138, 0.272]), and a meaningful effect size (ES = 0.173). Since the direct effect of Proactive Behavior on Performance remains significant, this indicates that improvisation acts as a partial mediator, supporting H4.

Furthermore, the analysis revealed that none of the control variables, Gender, Age, Education, Experience, or Position, had a statistically significant effect on performance.

Discussion

This study aimed to unravel the mechanisms linking proactive behavior to employee work performance within the dynamic context of HR consulting firms in Eastern China. Grounded in the Conservation of Resources (COR) theory, the research examined the direct impact of proactivity and the mediating role of improvisation. The findings offer a nuanced understanding of how consultants navigate uncertainty to achieve superior results.

The statistical analysis revealed a robust positive relationship between proactive behavior and work performance ($\beta = 0.621$, $p < 0.001$), supporting H1. This finding aligns with the core tenets of COR theory, which posits that individuals who actively invest resources, such as energy and foresight, are likely to accrue further resources in the form of performance success (Hobfoll, 2011). It also corroborates prior empirical works (Li et al., 2025; Zhang et al., 2022). For example, Verhoeven and Madsen (2022) identified proactivity as a critical antecedent of job performance. In the HR consulting industry in Eastern China, employees who exhibit high levels of proactive behavior tend to achieve significantly higher work performance. This may be because the consulting market in this region is characterized by high velocity and client ambiguity, where passive adherence to standard operating procedures is insufficient. Success in this environment requires the "resource investment" of anticipating client needs before they are explicitly stated, allowing proactive consultants to minimize potential stressors and align their output more closely with evolving client demands.

The study further provides strong empirical support for the mediating role of improvisation. Proactive behavior was found to be a powerful predictor of improvisation ($\beta = 0.840$, $p < 0.001$), aligning with prior research (Elsawah et al., 2024; Sun et al., 2023), which in turn significantly enhanced performance ($\beta = 0.244$, $p < 0.001$), consistent with previous studies (Açıkgöz & Latham, 2022; Jun et al., 2021), confirming H2, H3, and H4. This extends existing literature by framing improvisation not merely as a reactive measure, but as a capability fueled by proactivity. In knowledge-intensive firms, proactive employees tend to demonstrate superior improvisational capacity, which subsequently drives their performance. This may be because proactive individuals, through their anticipatory scanning and information seeking, accumulate a rich "resource caravan" of situational knowledge. When unexpected challenges arise, a common occurrence in Chinese business consulting, these accumulated resources allow them to "compose and execute" solutions simultaneously. Thus, improvisation serves as the mechanism through which the benefits of proactivity are realized in real time.

Furthermore, the results shed light on the high correlation observed between proactive behavior and improvisation. While theoretically distinct, one focusing on anticipation and the other on real-time adaptation, our findings suggest that in the hyper-competitive context of Eastern China, these constructs empirically converge. This indicates that effective improvisation is not chaotic "making it up as you go", but rather "disciplined spontaneity" rooted in proactive preparation. The proactive consultant constantly gathers information, creating a reservoir of knowledge that enables rapid, improvisational responses. Consequently, the ability to improvise is inextricably linked to the investment in proactivity.

Theoretical Contributions

This study significantly advances COR theory by integrating improvisation as a key mechanism in the resource "resource caravan" spiral. While COR has traditionally focused on stress and burnout prevention, this research demonstrates its utility in explaining positive performance dynamics via resource accumulation. It conceptualizes improvisation not as a chaotic response to resource loss, but as a sophisticated capability resource enabled by proactive investment. The research resolves theoretical

ambiguity regarding the relationship between planning (proactivity) and spontaneity (improvisation). By establishing improvisation as a mediator, the findings challenge the view that these are opposing forces. Instead, the study provides evidence for complementarity, in which proactivity prepares the way for effective improvisation. Finally, the study enriches the contextual literature on HR consulting in transition economies. By focusing on Eastern China, it challenges Western-centric models that often assume stable operating environments, highlighting that in volatile markets, adaptive capabilities are central pathways to success.

Practical Implications

For HR consulting firms, the findings suggest a shift in recruitment strategy. Firms should prioritize candidates who demonstrate a "proactive-adaptive" profile. Interview processes should assess not just the ability to plan, but the ability to "think on one's feet", as these traits are empirically linked to high performance. Training programs should move beyond static Standard Operating Procedures (SOPs). Instead, firms should cultivate "resource caravans" by training consultants in scenario planning and rapid prototyping. Encouraging a culture that rewards "smart improvisation" will allow the benefits of proactivity to materialize fully. Since improvisation mediates performance, performance appraisals should be adjusted to recognize adaptive problem-solving. Managers should acknowledge that in a volatile market, the path to a goal may change; therefore, employees who successfully improvise to meet client needs should be rewarded as highly as those who follow a pre-set plan.

Limitations and Recommendations for Future Research

The primary limitation of this study is its cross-sectional design, which, while robust for structural analysis, restricts the ability to make strict causal inferences. Future research should employ longitudinal designs to track how the "resource investment" of proactivity evolves into improvisation capabilities over time. Secondly, the reliance on self-reported measures for work performance carries the risk of social desirability bias. Although statistical checks (CMB) suggested this was not a significant issue, future studies would benefit from incorporating supervisor ratings or objective performance metrics, such as billable hours or client retention rates, to triangulate findings. Finally, the geographic scope was limited to Eastern China. While this provided a specific high-velocity context, it limits generalizability to other regions with different economic speeds or cultural norms. Future research should conduct comparative studies between Eastern China and more stable Western markets to test if the strength of the mediation path varies globally.

Conclusions

In conclusion, this study elucidates the vital roles of proactive behavior and improvisation in driving employee work performance within Eastern China's HR consulting sector. The results confirm that proactivity is a potent driver of performance, acting primarily by fostering improvisation capabilities. Rather than acting as a boundary condition, improvisation serves as a critical transmission mechanism. Ultimately, this research suggests that in the turbulent landscape of modern consulting, the most successful

employees are those who actively prepare for the future while remaining agile enough to reshape their actions in the present.

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中国小说影视改编研究的回顾与展望

A REVIEW AND FUTURE PROSPECTS OF RESEARCH ON THE FILM AND TELEVISION ADAPTATIONS OF CHINESE NOVELS

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摘要

自 20 世纪 80 年代以来，中国小说的影视改编逐渐成为文学研究、影视学与文化研究的交叉领域。围绕文学文本与影像媒介之间的关系，学界在不同历史阶段形成了多样化的研究取向。本文旨在系统回顾中国小说影视改编研究的发展脉络，梳理其主要阶段、学术取向与理论演进，并对未来研究方向进行展望。在研究方法上，本文采用文献分析与比较研究的方法，对 20 世纪 80 年代以来相关学术成果进行系统梳理与归纳。研究发现，早期研究多以忠实原著为核心标准，关注文学叙事与影像再现之间的对应关系；进入 21 世纪后，研究视野逐渐拓展，媒介转换、跨文本叙事与文化传播等理论范式不断引入，研究对象与方法呈现出明显的多元化特征。但总体来看，现有研究在理论体系建构、新媒体改编现象以及跨学科整合等方面仍存在不足。本文认为，未来中国小说影视改编研究有必要进一步加强跨学科理论整合，拓展数字媒介语境下的改编研究，以推动该领域向更加系统化与学理化的方向发展。

关键词：中国小说 影视改编 媒介转换 研究展望

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Abstract

Since the 1980s, film and television adaptations of Chinese novels have gradually evolved into an interdisciplinary field that intersects literary studies, film and television studies, and cultural research. Scholarly discussions of the relationship between literary texts and audiovisual media have produced diverse research orientations across historical periods. This paper systematically reviews the development of research on film and television adaptations of Chinese novels, examining its major stages, academic trends, and theoretical evolution, and proposing directions for future research. Methodologically, this study adopts a literature analysis and comparative research approach, conducting a systematic review of relevant academic studies published since the 1980s. The findings indicate that early research primarily emphasized "fidelity to the original text", focusing on the correspondence between literary narrative and visual representation. Since the beginning of the 21st century, scholarly perspectives have broadened significantly, with growing attention to media transformation, intertextual narration, and cultural dissemination, resulting in greater diversity in research objects and methodologies. However, existing studies still show limitations in theoretical systematization, engagement with new media adaptations, and interdisciplinary integration. Based on these observations, this paper argues that future research on film and television adaptations of Chinese novels should strengthen interdisciplinary theoretical synthesis and broaden analyses in the context of digital media, to promote a more systematic and theoretically grounded development of the field.

Keywords: Chinese Novels, Film and Television Adaptations, Media Transformation, Research Prospects

引言

自 20 世纪 80 年代以来，中国影视产业的迅速发展与文学经典的不断影像化，使“小说影视改编”成为文学研究、影视学与文化研究的交叉领域。小说改编作品不仅在艺术层面展示了文学文本的再创造能力，也在社会层面反映了文化传播、意识形态与市场机制的多重互动。随着学界对“文学与影像关系”研究的深化，小说影视改编逐渐被视为理解中国现代文化转型的重要窗口。

回顾既有研究可以发现，早期学者多以忠实原著为核心标准，从文学叙事与影像再现的对应关系入手，评估改编作品的艺术价值与文本差异。进入 21 世纪，研究视野明显拓宽，出现了以“媒介转换理论”“跨文本叙事”“文化符号传播”等为代表的新兴取向，部分研究还引入文化产业学、接受美学与传播学视角，对改编现象进行多维分析。然而，总体而言，当前研究仍存在理论体系松散、范式转换不足、研究对象集中于经典文学改编等局限，对网络文学、短视频剧及全球化语境下的改编现象关注相对薄弱。

在此背景下，本文拟在系统梳理既有成果的基础上，对中国小说影视改编研究的主要阶段、学术取向与理论路径进行综述与反思，旨在揭示其内在逻辑与学理演变，并从跨媒介叙事与文化传播的角度展望未来研究方向。

内容

中国小说影视改编相关研究综述

自 20 世纪 80 年代以来，随着中国影视产业的发展与文学经典的不断影像化，小说影视改编逐渐成为文学研究、影视学与文化研究的交叉领域。围绕文学文本与影像媒介之间的关系，学界从不同角度展开了持续探讨，研究对象、研究方法与理论取向呈现出日益多元的发展态势。为更清晰地呈现该领域的研究脉络与学术进路，本文在系统梳理既有研究成果的基础上，依据研究内容与研究视角，将相关研究归纳为以下四个方面。

1. 文学经典与当代小说的影视改编研究

文学经典与当代小说的影视改编研究构成了中国小说影视改编研究的基础性领域。早期研究多从文学批评立场出发，强调小说与影视同属叙事艺术，关注不同艺术形式之间的内在关联。Huang (2003) 指出，影视剧作为综合艺术，与小说、戏剧、音乐、美术等文学艺术形态密切相关，而小说因其成熟的叙事体系，长期成为影视改编的重要文本来源。Wang (2006) 在探讨《西游记》的影视转型时进一步提出，尽管文学与影视在媒介形态和表达方式上存在差异，但在精神内涵层面具有相通性，不同艺术形式之间能够实现相互转换。

围绕文学经典的影视改编实践，学界逐渐关注改编对原著传播与接受的影响。Tao (2009) 在分析《红楼梦》的影视改编时指出，影视化在推动经典大众化传播的同时，也可能导致接受方式的简化与被动化，反映出经典进入大众文化语境后所面临的张力。此后，相关研究开始在“忠实原著”与“艺术再创造”之间展开更为深入的讨论。Zhao (2019) 认为，文学文本与影视文本之间应形成良性互动，影视媒介既对文字媒介形成冲击，也在传播层面扩大了文学作品的社会影响力。

进入 21 世纪后，研究视角逐渐从单纯的文本对照转向影像叙事与审美重构。Sun (2023) 在研究《隋唐演义》电视剧改编时指出，科技手段赋予文学经典新的视觉生命力，使传统文本由二维书写转向三维影像空间，并在娱乐性与教育性之间寻求平衡。Wen (2015) 在分析《封神演义》的电视剧改编时强调，经典改编应在忠实原典精神的基础上，兼顾现代解读与大众传播需求。Zhang (2023a) 通过对《雷雨》影视改编的研究指出，影像叙事为文学名著提供了再传播与再阐释的路径，使经典在不同时代背景下获得新的理解空间。

与此同时，部分研究将视角延伸至当代文学作品的影视转化。Zhang (2024) 以小说《推拿》的电影改编为例，指出影像通过调整叙事结构、时空与视角，实现了对原著精神内核的

重构，凸显了电影媒介在叙事表达上的独特优势。Fan (2025) 与 Sun (2025) 分别从文化对话与文本互动的角度，探讨《回响》《河边的错误》的影视改编路径，认为当代小说的影视化并非简单的媒介转换，而是一种融合通俗性与思想性的再创作实践。总体来看，该类研究逐步从“忠实性评价”转向对叙事创新与审美再造的关注。

2. 历史题材与传记类小说的影视改编研究

历史题材与传记类小说的影视改编研究，主要围绕历史真实、艺术虚构与影像表达之间的关系展开。相关研究普遍关注影视改编在塑造历史认知与价值观念方面的社会影响。Pan (2020) 在以电影《末代皇帝》为例的分析中指出，传记电影并非历史事实的机械复制，而是在尊重史实的基础上，通过视听语言揭示人物与事件的“本质真实”，强调导演主观判断在改编中的重要作用。

Yang (2017) 在研究历史传记题材电视剧时指出，文学改编在影视创作中具有基础性意义，但过度艺术加工可能导致历史人物形象的模糊甚至偏离史实，进而影响观众的历史认知。Tang (2014) 在论述二月河历史小说的影视改编时，也强调历史剧在作为大众文化产品的同时，仍应追求思想深度与艺术品位，审慎处理历史文化的传承问题。总体而言，该类研究集中体现了对影视改编历史责任与文化功能的反思。

3. 网络文学与新媒介语境下的影视改编研究

随着媒介融合与数字技术的发展，网络文学及其影视改编逐渐成为学界关注的新方向。相关研究普遍认为，新媒介语境改变了文学创作机制与受众接受方式。Liu (2023) 在分析网络小说《斗罗大陆》的动画改编时指出，改编并非对原作的简单复制，缺乏创造性的改编反而会削弱原作的文化价值，强调媒介特性对叙事重构的重要影响。

Yin (2025) 在对尾鱼小说影视改编的研究中指出，网络文学在“读图时代”的传播环境中与影视产业形成深度互动，其影视化过程兼具审美价值与商业属性。Han (2024) 通过对《三体》影视改编的分析认为，影视改编已成为当代文化价值传播的重要环节，影像不仅延续了原著的精神内涵，也为中国科幻文化的传播提供了新的路径。此类研究显示，网络文学影视改编已从边缘现象转变为中国影视文化的重要组成部分。

4. 跨媒介转换与理论研究取向

除具体文本研究外，部分学者从理论层面对小说影视改编进行反思与拓展。Liang (2022) 从女性主义视角分析《长恨歌》的电影改编，指出导演的性别立场在影像叙事中消解了原著女性主体性，凸显了改编研究在文化批评层面的意义。Liu 和 Xia (2025) 将影视化转换视为一种跨学科的文化符号再生产过程，认为数字技术背景下的改编已突破传统媒介移植范畴，涉及叙事结构、意识形态与文化资本的多重互动。Zhang (2023b) 在对西北神话影视改编的研究中指出，年轻媒介技术与古老文化符号的结合，塑造了具有时代特征的叙事艺术与美学形态。

综上所述，自 20 世纪 80 年代以来，中国小说影视改编研究逐步形成了涵盖文学经典、当代小说、网络文学及历史题材等多个方向的研究体系。从研究方法与理论取向来看，学界经历了由“忠实原著”的文学批评路径，向媒介转换、叙事重构与文化生产研究的转变。整体而言，该领域研究呈现出对象多元、方法复合与理论深化的发展趋势，也为进一步探讨数字媒介语境下小说影视改编的文化意义与学理价值奠定了基础。

研究结果

自 20 世纪 80 年代以来，中国小说影视改编逐渐成为文学研究、影视学与文化研究的交叉领域。现有研究在学术对象、研究方法和理论取向上呈现出多元化发展，可从以下五个维度进行系统梳理。

1. 单部小说影视改编研究——从文本忠实到叙事创新

单部小说的影视化改编研究构成了该领域的核心与基础。早期研究多以“忠实于原著”为主要标准，从情节、人物与主题一致性出发，讨论影视改编的艺术得失。如，对《红楼梦》《西游记》《白鹿原》《聊斋志异》等文学经典的研究，普遍强调影视化过程中的取舍与还原问题。然而，随着文学理论与影视美学的发展，学界逐渐认识到改编并非简单的复制，而是一种再创作。学者们开始关注镜头语言、节奏控制、叙事视角转换等影像叙事策略如何重构文本意义，从而实现视觉化的再诠释。

从研究演进来看，单部小说的改编研究经历了三个层次的深化：第一层次聚焦于情节删减与人物形象还原，侧重于是否忠于原著的价值判断；第二层次开始关注叙事视角的转换与时空结构的重组，探讨影像语言如何重构文学叙事的内在逻辑；第三层次则将改编视为独立艺术文本，分析其审美价值与文化意涵。此类研究的代表性成果表明，影视改编的艺术价值在于再造，而非复述，忠实性应转化为对原著精神的延展与重释。改编作品通过音像手段赋予文学新的表现力，使小说的情感张力、思想内涵与文化象征在视听层面得到新的生命。近年来，研究者开始关注改编过程中创造性叛逆现象，即在跨媒介转换中，改编者基于自身理解与时代语境对原著进行的偏离与重构，这一视角的引入进一步拓展了单部小说改编研究的理论深度。

2. 同一小说多版本影视改编比较研究——时代语境与文化选择

对同一小说的多版本影视改编进行比较，是改编研究的深化方向。此类研究揭示了改编作品与时代意识形态、市场机制和审美趣味之间的互动关系。如，《红楼梦》《隋唐演义》《封神演义》等经典在不同年代的改编中，体现了从历史再现到通俗娱乐的转向。学者们通过文本对比与接受分析，指出不同版本的主题取向、人物塑造和影像语言，反映了社会思潮的演变及观众心理的转变。

多版本比较研究的理论价值主要体现在三个方面：其一，通过历时性比较，揭示不同时期改编观念与审美标准的变迁轨迹；其二，通过共时性比较，分析同一时期不同改编版本的

市场定位与受众策略差异；其三，通过跨文化比较，探讨同一作品在中外不同文化语境下的改编路径差异。这些研究不仅使改编现象具有历史纵深性，也揭示出影视化过程中的文化再生产机制。早期版本强调意识形态与教育功能，而当代版本更重视市场反馈与视觉冲击，这一变化映射出中国影视工业化与文化消费逻辑的成熟。值得注意的是，近年来多版本比较研究开始引入接受美学理论，关注不同版本在受众群体中产生的差异化接受效果，为改编研究提供了新的分析维度。

3. 同一作者多部小说影视改编研究——作家风格与创作体系的影像化

针对同一作者多部小说的影视改编研究，重点在于探讨作家创作风格与主题精神在影像转化中的延续与变形。以金庸、二月河等为例，研究者通过横向比较，发现影视改编不仅是单部作品的再创作，更是作家文学思想的整体视觉呈现。金庸小说的多次改编体现出武侠精神在不同文化语境下的再阐释，从理想主义到现实主义再到消费化的转向，映照了社会意识的演变。二月河历史小说的影视化则呈现出“史诗——政治——人性”三重维度的整合，显示了影视叙事对权力与道德主题的影像重构能力。

此类研究的意义在于，通过比较分析，可以揭示作者文学话语与影像话语之间的内在逻辑，拓展了文学体系影像化研究的深度。近年来，研究者开始关注作家介入改编过程的程度对改编效果的影响，如莫言、余华等当代作家亲自参与剧本改编或担任艺术顾问的案例，为探讨作者意图与影像呈现之间的关系提供了新的研究样本。此外，同一作者多部作品改编的比较研究，也使得研究者能够考察作家创作风格的历时演变在影像转化中的呈现方式，进而探讨文学风格与影像风格之间的映射规律。

4. 跨媒介或跨文本改编比较研究——媒介转换与文化传播的新范式

跨媒介与跨文本改编研究是近年来的学术前沿。研究对象从传统文学扩展到网络文学、动画、短视频、游戏文本等，形成了跨艺术形态的综合研究格局。在媒介转换理论的指导下，研究者关注文本在媒介迁移过程中的“结构转码”与“符号重组”问题。例如，《白蛇传》《斗罗大陆》等作品的改编研究表明，数字媒介语境下的影视创作不再局限于文字叙事，而呈现出“影像符号化”“视觉奇观化”和“叙事交互化”的特征。

跨媒介研究的理论突破主要体现在以下几个方面：首先，它打破了传统改编研究以文学为中心的思维定式，强调不同媒介具有各自的叙事逻辑与审美特性；其次，它引入了媒介考古学的研究方法，考察改编文本在跨媒介流动中的形态变迁与文化意涵的迁移；再次，它关注改编过程中媒介技术与叙事策略的互动关系，探讨技术变革对改编观念与实践的深层影响。此外，跨文化比较研究的兴起也标志着中国改编研究的国际化趋势。学者通过对比中外改编经验，探讨全球化语境下文化符号的传播与再诠释问题，指出中国影视改编在保持民族文化根基的同时，也应主动参与国际叙事体系的建构。当前，跨媒介研究正进一步向跨媒介叙事理论、媒介生态学等方向拓展，为改编研究提供了更为宏阔的理论视野。

5. 理论方法与新兴方向——从“忠实论”到“文化生产论”的演进

从理论层面看，中国小说影视改编研究经历了由“忠实论”到“再创作论”、再到“媒介转换论”的学理演进。早期研究以文学批评方法为主，注重文本还原，将改编作品视为原著的附属文本进行评价。这一范式在20世纪80年代至90年代占据主导地位，其理论根基源于传统文学批评对作者权威与文本原真性的重视。随着叙事学、美学与文化研究方法的引入，推动了改编研究的理论多元化。叙事学视角关注改编过程中叙事结构、叙事视角与叙事时间的转换机制；美学视角探讨文学语言与影像语言在审美表现上的差异与互补；文化研究视角则将改编置于社会文化语境中，分析其与意识形态、消费文化、身份认同等因素的互动关系。近年来，随着传播学、文化产业学与数字人文方法的介入，研究开始聚焦影视改编的社会功能与文化价值。新媒体语境下的短剧、网剧及跨国改编现象，为研究提供了新的样本。

学者们普遍认为，未来中国小说影视改编的研究应重视受众视角与媒介生态的互动，建立从文本——媒介——文化——产业的系统分析框架，从而实现从“文本研究”到“文化生产研究”的理论转型。在这一转型过程中，研究者开始关注改编作品的生产机制、传播路径与消费模式，将改编视为一个由多元主体共同参与的文化生产场域，而非单纯的文本转换过程。

综上所述，中国小说影视改编研究已由单点分析走向系统阐释，形成了兼具文本细读与文化反思的多维格局。研究主题从艺术层面的忠实与再现扩展到文化传播与社会意识层面，研究方法从文学比较走向跨学科整合。整体趋势显示，中国小说影视改编研究正在形成以媒介转换理论、文化生产理论与全球传播视野为支撑的学术体系，其意义不仅在于揭示文学与影视的关系，更在于阐明中国现代文化变迁与媒介逻辑的互动机制。

结论

自 20 世纪 80 年代以来，中国小说影视改编研究历经四十余年的发展，呈现出由“忠实性批评”向“媒介化研究”、再到“文化生产与技术融合”不断深化的学术演进脉络。总体来看，其研究进程大致可分为四个阶段。20 世纪 80-90 年代是改编研究的萌芽期，在文学改编影视剧热潮的推动下，学界的研究主要以文学批评为中心，强调影视作品应当忠于原著精神与文学风格，形成以“忠实论”为核心的早期研究范式。进入21世纪初至2010年代，随着影视产业化与网络文学的兴起，改编现象呈现出多元化、商业化特征，学术研究逐渐从单纯的文学比较转向叙事学与媒介研究的结合，开始关注影视文本的结构重组、叙事策略及影像语言的再创造，形成“从文本研究到叙事研究”的转型格局。2010-2020 年间，跨媒介传播格局的确立使改编研究进一步扩展到文化研究领域，学者们不再仅关注文本层面的艺术再现，而是聚焦于小说影视改编在社会传播、文化消费与意识形态层面的意义建构，逐步形成以文化生产理论、接受美学和媒介融合为核心的新范式。进入2020年代，数字媒介与人工智能的迅速发展为小说影视改编研究

带来了新的挑战与契机，传统的“再现型改编”观念正被“生成性改编”所替代，研究重心转向技术逻辑、算法叙事与数字文化语境下的创作机制。总体而言，中国小说影视改编研究在四十年间实现了由文学中心向媒介中心、由文本研究向文化研究、由再现性分析向生成性探讨的三重转向，标志着这一领域已从经验性探索步入理论自觉与学科融合的新阶段。

建议

未来，中国小说影视改编研究呈现出进一步走向学科交叉与理论整合的发展趋势。现有研究表明，文学、影视学、传播学、美学及文化产业研究之间的关联日益紧密，但在理论体系建构与方法整合层面仍有拓展空间。相关研究可在本土文化语境的基础上，对改编理论进行系统梳理与本土化阐释，同时结合国际改编研究成果，以增强理论框架的解释力与比较价值。随着新媒介与数字技术的迅速发展，网络文学、短剧、动画、游戏等新兴改编形态日益丰富，研究应及时回应这一文化现象，探索数字时代文学影像化的审美特征与传播规律。在研究方法上，可进一步引入数字人文、语料挖掘与数据建模等手段，以实现研究过程的可视化与科学化；在研究视野上，应强化中外改编比较与文化传播研究，关注改编作品在国家文化形象塑造、价值观传播与国际话语构建中的作用。还应从受众接受与文化产业的角度出发，探讨改编活动在当代社会语境下的文化功能与现实意义。通过不断深化理论反思、拓展研究边界与创新分析方法，中国小说影视改编研究有望实现由文本研究向文化系统研究的跨越，进一步提升其学术独立性与国际影响力，为中国影视文化的全球传播提供坚实的理论支撑。

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叛逆与艺术：朋克文化对反观念主义艺术的影响与“反叛被制度吸收”

REBELLION AND ART: PUNK CULTURE’S IMPACT ON STUCKISM AND THE PARADOX OF INSTITUTIONALIZED REBELLION

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摘要

本文旨在研究自 1970 年代以来备受关注的朋克文化对当代艺术中反观念主义艺术的深层影响，以探讨反叛艺术如何被制度吸收。采用反观念主义艺术及评论家出版的书籍、学术论文、刊物与艺术作品等第一手资料，结合文化研究方法，并运用皮埃尔・布迪厄（Pierre Bourdieu）的场域理论与亚文化理论进行分析。研究发现，朋克文化不仅在音乐、服装和个人意识方面塑造了独特的亚文化符号体系，还在绘画领域产生深刻影响，塑造了反观念主义艺术家的创作方式与艺术语言，同时也显示出反叛姿态在艺术制度中逐渐被吸纳的趋势。此视角不仅深化了对朋克与反观念主义艺术关系的理解，也为重新审视当代艺术中的反叛效力及其在更广泛社会文化中的意义提供了新的思考框架。

关键词：梅德韦诗人 朋克态度 反体制美学 反观念主义艺术 亚文化制度化

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Abstract

This paper examines the profound influence of punk culture—widely discussed since the 1970s—on anti-conceptual tendencies in contemporary art, exploring how rebellious artistic practices are gradually absorbed into institutional structures. The study draws on primary sources, including books, academic articles, periodicals, and artworks published by anti-conceptual artists and critics. Using cultural studies methodologies, it also applies Pierre Bourdieu's field theory and subcultural theory as analytical frameworks. The research finds that punk culture not only established a distinctive subcultural symbolic system through music, fashion, and individual consciousness, but also significantly influenced painting. It has shaped the creative approaches and artistic language of anti-conceptual artists while revealing a tendency for rebellious postures to be gradually incorporated into the art system. This perspective deepens our understanding of the relationship between punk culture and anti-conceptual art, and provides a new framework for reconsidering the effectiveness of rebellion in contemporary art and its broader socio-cultural implications.

Keywords: Medway Poets, Punk Attitude, Anti-establishment Aesthetics, Stuckism, Subcultural Institutionalization

引言

“叛逆”并非单一概念：它既可能表现为对既定规范的抵制，也可能指向观念和形式的创新，更重要的是，在艺术上，它常以对主流价值的质疑来推动边界的再定义。纵观西方艺术史的重要转折，可以发现往往源于对既有体系的反叛。从文艺复兴时期艺术摆脱宗教附庸，到现代主义流派突破学院规范和传统视觉法则，叛逆始终推动艺术形态的更新。持续这一个方式，二十世纪末兴起的反观念主义艺术以批判观念艺术为立场，并在全球范围持续产生影响。

作为以“反主流”为核心立场的亚文化，朋克文化在 20 世纪 70 年代英国崛起，并迅速由音乐扩展至文学、时尚与个体思想等领域 (Cabut & Gallix, 2017; Hebdige, 1979)。其发生并非偶然，与战后至 70 年代间的英国社会状况相关。有学者指出，战后至 20 世纪 70 年代间，英国社会经历了经济增长放缓、劳资冲突频繁以及社会情绪紧张等一系列结构性问题 (Briggs, 1993)。反叛由此成为一种可被识别、可被传播的文化态度。同时艺术领域也不断出现以“对抗既有观念体制”为诉求的创作潮流，这为理解后来的反观念主义艺术提供了历史参照基础。

反观念主义艺术自 1999 年前后形成以来，逐渐在跨国社群中扩展，相关团体与实践者以“反叙事、反权威、反体制化的当代艺术话语”为主要评论对象，强调回到直觉、材料、行动与生活经验等层面的表达，并常以集体协作、宣言写作、跨媒介实践来构建自身的身份和传播路径。需要指出的是，在当代艺术全球化与资本机构体系高度联合、艺术评论处于策展机制与市场逻辑主导的语境中，反观念主义艺术一方面被视为对“当代艺术泡沫化”的纠正举措，

另一方面也面临“反叛姿态是否会被体制吸纳”的持续质疑。英国评论家 Jones (2013) 对其褒贬不一却承认其在当代艺术生态中的警醒意义，正说明了这一现象并非偶发事件，而是值得进入学术讨论的文化现象。

本文的研究线索来自笔者与反观念主义艺术创始人 Bill Lewis 等人的交流：其创始成员的创作方法与价值立场受朋克文化影响。这一自我指认提示我们：朋克不只是视觉符号或音乐风格，更可能作为一种反主流的精神结构，持续塑造着某些当代艺术社群的组织和表达方式。近年来，随着人工智能、虚拟现实与新媒体传播加速，赛博朋克等概念在多类文化产品中再度活跃，同时，“朋克”相关学术出版物的数量亦呈现持续增长趋势。根据 The Lens 的统计，1956-2020 年间包含“朋克”（punk）关键词的学术出版物数量整体持续上升（见图 1）。

在此背景下，讨论朋克文化如何影响反观念主义艺术，不在于对二者作出简单的价值排序，而在于揭示：在全球化语境下当代艺术趋同与体制化加深之时，反主流姿态为何仍被反复唤起、如何被延续，并对主流艺术机制形成何种批评和反思。

基于此，本文将围绕以下问题展开：朋克文化的核心观念如何进入反观念主义艺术的创作与社群结构中? 其“反抗主流”的话语在当代艺术制度中如何被实践、反观念主义艺术得以持续发展的动力与局限在哪? 通过对这些问题的讨论，有助于在当代艺术研究中补充对“反主流实践”之机制与意义的理解。

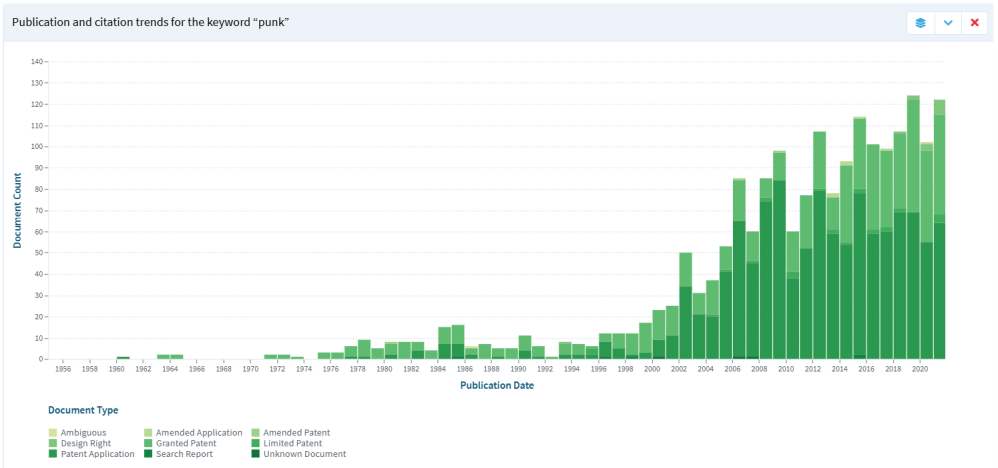


Figure 1 Publication and Citation Trends for the Keyword “Punk” (1956-2020).

Sources: The Lens, incorporating comprehensive scholarly literature and scientometric data. https://www.lens.org/lens/search/patent/analysis?q=punk&p=0&n=10&s=date_published&d=%2B&f=false&e=false&l=en&authorField=author&dateFilterField=publishedDate&orderBy=%2Bdate_published&presentation=false&preview=false&stemmed=true&useAuthorId=false

内容

二十世纪下半叶，朋克文化以激烈的反叛姿态进入大众视野，其粗犷与叛逆的特质不仅塑造了音乐与亚文化，更为艺术提供了新的创作灵感。同时，反观念主义艺术在观念艺术过度理性化与制度化时，吸收了朋克文化的精神，建立起跨越艺术与文化的联系。二者的交融，使艺术实践既挑战权威与精英主义，又回应社会现实。

反观念主义艺术的叛逆性体现在对形式与制度的两种反叛：它通过图像、叙事与反讽突破既有框架，重塑艺术的社会意义。Harvey (2011) 在论文与个人案例中提及“叙事转向”：当反叛姿态被叙述与展示时，便逐渐进入制度化轨道，获得认可的同时也被驯化。因此，“反叛被制度吸收”成为当代艺术无法回避的矛盾 (Harvey, 2011)。

本文将从五个方面展开：首先梳理朋克文化与反观念主义艺术的学术与历史关系；其次剖析其共同的叛逆性；再来透过 Harvey (2011) 的研究探讨“叙事转向”；第四，评估两者融合的影响与未来发展；最后，批判性分析反叛被制度吸收的现象，以揭示当代艺术在全球化与制度化背景下的处境。

本文采用质性研究设计，结合文本分析、图像学分析以及文献档案研究，以探讨朋克文化对反观念主义艺术的影响及“反叛被制度吸收”的机制。一手资料主要选取与朋克意象相关且能够体现其与艺术制度之间互动关系的文本与艺术作品。在具体分析中，本研究从艺术家层面（如 Bill Lewis、Paul Harvey 等）以及作品层面（如 Serota Needs a Good Spanking、Art & Leisure）选取典型案例进行分析。分析上，文本材料通过论述，如“反精英”、“自我叙事”、“市场与媒体介入”等主题；视觉材料则采用图像学解析朋克符号如何转化为绘画语言与风格。理论框架则以 Bourdieu (1993) 场域理论与 Hebdige (1979) 亚文化理论为工具：前者用于分析反观念主义在场域中的变动、资本的累积与被制度吸收的过程；后者用于分析亚文化风格的抵抗与商品化路径。通过对文本、图像和制度的交叉比照，归纳总结出“反叛被制度吸收”的过程与当代意义。

1. 朋克文化与反观念主义艺术的学术及历史关系

朋克文化对反观念主义艺术的影响可从四方面探讨。首先，创始艺术家如比尔·刘易斯、保罗·哈维等，其生活经历深受朋克文化熏陶，这在他们的艺术与实践中有所体现。其次，许多反观念主义艺术作品直接以朋克精神为主旨，通过反叛、无畏与创新的表达，展现了朋克文化的影响。第三，围绕朋克主题的反观念艺术展览，呈现多元形式和观念，进一步体现其启发作用。最后，艺术家们发表的论文与刊物中亦包含对朋克文化的分析与探索，从理论层面拓展了其影响范围。以上四点将分别展开说明。

1.1 艺术家方面

反观念主义艺术是由十一位英国艺术家于 1999 年成立的，其中许多是热衷于朋克文化的艺术家。比如，保罗·哈维一直热衷于朋克音乐及研究，他曾在宝琳·默里

(Pauline Murray）的朋克音乐乐队“渗透（Penetration)”中担任吉他手多年。除了为朋克乐手的身份外，他也发表了多篇朋克主题论文，如其博士论文《反观念主义、庞克态度与美术实践：相似之处》(Stuckism, Punk Attitude and Fine Art Practice: Parallels and Similarities)，及其硕士论文《萨奇，塞罗塔和反观念主义——庞克灵魂之战》(Saatchi, Serota and Stuckism—The Battle for the Soul of Punk)。

另外，一些来自以英国朋克为基础的诗歌团体的成员也是反观念主义艺术的创始人，比如比尔·刘易斯、比利·查尔德、查尔斯·汤姆森等人。这些艺术家通过文学诗歌、表演艺术等形式实践着朋克精神。比尔·刘易斯在 1979 年与比利·查尔德、查尔斯·汤姆森、塞克斯顿·明（Sexton Ming)、罗布·厄尔（Rob Earl)，以及米里亚姆·卡尼（Miriam Carney）共同成立了梅德韦诗人团体（The Medway Poets)。这个团体以英国朋克文化及无政府主义为精神，曾在英国的大学、酒吧和国际剑桥诗歌节上进行表演 (Thomson, 2004)。团体成员中的大多数都是反观念主义艺术的创始人，比如比尔·刘易斯、比利·柴迪什、查尔斯·汤姆森等人。

塞克斯顿·明不仅是一位艺术家和诗人，还是一名音乐家。在接受采访时，他提到了受到朋克音乐的启发。他当时非常欣赏聚苯乙烯，她是英国朋克摇滚乐队 X-Ray Spex 的主唱。在当时的环境下，赛克斯顿走上了他的创作之路 (Thomson, 2004)。

1.2 作品方面

谈及朋克文化，人们常想到高耸发型、骷髅、黑色皮衣、铆钉及撕裂拼贴的布料，这些典型图像也常见于受朋克影响的反观念主义艺术家的绘画中。保罗·哈维便是其中代表。他的作品《塞罗塔需要好好打屁股》(Serota Needs a Good Spanking)（见图 2)，描绘一位身着黑色皮衣和皮裤的女性，她以叛逆目光直视观众，手持反观念主义画展海报，背景环绕圆形闪光，宛如乐队表演的镁光灯。该女性模特亦出现在哈维的另一件作品《卡住主义 1999-2006》(Stuckism, 1999-2006)（见图 3）中，同样身着黑色皮装。除朋克服饰风格，两件作品还体现了朋克所强调的个人自由与挑战权威的精神。这两幅作品曾用于 2003 年“真正的特纳奖”的宣传，直接反对特纳奖，展现出反观念主义艺术的叛逆精神。从绘画语言的角度来看，朋克精神不仅体现在保罗·哈维作品的题材与符号方面，也体现在其视觉表达方式之中。保罗·哈维在画面中采用较为概括和简化的笔触，使人物形象不再追求古典绘画中对真实形态的精细再现，而呈现出一种刻意的直接，这呼应了朋克文化所倡导的“反精英”和“反学院化”立场。在色彩运用上，其作品常采用高饱和度且对比鲜明的色彩，具有强烈的视觉冲击力，带来整体的紧张感。在构图上，人物通常被保罗置于画面中心并以正面姿态直面观者，并通过服装和标语等明确的视觉焦点，使画面呈现出直接而具有压迫感的视觉张力。从笔触、色彩与构图共同形成的这种张力，在形式上回应了朋克文化所强调的挑衅性。



Figure 2 Paul Harvey,《Serota Needs a Good Spanking》

Acrylic on canvas, 182 x 61 cm



Figure 3 Paul Harvey,《Stuckism 1999-2006》

Acrylic on canvas, 97.5 x 146 cm

反观念主义的另一位艺术家乔·机器（Joe Machine）的作品图像中，同样带有朋克文化的烙印。例如，他的作品《黛安娜·多尔斯拿着机关枪》（Diana Dors with a Machine Gun）中，主角身着朋克时尚风格的黑色皮衣，颈间佩戴着朋克风格的铆钉项链 （如图 4），手中持着机关枪，通过这一图像传达了朋克文化的叛逆、挑战权威、捍卫个人自由等精神（见图 5）。

从绘画语言来看，这种朋克精神不仅体现在题材与符号层面，也体现在作品的视觉表现方式之中。乔·机器在画面中运用了较为粗犷的笔触，使人物形象呈现出一种未经精修的质感，这种带有即兴感的笔触与朋克文化强调的“反精英”与“反学院化”态度相呼应。在色彩处理上，作品多使用对比强烈且饱和度较高的色彩，使人物形象在画面中具有突出的视觉冲击力，进一步强化了画面的张力。同时，在构图上，人物也被置于画面的中心并以正面姿态面对观者，还通过武器、服饰等元素形成强烈的视觉焦点，使画面呈现出一种直接的压迫感。这种在笔触、色彩与构图中形成的视觉张力，同样与朋克文化所强调的对抗和挑衅形成了形式与观念上的呼应。



Figure 4 Studded Choker Necklace as a Characteristic Element of Punk Fashion



Figure 5 Diana Dors with a Machine Gun

Acrylic on canvas, 121.5 x 91 cm

英国贝德福德郡 EMC Design 高级设计师 Prew (2016) 曾在《朋克艺术：头骨与这类的东西》一文中指出：“头骨、骷髅和各种恐怖的意象与朋克摇滚齐头并进…Misfits 的头骨首次出现在他们 1978 年的单曲《恐怖生意》的封面上（见图 6），其灵感来自 1946 年恐怖电影《猩红幽灵》的海报中获得的。正是从那时起，骷髅形象成为了朋克乐队的吉祥物，独立的骷髅标志也成为了一个标志性符号”。反观念主义的艺术家菲利普·阿布索隆（Philip Absolon）以其骷髅系列作品十分突显了朋克精神。此系列的每一幅绘画都呈现了头骨、骷髅的图像，这些作品中，骷髅占据了画面的主要位置，带给人一种画面被压迫的感觉，骷髅抱头绝望或抽烟的姿态，展现出焦虑和无助的情绪。在构图上，每个系列中的骷髅都位于画面正中央，在色彩上，骷髅呈现出白色，与背景的红色或黑色形成了鲜明的对比，突显出强烈的视觉效果。此外，从造型上看，骷髅似乎象征着普通人的生活，展现出他们在无助绝望时的姿态和动作，比如遮住双眼或抱头痛哭等。此系列的作品题名，如《就业俱乐部》、《求职》（见图 7），也表明了艺术家对就业问题的关注，可能与其长期的就业困扰有关，通过这些作品，他描绘画了个人的经历和感受。



Figure 6 Cover of the 1978 single Horror Business by Misfits



Figure 7 Philip Absolon,《Job Club》

1.3 展览方面

朋克文化在反观念主义艺术实践中得到了体现的证明，其中包括了以“朋克”为主题的艺术展览。无论是在英国还是美国，反观念主义艺术家都积极举办了多场绘画艺术展览，旨在通过展览行动来实践和传播朋克文化的精神。这些展览为艺术家和观众提供了一个交流和探讨朋克文化的平台，同时也促进了反观念主义艺术在当代艺术领域的发展和影响。

2004 年，英国反观念主义艺术家陆续举办多场以“朋克维多利亚时代”为主题的展览。《反观念主义者朋克维多利亚时代》由沃克艺术画廊和女士杠杆艺术画廊代理；《Stigmata 或 Censorious：反观念主义者朋克维多利亚时代》由里文顿画廊举办；另有《反观念主义者朋克维多利亚时代精简版》及《更多来自反观念主义者的韦尔斯朋克维多利亚风格》展览。同年在美国，还举办了《反观念主义者厕所里的朋克维多利亚》展览，显示此主题在英美两地的传播。

1.4 学术论文、发表刊物方面

在反观念主义艺术领域，研究朋克文化的反观念主义艺术家保罗·哈维曾发表了两篇论文，分别是《反观念主义、朋克态度和美术实践：相似性和相似性》（Stuckism, Punk Attitude and Fine Art Practice: Parallels and Similarities）以及《萨奇、索罗塔和反观念主义——朋克灵魂之战》(Saatchi, Serota and Stuckism—The Battle for the Soul of Punk)。这两篇论文深入探讨了朋克文化的态度和精神，并展示了其对反观念主义艺术的广泛而深刻的影响。

综上所述，朋克文化与反观念主义最初从英国与美国开启相似的反叛精神。前者源于 20 世纪 70 年代英国地下乐团及青年群体，以音乐表达对主流文化的不满，强调颠覆性与无政府主义，并在 80 年代末传入美国后逐渐进入主流。反观念主义则于 90 年代由英国的比利·查尔德与查尔斯·汤姆森发起，以批判观念艺术为核心，甚至公开抗议特纳奖。两者皆从英国兴起，继而扩散至国际，为全球文化与艺术语境带来深远影响。

2. 反观念主义艺术的叛逆性

反观念主义艺术的叛逆性主要体现在两个方面：一是对主流文化的反抗，二是对社会现实的批判。在反观念主义艺术对主流文化的反抗方面，可以引用亚历克斯·丹切夫（Alex Danchev）在《100 位艺术家宣言：从未来主义者到反观念主义者》（100 Artists’ Manifestos: From the Futurists to the Stuckists）中的观点来说明。他指出艺术家们努力在具有抵抗力的媒介中取得进展，勇敢站在历史错误的一边，近代反观念主义者（又称为卡住主义者）在任何意义上都在向前进 (Prew, 2016)。该书收录了一百位具有叛逆精神的艺术家宣言，涵盖了未来主义、达达主义、超现实主义、女权主义、共产主义、破坏主义、旋涡主义、强硬主义和反观念主义等不同运动的声音，这些运动都具有叛逆的特点。

除了反抗主流艺术外，反观念主义还对社会现实进行批判。在罗茜·米勒德（Rosie Millard）的文章《当代艺术界的卡住主义者空间》中，描述了当时在英国伦敦的卡住主义者团体

（或称反观念主义者）并未受到评论家的关注，也没有强大的经销商、收藏家等基础，但仍然具有十足的团体凝聚力。他们不顾时尚、追求经济利益的艺术家或媒体，而是以精神为目标。这一点在他们的画廊、展览、示威和社交活动中得以体现 (Millard, 2001)。因此，反观念主义对主流画廊商业经济模式持有反对态度，这一点也是显而易见的。

3. “叙事转向”：朋克文化与反观念主义艺术——保罗博士论文及其自身具体案例

除前述艺术家外，反观念主义艺术家保罗·哈维更以六年时间完成博士论文，阐明朋克文化与反观念艺术的紧密关系。他在研究、创作乃至生活中都深受朋克影响，是朋克文化作用于反观念艺术的鲜明案例。

2006 年至 2011 年间，保罗的博士论文对迅速发展的反观念主义艺术运动进行了系统研究，重点探讨其是否与 20 世纪 70 年代末的朋克“态度”相关。论文旨在梳理反观念主义艺术的演变过程，并结合作者自身在朋克时代的经历，将两者的反叛精神进行比较。作为该艺术团体的成员，保罗自然将其在朋克音乐时期感受到的叛逆情绪与反观念主义艺术实践联系起来，因而研究聚焦于两个不同历史阶段的相似性及其所涉及的群体。保罗认为，朋克与反观念主义艺术并非表面上的直接延续。二者分别属于不同的时代和艺术形式，面向的社会文化受众也有差异：朋克主要体现为音乐亚文化，而反观念主义艺术则是对画廊和美术馆主导的回应，更强调视觉艺术的表达。尽管如此，保罗提出以“叙事转向”作为方法论基础，用以揭示两者在身份建构与文化叙事上的潜在关联，进而捕捉其持续发展的脉络。论文还强调了朋克态度对反观念主义群体身份叙事的塑造作用，认为这种叛逆精神在实践中不断重构该运动的理念。虽然反观念主义艺术在媒体中频繁出现，却缺乏深入的学术性辩论。Harvey (2011) 的研究旨在填补这一空白，凸显该艺术运动在当代艺术语境中的相关性与批判价值。

保罗既是朋克文化的爱好者，也是从事反观念主义艺术四十余年的艺术家，其创作深受朋克文化影响。其作品《Art & Leisure》（艺术与休闲）便是典型例证。此画呈现一幅色彩鲜艳、充满活力的城市景观，通过艺术手法反映对当下都市生活的思考，体现朋克文化的审美特征。本文以图像学三阶段来解读该作品：在第一阶段，画面描绘建筑、街道与人物，人物装束体现了朋克风格，如高耸发型与染色发色，象征朋克文化对城市景观的渗透；第二阶段，艺术家用朋克常见的涂鸦手法，以鲜艳色彩与夸张线条营造气氛，展现都市人们的娱乐场景；在第三阶段，则显示出对现代都市生活的深层思考，提示观众关注城市化对人类生活和文化的冲击，以及朋克文化如何影响城市环境。《Art & Leisure》不仅呈现视觉上的能量感，也成为理解保罗如何在艺术中融汇朋克精神与都市经验的重要案例。

4. 文化影响与未来发展：朋克文化与反观念艺术的融合

反观念主义艺术与朋克文化均已走过二十五至五十年的历程。正如朋克从后朋克到赛博朋克，本研究推测反观念主义艺术亦将持续更新。两者的交叉已成为一个重要的研究领域，显示

出社会对既定形式的批判。此融合不仅在艺术形式上有所表现，更对社会文化语境提出深刻评论。朋克文化自 20 世纪 70 年代兴起，以音乐、时尚和生活方式展现叛逆精神，挑战传统；反观念主义艺术则通过瓦解意识形态结构，对主流艺术提出反思。作为当代艺术研究者，我们正见证二者交汇的关键时刻，其融合为文化批判与艺术创新提供了新的研究方向，促使我们重新思考艺术在塑造话语与推动社会改革中的作用。

5. 批判性分析：叛逆的制度化与当代艺术场域

在前文的综述与案例研究中，已经展示了朋克文化如何在音乐、文学、时尚与绘画艺术等多重领域中延伸，并在反观念主义艺术的发展中留下深刻印记。然而，但若仅把这种关系视为单一线性的“影响到接受”模式，则容易忽略艺术与亚文化互动过程中更为复杂的关系。为了深入理解朋克与反观念主义艺术之间的关联，本文进一步引入 Bourdieu (1993) 的场域理论与 Hebdige (1979) 的亚文化研究框架，以揭示这种叛逆在艺术制度与社会结构中如何被重塑、吸收与再生产。

5.1 场域中的位置：从边缘到体制内的矛盾性

Bourdieu (1993) 的场域理论认为，艺术并非孤立存在，而是一个由权力关系、资本分布和象征斗争构成的复杂场域。朋克文化的叛逆最初位于社会文化的“边缘地带”，它以拒绝主流规则和象征资本为核心。然而，当这一精神被反观念主义艺术吸收时，便进入了艺术场域内部的权力争夺。反观念主义艺术在 1999 年成立之初，曾以“反对观念艺术”及“拒绝特纳奖”为口号，将自己定位为边缘的反叛力量 (Childish & Thomson, 1999)。但随着其展览、宣言和国际传播的扩展，它也逐渐获得了文化资本和制度承认。

在这一过程中，反观念主义艺术家通过多种方式积累象征资本，例如以宣言确立话语权、通过集体展览与跨国艺术网络扩大其可见度，并借助媒体讨论强化其“反体制”的身份识别度。当这些象征资本逐渐被艺术机构识别时，它们也开始进入画廊、博物馆及评论体系所构成的艺术场域之中。然而，一旦进入这些制度化空间，原本具有反叛意味的象征资本往往会发生一定程度的价值转化甚至改变：反叛姿态也可能被重新包装为可消费的艺术标签，而原本针对体制的批评也可能被纳入策展叙事与艺术市场逻辑之中。这种由边缘到制度的转化过程，正体现了布迪厄所强调的艺术场域内部资本再生产与权力博弈机制。

具体而言，反观念主义借由“反特纳奖”行动、展览或宣言等举措累积象征资本，并在不知不觉中把朋克式的亚文化资本转译为可被画廊和媒体识别的文化资本；它与评论体系、策展机制的持续角力，正是场域斗争中资本转换和位置上升的关键。由此可见，朋克精神在反观念主义艺术中的延续并非单向的抵抗，而是在“反叛”与“制度化”之间来回穿梭。

5.2 反叛的多重语义与被消费化的危机

如在前文中所论，叛逆具有多重意义：有的则是思想创新；有的是积极的独树

一帜，有的则可能沦为形式化的“故作新奇”。在反观念主义艺术的发展中，我们看到这几种叛逆交织存在。一方面，它继承了朋克文化中对主流价值观的持续质疑 (Savage, 1991)，体现为对观念艺术的强烈批判 (Childish & Thomson, 1999)；另一方面，它的反叛图像（骷髅、皮衣、铆钉、性别政治的挑衅姿态）也很快成为展览与媒体的消费符号。这种张力显示出：反叛在被体制吸收后，可能失去其原初的颠覆力，转而成为市场化的风格 (McRobbie, 1994)。

5.3 亚文化的风格意义与反观念主义艺术的自我叙事

Hebdige (1979) 在《亚文化：风格的意义》中指出，亚文化风格是一种“符码的偷窃”，通过服饰、音乐、图像对主流秩序进行干扰。反观念主义艺术的视觉策略同样可被视为这一逻辑的延伸。例如，Harvey (2011) 的《塞罗塔需要好好打屁股》不仅是对特纳奖权威的挑衅，更通过朋克视觉符号（皮衣、镁光灯、挑衅姿态）将反叛转化为可视化的“风格政治”。然而，当这种风格反复出现在展览、出版物与学术论文中时，它也逐渐固化为反观念主义艺术的自我叙事——即通过强调与朋克的平行关系，来建构自身的合法性与历史位置（Harvey, 2011）。这种叙事在学术和媒体的流通中不断强化，进一步推动反观念主义艺术从边缘走向制度。

5.4“反叛被制度吸收”与当代艺术的矛盾现象

“反叛被制度吸收”这一概念，旨在揭示当代艺术中一种独特的矛盾：原本旨在对抗主流的运动，在被场域承认的过程中，往往不得不借助制度、市场与媒体来传播其声音 (Bourdieu, 1993; McRobbie, 1994)。这一现象不仅出现在反观念主义艺术中，也可以在达达、激浪派、甚至女权主义艺术的发展历程中看到 (Danchev, 2011)。朋克文化在进入 1980 年代后逐渐成为流行音乐产业的一部分 (Savage, 1991)，正是这一过程的前例。而本文将反观念主义艺术视为“绘画中的朋克”，在其反叛口号不断被展览与评论引用之时，也面临着被体制驯化的风险 (Cabut & Gallix, 2017; Harvey, 2011)。这一视角提醒我们：反叛不是一种固定形态，而是一个动态过程，它在抵抗与被吸收之间反复摇摆。

5.5 当代意义：挑战、矛盾与未来

在全球化与资本化加剧的当代艺术环境中，反观念主义艺术与朋克文化的结合为我们提供了一面镜子。它既显示了亚文化叛逆如何成为当代艺术创新的重要动力 (Hebdige, 1979)，也暴露了反叛精神被商品化、符号化的困境 (McRobbie, 1994)。这告诉我们不能只停留在“朋克如何影响反观念主义艺术”的描述，而要进一步追问：这种影响如何在制度中被再造？它的批判性是否还能持久？未来，随着赛博朋克等新亚文化的兴起，反观念主义是否会走向新的“后反叛阶段”？这些问题不仅关乎艺术史的叙述，更涉及当代文化如何维持抵抗与批判的可能性 (Marcus, 1989)。

结论

本文以朋克文化对反观念主义艺术的影响为轴，由英国当代反观念主义艺术家的第一手文献，探讨朋克文化如何在思想、作品与展览中渗透并塑造这一艺术运动。朋克强调个性、反叛与对权威的挑战，这些特质不仅体现在艺术家的生活态度中，也通过绘画、诗歌与展览实践中体现。无论是视觉符号，还是对主流审美与艺术制度的持续质疑，都说明朋克精神对反观念主义艺术的形成与发展具有深远影响。

本研究并不止于“影响”的分析，还结合 Bourdieu (1993) 的场域理论与 Hebdige (1979) 的亚文化框架进行批判性反思。通过“反叛被制度吸收”的视角，可见反观念主义艺术的矛盾性：一方面承继朋克的反精英与自由精神，另一方面却在展览、媒体与市场中逐渐被体制吸纳，甚至成为可消费的风格。这表明反叛并非固定状态，而是在抵抗与被吸收间摇摆的动态过程。

本研究的理论贡献在于，通过 Bourdieu (1993) 的艺术场域理论与 Hebdige (1979) 的亚文化理论，提出“反叛——制度吸收”的动态机制，用以解释亚文化进入艺术制度后的转化过程。然而，本研究主要以英国反观念主义艺术家的案例为基础，研究范围仍具有一定局限，未来研究仍可进一步扩展到不同文化语境中的亚文化艺术实践。

朋克与反观念主义的结合，不仅是艺术史中的一种文化现象，也为理解当代艺术的复杂性提供了一条重要的思考路径。它揭示了亚文化在艺术发展中的推动作用：一方面，边缘文化往往以挑战权威和既定规范的姿态推动艺术语言与观念的更新；另一方面，当这种反叛力量逐渐被艺术机构、市场与媒体体系所接纳时，又不可避免地面临被制度吸收和重整权力结构的处境，从而显露出反叛精神在制度化过程中的内在张力。从更广泛的当代艺术语境来看，这一机制同样为理解中国及其他地区艺术的发展提供了启示。在当代艺术全球化与资本化不断加深的背景下，许多原本具有批判性的艺术实践在进入画廊体系、博物馆展览以及国际双年展等平台后，往往逐渐被纳入既有的艺术叙事结构之中。例如，在中国当代艺术场域中，双年展体系及艺术市场的快速扩展，使得艺术创作与策展机制、机构话语和市场逻辑发生密切联系。一些原本具有边缘或实验性的艺术实践，在进入这些制度化空间后，常被重新包装为具有文化消费价值的符号。这种由“边缘反叛”到“制度吸纳”的过程，正体现了艺术场域中象征资本不断被再生产与再分配的结构性机制。

朋克文化与反观念主义艺术的案例不仅揭示了西方艺术场域中的权力关系，也在更广泛社会文化中提供了一个具有启发性的参照。未来研究可在跨学科视角下进一步探讨，在全球化与资本化不断强化的文化环境中，反叛性的艺术实践是否仍能保持其批判锋芒。同时，也有必要关注赛博朋克等新兴亚文化在数字技术与网络传播背景下对当代艺术实践所产生的影响，以进一步探讨亚文化在当代艺术生态中的持续作用。

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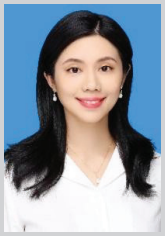


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唐代女诗人研究的回顾与展望

RESEARCH ON TANG DYNASTY FEMALE POETS: RETROSPECT AND PROSPECT

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摘要

21 世纪以来，随着女性主义思潮的本土化与唐代文学研究的精细化，唐代女诗人研究已从传统文学史的边缘补白，深化为文学、历史与性别文化交互的前沿阵地。在研究方法上，本文以新世纪以来的学术成果为核心考察对象，采用系统性文献综述法对相关文献进行了系统梳理与深度解读。研究发现，既往学界在深耕薛涛、鱼玄机等名家个案的同时，广泛借镜女性主义、宗教文化及生态伦理等跨学科视域，实现了从单纯“生平考据”向深度“文化阐释”的范式转型。然而，审视当下，该领域仍存在“名家热、边缘冷”与“重阐释、轻实证”的结构性失衡。鉴于此，本文提出未来应致力于史料挖掘的延伸、研究对象的下沉以及视角的物质化转型，以期推动唐代女诗人研究向着更具实证根基与历史张力的系统化方向发展。

关键词：唐代女诗人 女性意识 跨学科研究 文化阐释

Abstract

Since the turn of the 21st century, the study of Tang female poets has evolved from a marginal supplement to traditional literary history into a cutting-edge frontier at the intersection of literature, history, and gender culture, driven by the localization of feminist thought and the growing sophistication of Tang Dynasty literature. Methodologically, this paper focuses on academic scholarship produced since the beginning of the new century and uses a systematic literature review to survey and interpret relevant literature. The study shows that while existing scholarship has delved deeply into case studies of renowned

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figures such as Xue Tao and Yu Xuanji, it has also drawn widely on interdisciplinary perspectives, including feminism, religious culture, and ecological ethics. Consequently, the field has shifted from mere “biographical verification” to a profound “cultural interpretation”. However, a critical review of the current landscape indicates persistent structural imbalances, characterized by “a fixation on famous figures alongside the neglect of marginal ones” and “an overemphasis on interpretation at the expense of empirical verification”. In light of this, this paper suggests that future research should focus on extending the excavation of historical material, including lesser-known research subjects, and a “material turn” in perspective, aiming to advance the study of Tang female poets toward a more systematic direction with stronger empirical foundation and greater historical tension.

Keywords: Tang Dynasty Female Poets, Female Consciousness, Interdisciplinary Research, Cultural Interpretation

引言

自 21 世纪以来，随着女性主义思潮的引入与唐代文学研究的深入，唐代女诗人创作逐渐从传统文学史的边缘点缀，发展成为中国古代文学、女性学与社会文化史研究的重要交叉领域。唐代女诗人的作品不仅在艺术层面上展示了女性独特的审美体验与情感世界，也在社会层面上折射出唐代开放的文化风气、科举制度的辐射影响以及女性教育状况的变迁。随着学界对“唐诗与性别”关系探讨的深化，唐代女诗人研究逐渐被视为理解唐代文化多元性、包容性及其社会性别权力结构的重要窗口。然而，尽管成果斐然，学术界仍需对过往研究进行系统梳理与反思，以解决评价标准单一、研究对象失衡等深层问题，这正是本文进行综述研究的问题意识所在。

回顾既有研究可以发现，早期学者多以传统的“知人论世”为核心范式，侧重于对薛涛、鱼玄机、李冶等少数知名女诗人的生平事迹、情感经历及作品真伪进行考证与系年。这一阶段的研究虽然夯实了文献基础，但往往带有偏重传奇性解读的痕迹。进入 21 世纪，研究视野显著拓宽，出现了以“女性意识觉醒”、“身体写作”、“道教文化情怀”及“生态批评”等为代表的新兴学术取向。学者们开始跳出单一的传记批评，引入社会学、传播学与接受美学等多维视角，探讨女诗人如何在男权话语体系中寻求发声的策略以及其作品的经典化过程。然而，总体而言，当前研究仍存在对象分布不均的局限，目光高度集中于精英阶层的名媛与女冠，而对庞大的中下层士人妻女及民间歌谣创作者的关注相对薄弱。这种忽视往往源于非名流群体作品散佚严重、史料记载匮乏，且其边缘身份难以进入传统经典化的评价视野。但若缺乏对这一群体的考察，唐代女性文学的完整版图将出现结构性残缺，无法还原当时社会各阶层女性真实的生存状态与精神全貌。同时，部分理论阐释与本土历史语境的结合尚显生硬。例如在运用西方性别理论

解析唐代女性作品时，有时会脱离中唐特定社会结构和礼教规范，导致阐释呈现出“去历史化”的生搬硬套，缺乏系统性的群体量化分析。

在此背景下，本文拟在系统梳理 21 世纪以来相关文献成果的基础上，针对上述对象分布不均及理论结合生硬等不足，对唐代女诗人研究的主要阶段、学术取向与理论路径进行综述与反思。本文旨在揭示其从“文本实证”向“文化阐释”转型的内在逻辑与学理演变，并从跨学科融合与数字人文的视角展望未来的研究方向，以期为构建更为立体、全面的唐代女性文学史提供参考。

内容

唐代女诗人个体研究的范式转型

唐代女诗人个体研究构成了该领域的基石，长期以来，学界的目光高度聚焦于李冶、薛涛、鱼玄机这三位杰出代表。早期研究多侧重于生平事迹的钩沉与作品真伪的考辨。在这方面，Chen (2002) 对李冶的研究具有极其重要的实证意义。他不仅详实考辨了李冶的生平轨迹，更深入剖析了她与当时诸多著名男性文人之间广泛而密切的交游网络 (Chen, 2002)。这种交游网络的复原，不仅确立了李冶作为中唐重要女冠诗人的历史坐标，更生动地揭示了她如何凭借卓越的诗才跨越性别的物理藩篱，在男性主导的文人社交圈层中赢得了平等的对话与酬唱地位 (Chen, 2002)。将李冶置于三大名家的宏观坐标中审视，Jing (2021) 在统观唐代三大女诗人创作脉络时进一步指出，李冶的诗歌创作及其独特的社交模式，为后世女诗人（尤其是女冠群体）提供了一种早期的文学突围范本；她在自然挥洒才情的同时，也折射出中唐特定时期女性在文学场域中前所未有的活跃度。

然而，随着研究的不断深入，单纯的“知人论世”与交游考证已无法满足学界对女性深层精神世界探索的诉求。学者们开始警惕这种高度依附于男性交游圈的“成名”机制，进而引入性别视角，探讨她们在男性凝视下的真实的书写境遇。Yin (2010) 以李冶、薛涛、鱼玄机三人为例敏锐地指出，李冶等人的经典化过程实际上难以逃脱“他者”（即男性文人主导的评价体系）视角的审视。李冶在男性文人圈中的游刃有余固然成就了她的诗名，但她流传后世的文学形象与诗歌文本，在很大程度上也是经过男性文人审美趣味筛选、剪裁与重塑的结果 (Yin, 2010)。这种“他者”视角的引入，使得对李冶等人的个案研究不再停留在表层的才女赞叹，而是开始向深层的性别权力关系与文化接受机制发出追问，标志着个体研究向纵深阐释的初步转折 (Yin, 2010)。

在李冶所开启的这一文学场域与评价机制之下，关于“女性意识”与“男性话语”张力的讨论，在随后的薛涛研究中表现得尤为激烈。传统视角的探讨往往聚焦于女诗人如何通过模仿男性诗风来获取主流文坛的接纳。Chen 和 Wang (2015) 详细论述了薛涛诗歌中表现出的

“男性化”特征，指出其作品中常带有雄豪之气与忧国忧民的家国情怀 (Chen & Wang, 2015)。这种“拟男”策略固然使其赢得了当时士大夫的尊重与平等的文学交流权，却也在一定程度上构成了一种对女性本真特质的掩盖与淡化 (Chen & Wang, 2015)。然而，这一观点并未涵盖学界的全部共识，Ying (2011) 及 Zhang (2011) 的研究则从内部视阈出发，深刻挖掘了薛涛隐匿在“拟男”表象下的女性意识与独特的创作心态。他们提出，薛涛在与权贵周旋的倡伎生涯中，其诗歌不仅是交际的工具，更是展现其不屈不挠、洁身自好独立人格的载体，这标志着研究视阈从外在的话语策略向内在的心理探微纵深推进 (Ying, 2011; Zhang, 2011)。

近年来，薛涛研究进一步拓展至接受美学与地域文化层面，展现出明显的跨学科交叉趋势。Xie (2016) 提出了引人深思的“孔雀光环”现象，探讨了薛涛的盛名如何在后世接受史中形成一种强大的光环效应，这种效应在客观上导致了同时代其他优秀女诗人的光芒被遮蔽，造成了文学史评价的结构性失衡。同时，Xie (2024) 将薛涛置于唐代成都的特定地域文化坐标中进行审视，揭示了城市空间、商业繁荣与女性书写的双向互动关系。Wei (2025) 对薛涛研究的回顾也印证了这一脉络，即其个案研究已从单一的文本鉴赏，走向了身份认同与空间地理的综合考察，预示了研究范式向物质化与综合化迈进的必然趋势。

与薛涛的“拟男”策略与“交际”属性不同，对鱼玄机的研究则更为集中地指向女性对传统礼教的突破与情感的极致表达。Huang (2015) 在对其近十年研究的回顾中指出，鱼玄机的女冠身份为其提供了一个相对边缘却自由的发声场域。Peng (2011) 进一步系统梳理了鱼玄机的诗歌成就，强调其入道经历不仅是生活轨迹的转折，更是其对抗世俗羁绊、促使独立人格与自我意识萌芽的催化剂。在具体文本的微观修辞层面，Ding (2013) 对鱼玄机相思主题诗歌的赏析，深入剖析了她如何通过大胆泼辣、直抒胸臆的笔触，在逻辑上解构了传统闺怨诗中女性被动等待、幽怨哀婉的刻板印象，展现出强烈的情感主体性。这种将个人情感体验推向极致的写作，被学界视为对传统妇德规范的一次“诗意越轨”(Ding, 2013)。

综上所述，唐代三大女诗人的个体研究已彻底打破了昔日“生平加赏析”的单一模式。学界通过深挖现存文献，在这三位典型个案身上建立起了丰富的学术对话：从李冶的“他者”审视，到薛涛的“双性同体”与地域身份，再到鱼玄机的“越轨”书写。这种差异化的论述不仅揭示了唐代女性在面对男权话语时采取的不同生存与创作策略，更标志着唐代女诗人个体研究已全面完成了从“文献实证”向“女性主义与文化阐释”的深刻范式转型。

从个体到群体——阶层分布与社会语境

随着唐代女性文学研究的不断深化，学界日益意识到，仅凭少数精英女性的孤立个案，难以拼凑出唐代女性创作的全貌与复杂的社会阶层网络。因此，研究范式逐渐从“个体名流”拓展至“群体综合”，涵盖了宫廷女诗人、女冠诗人、青楼女诗人等不同阶层的宏观考察。在这一转型初露端倪之时，Yu (2005) 的博士学位论文率先对唐代女性诗歌进行了宏观层面的系统

考察，为群体研究奠定了首创性的文献与理论基础。随后，Guo (2004) 在其博士研究中进一步拓展了这一研究维度，将考辨的视野延伸至唐代及五代时期，对这一更长历史时段内的女性诗歌进行了深度的史料梳理。这两项呈现出时间递进关系的宏观研究共同确立了群体视角的学术坐标，使得唐代女诗人不再是文学史上的零星点缀，而是作为一个具有共同时代背景与阶层烙印的创作群落进入学界视野。

在群体创作心态与性别特质的横向比较中，学者们进一步揭示了女诗人笔下独特的精神空间及其在男权凝视下的妥协与抗争。Song (2007) 对唐代女诗人创作心态的研究指出，女性的创作动机与情感寄托具有强烈的内倾性特征。在此基础上，Cheng (2019) 细化了这种性别差异在文本结构中的具体表现，她明确提出，唐代女诗人的诗歌在题材选择上往往表现出“以男性为重点”的外在依附，但在意象构建上却呈现出“以自我为中心”的内在聚焦。这种外在顺应与内在自我的剧烈撕裂，恰恰折射出她们在男权语境下逼仄的真实生存状态 (Cheng, 2019)。Wei (2018) 在考察唐代女诗人的唱和诗时也印证了这一生存悖论，她认为女性在与他人（尤其是男性文人）的交际酬唱中，实际上是在小心翼翼地构建着自身的女性形象。这种“形象建构”既是对主流男权审美的被动顺应，也是试图在限定的社交框架内夺回情感表达主动权的一种微观抗争策略 (Wei, 2018)。

群体生存语境的另一个核心议题，是社会环境与教育背景对女性“创作合法性”的双重塑造与剥夺。Guo (2012) 在其关于唐代教育与文学的研究中，深刻剖析了唐代女性教育的“双刃剑”性质。一方面，盛唐相对开放的文化风气与经史诗歌教育，为部分中上层女性提供了识字、作诗及表达自我的文化工具；但另一方面，更为深层且无处不在的道德礼法教育，又在思想层面对她们进行着严密的规训 (Guo, 2012)。正如 Cheng (2019) 所指出的，这种教育资源的不充分与沉重的礼法束缚，直接导致了女诗人创作空间的严重局限。她们在题材上不得不退守至狭小的闺阁与私人天地，且诗作中频繁出现“节义”等刻意迎合主流道德规范的内容，以此来换取文学发声的微弱宽容 (Cheng, 2019)。

在所有阶层中，普通“士人妻女”的创作处境最为艰难，也最能集中体现主流礼教对女性书写的系统性压抑。相较于享有一定社交自由的女冠或青楼倡伎，士族家庭的女性面临着更为严苛的闺阁禁忌与道德审视。Li (2019) 的研究《“妇人尤不宜作诗”：质疑声中唐代士人妻女的诗歌撰作》可谓探讨该群体生存境遇的代表性成果。该文犀利地指出，在潜在舆论压力和直接质疑声中，唐代士人妻女为了获得正当的作诗空间，被迫采取了极为迂回的书写策略 (Li, 2019)。她们在儒家礼教的夹缝中苦苦寻找“护身符”，刻意将作诗行为与“三从”或“君臣伦理”等男权宏大叙事巧妙结合，从而赋予女性私语以符合主流价值观的伦理“合法性” (Li, 2019)。这些宏观综论与微观考证深刻证实了，作为一个深受唐代社会风气影响的文化群落，唐代女诗人的创作始终处于一种既渴望主流社会认同、又试图突围以还原自我情感的剧烈历史矛盾之中。

文献整理与经典化接受的演变

文献的系统整理与真伪甄辨，始终是唐代女诗人研究得以向纵深发展的坚实基础与先决条件。长期以来，由于古代女性作品流传的边缘性，许多诗作面临着作者身份模糊、文本残缺或真伪难辨的困境。近年来，学者们致力于突破这一文献瓶颈，对唐代女诗人的存诗进行了更为精细化的文献考据与身份辨识。Chen (2014) 的研究通过严密的考证，不仅确认了具体且可靠的存诗数量，更为后续的文学与历史交叉研究奠定了不可或缺的实证基石。在此基础之上，学界进一步将突破口转向了唐代早期的女性诗歌专集与选本。其中，Jia (2020) 针对《瑶池新咏集》等 8 至 9 世纪早期女性诗歌选集的深度挖掘与系统研究，极大地拓宽了女性诗歌体系的研究视野。长期以来，受限于史料的零散与后世选本的裁剪，唐代女诗人往往被视为各自孤立、零星散落的创作个体。然而,《瑶池新咏集》作为这一时期的重要文献，不仅集中保存了大量珍贵的女性诗作，更在客观上证明了中晚唐时期已经初步形成了一个具有一定规模、且被当时文坛所瞩目的“女性文学社群”(Jia, 2020)。这种由单一诗人考据向早期诗集整理的跨越，使得学界能够更清晰地勾勒出唐代女性从“个体私语”向“群体汇聚”的演进形态。更重要的是，这类早期选本的重现，为我们提供了一个未经宋元理学道德严格过滤的原生态文本参照，从而在文献学与文学社会学的双重意义上，强有力地对勘了后世因严苛的“德行衡量”而导致的经典化偏见与文本散佚 (Zhang, 2020)。

在夯实文献基础的同时，关于女诗人“经典化接受”的演变历程，逐渐成为揭示古代文学评价机制深层运作的核心议题。历代接受史的研究深刻揭示了，文学评价标准并非一成不变，而是随着时代政治、道德与审美风尚的推移而发生了显著的变迁。Zhang (2020) 关于唐人选唐诗等相关议题的研究表明，历代选本在接受、筛选与评价女诗人时，其准则经历了一个充满张力的动态演变过程。具体而言，这一标准从唐代时期相对宽容、崇尚“才色并重”的审美取向，逐渐转向宋元时期受理学深刻影响、更为严苛保守的“德行衡量”，最终在明清时期演变为偏重“学术性评价”与诗法考究的导向 (Zhang, 2020)。

值得深思的是，这种评价体系与道德标准的历史变迁，直接形塑了我们今日所见的唐代女性文学版图。由于目前的讨论与历代选本的目光高度集中于李冶、薛涛、鱼玄机等少数极具传奇色彩的“明星”诗人，这种资源与关注度的倾斜，在一定程度上造成了部分中下层女诗人及普通士人妻女作品的严重散佚与后世误读。当宋元以后的选家以严苛的“妇德”来裁剪和过滤唐代诗歌时，那些不符合正统规范或缺乏名人效应的女性书写便遭到了系统性的边缘化。

此外，在审视女诗人历代经典化过程时，当代跨文化语境下的中西视角差异同样不容忽视。Yin (2010) 以李冶、薛涛、鱼玄机三位标志性诗人为例，从“他者”的理论视角对经典女性的书写声音进行了深度比较与剖析。该研究深刻揭示出，这些女诗人之所以被经典化，往往是因为她们在某种程度上契合了男性文人（作为最初的“他者”）的凝视与审美期待 (Yin, 2010)。

这也对当代研究者提出了重要警示：在进行接受史与经典化研究、尤其是借用外部理论框架时，必须更加审慎地对待中国本土文化语境，力求剥开历代叠加的男性批评与道德滤镜，去发掘和还原那些被掩盖的、真正的原生态女性声音 (Yin, 2010)。

跨学科视角的理论介入与反思

近年来，随着跨学科研究的蓬勃兴起，唐代女诗人研究逐渐打破了单一且封闭的传统文学批评范式，为该领域注入了前所未有的理论活力。这种跨学科的理论介入，不仅仅是研究视角的平行位移，更是对传统文学史中固化的男权视阈的深刻反拨，从而能够在更深层次上还原出唐代女性更为丰富复杂的心灵世界与立体的生存图景。

首先是宗教与哲学视角的深度切入，极大拓展了女诗人精神世界的阐释空间。在唐代三教并行的文化背景下，盛行的道教文化对女性群体、尤其是女冠诗人产生了深远的辐射影响。Tian (2003) 的研究指出，道教在客观现实中为女性暂时挣脱儒家“三从四德”的家庭伦理束缚、提供了一个相对自由的社会活动空间；更为关键的是，道教在精神层面上赋予了她们一种独特而幽玄的“迷蒙的道教情怀”。这种情怀使其诗歌超越了世俗的闺阁琐事，促使她们在自然宇宙的冥想中构建出深远的审美意向，从而获得了一种超越性的精神避难所 (Tian, 2003)。

在此精神空间的庇护下，生态批评与植物书写视角的引入，进一步揭示了女诗人在具体文学意象上的选择偏好及其深层隐喻。传统批评往往将女性诗歌中的自然意象简单等同于“伤春悲秋”。然而，Shi (2017) 关于唐代文学中植物书写的研究发现，女诗人频繁以“离枝落花”等极其脆弱的植物意象来自喻，这并非单纯的自怨自艾，而是有着更为深刻的生命哲理。她们在观察自然界花开花落的流转中体味禅机，将生命的脆弱与短暂转化为一种审美的自觉。这种将自身命运与生态节律相融合的植物书写境界，被学界视为女性在强大的男权社会压抑下，试图剥离社会属性、回归自然本真，从而寻求精神突围的重要证据与途径 (Shi, 2017)。

如果说道教情怀与生态意象构成了女性书写的内在精神动力，那么语言学与生态文化语境视角的切入，则精准揭示了女性表达得以落地的微观修辞机制。Zhu (2014) 通过对唐代女诗人的修辞策略及其所处的宏观生态文化语境特征进行细致考察，揭示了女诗人在面对强大、封闭且充满规训的男性中心话语体系时所展现出的语言智慧。研究表明，为了在男权话语的缝隙中发声，女诗人巧妙地发展出了一种“双性特质”的修辞策略 (Zhu, 2014)。这种策略意味着她们在文本表层往往借用男性视角的宏大叙事或传统典故以获取文学的“合法性”与入场券，而在文本的肌理与情感隐喻中，又顽强地保留着女性特有的细腻感知与主体意识。这种“双性特质”不仅是一种高超的修辞技巧，更是唐代女诗人在失衡的性别权力生态中，为了兼顾生存妥协与自我表达而达成的一种微观权力平衡 (Zhu, 2014)。

综上所述，这种多维度的跨学科理论介入，极大地丰富了唐代女诗人研究的阐释空间，标志着该领域已从单纯的文学史考据与生平叹惋，全面走向了融合生态学、宗教学与语言学理论的纵深文化探究。

结论

自 21 世纪以来，唐代女诗人作品研究历经四十余年的深厚积淀，其学术演进的脉络呈现出清晰的递进性：由早期的“生平考据”逐渐深化为“文本阐释”，进而迈向多维度的“文化综合研究”。

这一历史性的进程可以高度概括为三个核心层面的转型：

研究对象的认知转变：成功实现了从传统文学史中作为男性文人附属的“猎奇边缘”，向具备独立审美价值与精神诉求的“文学主体”的深刻转变。

研究范式的理论跨越：经历了由单一的传统“传记批评”与“知人论世”，向“女性主义批评”、“接受美学”以及“跨学科生态批评”等多元前沿理论的深刻跨越。

研究视野的系统拓展：呈现出由关注薛涛、鱼玄机等“个体孤立”的名流大家，向探究更广泛的阶层生态与“群体系统”（如女冠、士人妻女、宫廷女性等）的全面拓展。

总体而言，唐代女诗人研究已经彻底突破了仅仅作为文学史“边缘补白”的局限。它不仅复原了古代女性的真实声音，更发展成为透视唐代社会性别权力结构、教育制度演变以及多元包容文化心态的不可或缺的重要窗口。自 21 世纪以来，唐代女诗人作品研究历经四十余年的积淀，呈现出由“生平考据”向“文本阐释”、再到“文化综合研究”不断深化的学术演进脉络。其进程可概括为三个层面的转型：在研究对象上，实现了从“猎奇边缘”到“文学主体”的认知转变；在研究范式上，经历了由“传记批评”向“女性主义与跨学科批评”的跨越；在研究视野上，呈现出由“个体孤立”向“群体系统”的拓展。总体而言，唐代女诗人研究已突破了单一的文学史补白意义，发展成为透视唐代社会性别结构、教育制度与文化心态的重要窗口。

建议

然而，学术界在取得显著进展的同时，也亟需正视当前研究中结构性的失衡现象。针对依然存在的“名家热、边缘冷”以及“重理论阐释、轻文献实证”等瓶颈问题，未来的唐代女诗人研究可重点从以下三个前沿“空白点”寻求突破，以推动该领域向着更具历史张力与实证根基的纵深方向发展：

史料挖掘的深度延伸与多重验证：未来的研究应当突破传统传世文献的局限，将目光投向地下出土文献与边缘史料。应重点关注唐代墓志铭（尤其是女性墓志）中引用的诗词韵语，这往往保留了最原生态的女性生活痕迹。同时，需进一步搜集整理敦煌遗书中散佚的民间女性声音，以及域外汉籍（如日韩古籍）中收录的异文。通过二重或“多重证据法”的交叉比对，力求在文本的缝隙中还原更为真实的唐代女性书写原貌。

研究对象的阶层下沉与微观互动考量：建议大力开展唐代“家族女性文学”研究，细致考察同一家族内部不同代际、不同身份女性成员之间的诗歌传承与文学互动网络。此外，应该高

度关注日常交际“唱和诗”中潜藏的性别权力关系，深入分析女性是如何在男性主导的“命题作文”或礼教限制下，通过微小的修辞调整与意象置换，巧妙地确立自身的文学主体性与女性身份认同的。

研究视角的“物质化”转型与跨媒介探索：未来的研究应打破纯文本的藩篱，将女性诗歌置于“声、色、艺”交织的综合立体场域中进行考察。这包括研究唐代女性诗歌与当时音乐、舞蹈的伴生与合流关系，探讨不同书写工具与媒介对诗歌体式及传播的制约。更进一步，可以从服饰、妆容、居室陈设等具体的物质意象入手，探讨唐代女性的身体政治、审美风尚以及物质生活对精神书写的深刻反作用力，从而实现研究视角的“物质化”转型。

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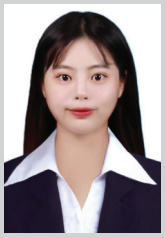
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表格内容（中文）	Table Content (On top of the table, Chinese)	9（左对齐）	-	正常	regular
图档标题（中文）	Figure Title; Chart Title (Under the figure or chart, Chinese)	11（居中）	-	加粗	bold
图档内容（中文）	Figure Content; Chart Content (Under the figure or chart, Chinese)	11（居中）	-	正常	regular

文章组成部分 Composition of the Manuscript

1) 文章标题（中-英文）
   Manuscript title (in both Chinese and English)
2) 所有作者姓名，隶属单位，国家（中-英文）
   The names of all authors, along with their affiliations and countries, should be provided in both Chinese and English.
3) 通讯作者电子邮箱，仅识别主要作者或文章协调人的电子邮箱
   Corresponding Author E-mail, provide only the E-mail of main author or the article coordinator
4) 摘要（中-英文），300 字左右的中文摘要应包含文章的目的、方法、结果、和贡献，结论，英文摘要必须与中文摘要内容一致。
   The abstract (in both Chinese and English) should be approximately 300 words and include the purpose, methodology, findings, and conclusions of the manuscript. The English abstract must align with the Chinese abstract.
5) 关键词（中-英文）大约 3-5 个
   Keywords (in both Chinese and English), approximately 3-5 words.

6) 内容（中文）Contents (Chinese)

6.1 学术型文章内容，包括引言、内容、结论与建议（如有）。

The contents of an academic manuscript comprise the following sections: Introduction, Content, Conclusion, and Recommendations (if any).

6.2 研究型文章内容，包括引言、研究目的、文献综述、研究方法、研究结果、讨论、总结与建议（如有）。

The contents of a research manuscript comprise the following sections: Introduction, Objectives, Literature Review, Methodology, Results, Discussion, Conclusion, and Recommendations (if any).

7) 参考文献（英文）仅使用 APA 第 7 版的格式

References should be provided in English only, using the APA 7th edition format.

8) 每位作者的信息必须包括以下内容：姓名、最高学历、所属单位、专业领域和作者的照片，并且必须使用英语填写。

The data for each author must include the following: full name, highest education, affiliation, field of expertise, and a photograph, all of which must be written in English.

9) 文中所用图形、图标、表格，必须清晰、须进行编号并注明来源，不得侵犯他人版权；文中所涉及的原始图档及数据分析可作为文章附件单独递交（便于评审专家了解数据详情，附件内容不计入文章正式发表内容）。

Figures, charts, tables, and other illustrations must be numbered and include proper references to their sources. They should be clear, distinctive, and not infringe upon the copyrights of others.

表格、图型和图表的展示示例

The Examples of Presentation of Tables, Figures, and Charts

表 1 表格名称

“表 1” 宋体 11 号，加粗，左对齐

“表格名称” 宋体 11 号，不加粗

表格标题（宋体 10 号，加粗，居中）	**序号**	**百分比**
内容（宋体 9 号，不加粗，左对齐）	1	33
内容（宋体 9 号，不加粗，左对齐）	2	67
合计	**3**	**100**

来源:（如果有）（宋体，9 号，加粗，左对齐）

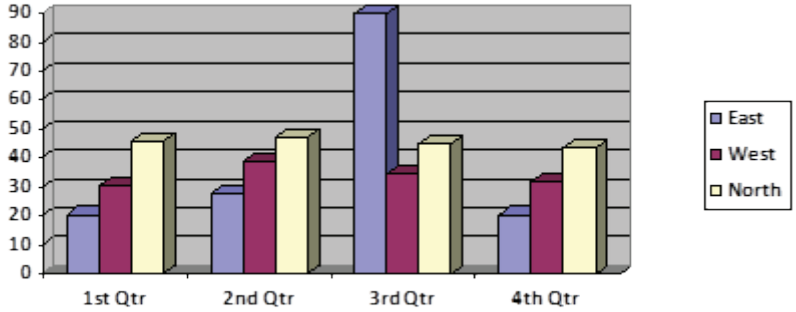


图 1 图表名称

来源:（如有）

“图 1” 宋体，11 号，加粗，居中
“图表名称” 宋体，11 号
“来源或备注” 宋体，9 号，加粗，左对齐
“来源信息” 宋体，9 号，左对齐

内容引用及参考文献

字体 Times New Roman 11 号

1. 内容引文 Quotations in the Contents

格式	句前引用	句末引用
一位作者	Coghlan (1993)	(Coghlan, 1993)
二位作者	Mohsen and Mohammad (2011)	(Mohsen & Mohammad, 2011)
三位作者，或更多	Burkart et al. (1997)	(Burkart et al., 1997)
组织或机构	Ministry of Education (2020)	(Ministry of Education, 2020)
使用缩写的组织	First quotation: National Institute of Development Administration (NIDA, 2018) Next quotation: NIDA (2018)	First quotation: (National Institute of Development Administration [NIDA], 2018) Next quotation: (NIDA, 2018)
来自文档的引用（指定页码）	Shaw (2017, p. 172) or Shaw (2017, pp. 172-180)	(Shaw, 2017, p. 172) or (Shaw, 2017, pp. 172-180)
采访引述	J. M. Sun (Personal communication, August 18, 2021)	(Sun, J. M., Personal communication, August 18, 2021)

2. 文末参考文献 References at the end of manuscript

所有被引用的文件必须在手稿末尾的参考文献中列出。列表必须根据参考来源和作者的姓氏按字母顺序排列。参考格式应遵循 APA（第 7 版）的格式。

All cited documents must be listed in the References section at the end of the manuscript. The list should be arranged alphabetically by the reference sources and the author’s surname. The reference format must follow the APA 7th edition guidelines.

2.1 基于作者数量的参考文献格式 Format of Reference Based on Number of Authors

作者	文末参考文献
一位作者	Surname,/ First alphabet of name being a capital letter. 作者的姓,/名字的第一字母.
二位作者	Surname,/First alphabet of name being a capital letter.,/&/Surname of second author,/First alphabet of name being a capital letter. 作者的姓,/名字的第一字母.,/&/第二作者的姓,/名字的第一字母.
3-20 位作者	Surname,/First alphabet of name being a capital letter.,/Surname,/First alphabet of name being a capital letter.,/ Surname,/First alphabet of name being a capital letter.,/(Number 1-19 authors),/&/Surname,/First alphabet of name being a capital letter. (Number 20 author) 作者的姓,/名字的第一字母.,/作者的姓,/名字的第一字母.,/ 作者的姓,/名字的第一字母.,/(第一至第19 位作者),/&/ 作者的姓,/名字的第一字母.(第二十位作者)
21位或更多作者	Surname,/First alphabet of name being a capital letter.,/(Number 1-19 authors),/./././ Surname,/First alphabet of name being a capital letter. (The last author) 作者的姓,/名字的第一字母.,/作者的姓,/名字的第一字母.,/(第一至第19位作者), /./././作者的姓,/名字的第一字母.(最后一位作者)

2.2 依据文章所引用的文献类别来说明 Format of Reference Based on Document

1.2.1 期刊 Journals

1) 期刊（印刷版）Journal (Printed)

Surname,/First alphabet of name being a capital letter./(A.D. year)./Article title./*Journal title*,/*Volume*(No.),/ ////// first page-last page of article in the journal.
作者的姓,/名字的第一字母./(出版年份)./标题./*期刊名称*,/*卷*(期),/首页-尾页.

Gao, Y., Shi, J., Niu, Q., & Wang, L. (2013). Work-family conflict and job satisfaction: Emotional intelligence as a moderator. *Stress and Health*, *29*(3), 222-228.

2) 期刊（电子版）Journal (Electronic)

Surname,/First alphabet of name being a capital letter./(A.D. year)./Article title./*Journal title*,/ *Volume*(No.),/ //////first page-last page of article in the journal./http://doi.org/xxxx or URL
作者的姓,/名字的第一字母./(出版年份)./标题./*期刊名称*,/*卷*(期),/首页-尾页./http://doi.org/xxxx 或 URL

Waehayee, N. (2014). Relationship between strategic performance based budgeting system and law on the budgetary procedures. *Jurisprudence Journal Naresuan University, 7*(2), 152-178. http://doi.org/10.14456/nulj.2014.9

Cai, A. T., & Wu, W. Q. (2021). The mediator effect of Chinese university teachers' volunteerism on teaching quality. *Chinese Journal of Social Science and Management, 5*(2), 100-110. https://so01.tcithaijo.org/index.php/CJSSM/article/view/245296

2.2.2 书籍 Books

1) 书籍 （印刷版）Book (Printed)

Surname,/First alphabet of name being a capital letter./(A.D. year)./*Book title*/(Edition)./Publisher. * In case of no publication date, put n.d. * In case of first edition, do not specify the edition. * In case of no specification of publisher, put n.p. 作者的姓,/名字的第一字母./(出版年份)./*书名*/(版本)./出版社. * 在没有出版年份的情况下，请放入 n.d. * 若是初次出版，不用加出版次 * 在没出版社的情况下，请放入 n.p.

Ritcharoon, P. (2016). *Principles of measurement and evaluation.* House of Kermyst.

Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.

2) 书籍（无 DOI 的电子版）Book (Electronic without DOI)

Surname,/First alphabet of name being a capital letter./(A.D. year)./*Book title*/(Edition)./URL * In case of no publication date, put n.d. * In case of first edition, do not specify the edition. * In case of no specification of publisher, put n.p. 作者的姓,/名字的第一字母./(出版年份)./*书名*/(版本)./出版社./URL * 在没有出版年份的情况下，请放入 n.d. * 若是初次出版，不用加出版次 * 在没出版社的情况下，请放入 n.p.

Department of Primary Industries and Mines. (2017). *Benchmarking industrial logistics performance index supply chain performance index logistics scorecard.* https://dol.dip.go.th/files/article/attachments/dol/3e30ca4fc9f964feeb57fce3fc602c04.pdf

3) 书籍章节 Chapter in a Book

Surname,/First alphabet of name being a capital letter./(A.D. year)./Title of chapter or article./In/First alphabet of ///////editor's name being a capital letter/Surname/(Ed. or Eds.),/*Book title*/(pp./page numbers)./Publisher. 作者的姓,/名字的第一字母./(出版年份)./书籍题目./In/主编名字的第一个字母大写/姓氏/(Ed. or Eds.),/ ///////*书名*/(pp./页数)./ 出版社.

Chin, W. W. (1998). The partial least squares approach to structural equation modeling. In G. A. Marcoulides (Ed.), *Modern methods for business research* (pp. 295-336). Lawrence Erlbaum Associates.

2.2.3 已出版博士/学位论文 Thesis

1) 论文（印刷版）Thesis (Printed)

Surname,/First alphabet of name being a capital letter./(A.D. year)./*Title of thesis*/[Master's thesis or Doctoral ///////dissertation]./Name of educational institution. 作者的姓,/名字的第一字母./(出版年份)./*论文题目*/[Doctoral dissertation 或 Master's thesis]./学校名称.

Seangsri, W. (2009). *An analysis and development of school network administration model in Northeastern rural area* [Doctoral dissertation]. Chulalongkorn University.

2) 论文（电子版）Thesis (Electronic)

第一种格式 First Format

Surname,/First alphabet of name being a capital letter./(A.D. year)./*Title of thesis*/[Doctoral dissertation or Master's ///////thesis]./Name of website./URL 作者的姓,/名字的第一字母./(出版年份)./*论文题目*/[Doctoral dissertation 或 Master's thesis]./网站名称./URL

Lin, Q. (2020). *The influence of music teachers' competence on job performance-moderator role of interactive behavior* [Doctoral dissertation]. Panyapiwat Institute of Management Library. http://elibrary.pim.ac.th/Record/833578

第二种格式 Second Format

Surname,/First alphabet of name being a capital letter./(A.D. year)./*Title of thesis*/(UMI number or other ///////numbers)/[Doctoral dissertation or Master's thesis,/Name of university]./Name of database. 作者的姓,/名字的第一字母./(出版年份)./*论文题目*/(UMI 编号或其他顺序编号)/[Doctoral dissertation 或 ///////Master's thesis,/学校名称]./数据库名称.

Lope, M. D. (2014). *Perceptions of global mindedness in the international baccalaureate middle years programme: The relationship to student academic performance and teacher characteristics* (Order No. 3682837) [Doctoral dissertation, University of Maryland]. ProQuest Dissertations and Theses Global.

2.2.4 研究报告 Research Report

Surname,/First alphabet of name being a capital letter./(A.D. year)./*Title*/(Report No. if given)./Publisher./ /////// http://doi.org/xxxx or URL 作者的姓,/名字的第一字母./(出版年份)./*报告名称*/(Report No. 如有).出版./http://doi.org/xxxx 或 URL

National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. https://www.cancer.gov/publications/patient-education/takingtime.pdf

2.2.5 社交网络 Electronic Media

Surname,/First alphabet of name being a capital letter./(A.D. year,/month/date)./*Article title*./Name of website./URL * In case of no publication date, put n.d. * In case of only A.D. year appears, put only A.D. year * In case of the author's name and the website name being the same, cut the website name 作者的姓,/名字的第一字母./(年,/月/日)./*文章题目*./网站名称./URL * 在没有出版年份的情况下，请放入 n.d. * 若只显示年份，直接写年份即可 * 在作者与网站同样名称的情况下，仅写作者名称即可

Minister of Tourism and Sport. (2020, January 9). *Bangkok flea markets: Adventurous shopping experience.* Tourism Thailand. https://www.tourismthailand.org/Articles/bangkok-flea-markets-adventurous-shopping-experience

Millburn, J. F. (2021). *How to start a successful blog in 2021*. Theminimalists. https://www.the minimalists.com/blog/

2.2.6 学术会议上发表的文章/文件（论文集）Articles/documents presented in academic conference (Proceedings)

Surname,/First alphabet of name being a capital letter./(A.D. year)./Title of article./In/First alphabet of the editor's ///////name being a capital letter./Surname/(Ed. or Eds.),/*Name of conference topic*./*Name of conference*/ ///////(pp./page numbers)./Name of database. https://doi.org/xxxx or URL 作者的姓,/名字的第一字母./(出版年份)./书籍题目./In/主编名字的第一个字母大写/姓氏/(Ed. 或 Eds.),/ ///////会议主题./*会议名称*/(pp./页数)./数据库名称.https://doi.org/xxxx 或 URL

Phinitchai, S., Nawaratana, N., & Tanthanuch, J. (2021). Distributional-based analysis for health care insurance claim data. In *Globalization revisited: Building organization resilience with digital transformation. The 4th PIM International Conference* (pp. 715-725). Panyapiwat Institute of Management. https://conference.pim.ac.th/zh/wp-content/ uploads/2021/03/I-Social-Sciences-and-Humanities-Part-1.pdf

2.2.7 会议文件 Documents for the Conference

Surname,/First alphabet of name being a capital letter./(A.D. year,/month/date)./Topic of conference./In/First ///////alphabet of the Chair Person's name being a capital letter./Surname (Chair),/*Name of conference*/[Symposium]./ ///////Name of conference organizer,/Place of conference. 作者的姓,/名字的第一字母./(年,/月/日)./会议事项./In/主席名字的第一个字母大写/姓氏./(Chair),/*会议主题*/ ///////[Symposium]./会议名称,/地点.

Wasi, N., Poonpolkul, P., & Thephasdin na Ayudhya, C. (2021, September 30). Policy design for coping with aging society. In N. Wasi (Chair), *Future world money: Developing Thai digital currency* [Symposium]. BOT Symposium 2021: Building a Resilient Thailand. Bank of Thailand. https://www.pier.or.th/conference/2021/symposium/

2.2.8 访谈文件 Interview Documents

Surname,/First alphabet of name being a capital letter./(A.D. year,/month/date of the interview)./Interviewed by/ ///////First alphabet of the interviewer's name being a capital letter./Surname/[Tape recording]./Position of interviewee ///////(If any),/Place of interview. 受访者的姓,/名字的第一字母./(采访年,/月/日)./Interviewed by采访者名字的第一字母./姓氏/[Tape recording]./ ///////受访者的职位 (如有),/采访地点.

Chearavanont, S. (2021, September 30). Interviewed by N. Wanakijpaiboon [Tape recording]. Executive Chairman of Charoen Pokphand Group, Bangkok.

2.2.9 报纸 Newspapers

1) 报纸（印刷版）Newspaper (Printed)

Surname,/First alphabet of the author's name being a capital letter./(A.D. year,/month/date)./Topic or article title./ ///////*Name of newspaper*,/first page-last page. 作者的姓,/名字的第一字母./(年,/月/日)./文章题目./*报纸名称*,/首页-尾页.

Sriwattanachai, R. (2014, October 24). The prefabricated generation of seasoning sauce market. *POST TODAY*, B3-B4.

2) 报纸（电子版）Newspaper (Electronic)

Surname,/First alphabet of the author's name being a capital letter./(A.D. year,/month/date)./Topic or article title./ ///////*Name of newspaper*./URL 作者的姓,/名字的第一字母./(年,/月/日)./文章题目./*报纸名称*,/URL

Bangkok post and reuters. (2021, October 8). UK eases travel rules for countries including Thailand. *Bangkok Post*. https://www.bangkokpost.com/thailand/general/2194651/uk-eases-travel-rules-for-countries-including-thailand

提交投稿 Submission of Manuscript

作者可通过 https://so01.tci-thaijo.org/index.php/CJSSM/index 网站进行投稿。

Authors can submit articles via the website https://so01.tci-thaijo.org/index.php/CJSSM/index "Online submission" system.

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