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# A CORRELATIONAL STUDY OF MILLENNIAL TEACHERS' PERCEPTION TOWARD THE PRINCIPAL'S TRANSFORMATIONAL LEADERSHIP STYLE AND THEIR JOB SATISFACTION AT KANI BASIC EDUCATION HIGH SCHOOL IN SAGAING REGION, MYANMAR

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**Abstract**

This study sought to examine the relationship between millennial teachers' perception toward the principal's transformational leadership style and their job satisfaction at Kani Basic Education High School in Sagaing Region, Myanmar. The study Means and Standard Deviations were used for descriptive and quantitative analysis to evaluate millennial teachers' perception toward principals' transformational leadership style as well as their job satisfaction. Finally, the relationship between these two variables was analyzed and assessed through Correlational analysis (Pearson Product-Moment Correlation Coefficient). Millennial teachers' perception toward principal's transformational leadership style was measured by using Multifactor Leadership Questionnaires with the reliability and their job satisfaction was measured by using Minnesota Satisfaction Questionnaires at Cronbach's Alpha values at .77 and .71. The results revealed that 51 millennial teachers at Kani High School had a relatively high perception and positive attitude towards the principal's transformational leadership style with job satisfaction rated as high in both intrinsic and extrinsic. About examining the relationship between Millennial Teachers' perception toward "Principal's Transformational Leadership Style" and "Their Job Satisfaction", it was found that the two variables were significantly, positively, and moderately strongly correlated with each other, $r = .49$, $p = < .001$. The result of this study would benefit the target school firsthand including its principal and millennial teachers as well future researchers in the study of millennials.

**Keywords:** Transformational Leadership, Millennial Teachers, Job Satisfaction

**Introduction**

Millennials were born between 1980 and 2000 and make up the majority of today's workforce (Caraher, 2014). Experts have been recommended that it is vital for older generations to gain a deeper understanding of the nature of millennials such as educational, economic, social, and political sectors (Thompson & Gregory, 2012). Baby Boomers or Generation Xers are in a place taken as principals while the number of millennial teachers is increasing rapidly. Creating school working conditions, which assist teachers' retention in their workplace, is an essential role played by principals (Burkhauser, 2017).

As specified in the studies, the investigation into job satisfaction of millennial faculty is not only critical to the success of academia but a necessary inquiry for the world of work overall (Howe et al., 2000). As claimed by global research data, it is shown that transformational leadership has a positive impact on such as schooling conditions, teachers' internal states, and behaviors, as well as contributing to their job satisfaction when it is effectively applied to educational administrations (Meng & Chin, 2007) as this leadership components support, communicate and feedback to subordinates

very often (Avolio et al., 2009). And also, transformational leadership factors such as a model of individualized consideration can attract and retain this generation as it promotes the needs of individuals and relationships (Bass, 2008).

As transformational leadership skills practiced leaders, it is better to prepare for school transformation to be able to adapt to 21st-century demands (Shanker & Sayeed, 2012). An investigation of the five practices of transformational leadership style such as Idealized Influence (Attributes), Idealized Influence (Behaviors), Inspirational motivation, Intellectual Stimulation, and Individualized Consideration developed by Avolio, Bass, Walumbwa, and Zhu (2004) will result in how millennial teachers perceive this leadership style and impact on their job satisfaction.

**Research Objectives**

The researcher designed this quantitative correlational study to address the following objectives.

1. To determine the level of principal's Transformational Leadership Style perceived by millennial teachers at Kani Basic Education High School in Sagaing Region, Myanmar.

2. To determine the level of millennial teachers' Job Satisfaction at Kani Basic Education High School in Sagaing Region, Myanmar.

3. To determine the relationship between millennial teachers' perception towards the principal's Transformational Leadership Style and their Job Satisfaction at Kani Basic Education High School in Sagaing Region, Myanmar.

**Theoretical Framework**

In this study, the researcher used two theories to examine the variables of this research study: (1) Transformational Leadership theory developed by Avolio and Bass (2004), to explain, measure, and analyze millennial teachers' perception toward the principal's Transformational Leadership Style, (2) Herzberg's Two-Factor Theory developed by Frederick Herzberg in 1959 was used to explain, measure and analyze millennial teachers' job satisfaction.

*Transformational Leadership Theory*

Transformational Leadership Theory has been selected for this study as this theory is appropriate to enhance followers' motivation; and consequently, is felt to be closely related to influencing job satisfaction. Bass specified a description concentrating on the specific characteristics of transformational leadership practiced as integrity and fairness, with clear goals, high expectations, and the leading tendencies in inspiring followers by supporting individual needs. In 2004, Avolio and Bass explained transformational leadership and its characteristic into five components as Idealized influence (attributes), Idealized influence (behaviors), Inspirational motivation, Intellectual Stimulation, and Individualized consideration.

*Herzberg's Two-Factor Theory*

Herzberg's Two-Factor theory, also known as motivation-hygiene theory, is discussed for this study as it is grounded on the faith that an employee who is satisfied becomes a productive one. Frederick Herzberg proposed the Two-Factor Theory in 1959 which was built on the principle that the existence of job attributes (motives) factors give satisfaction in the workplace and lack of job attributes (hygiene) factors result in dissatisfaction in the workplace. As explained by Michael (1991), Herzberg classified two-factor such as:

**1. Hygiene factors** (*Extrinsic factors*): pay, security, co-workers, working conditions, company policy, work schedule, and supervisors

**2. Motivating factors** (*Intrinsic factors*): responsibility, growth, challenge, stimulation, independence, variety, achievement, control, and interesting work.

## *Conceptual Framework*

This study is a correlational research study that aims to measure the relationship between millennial teachers' perception toward the Principal's Transformational leadership style. Figure 1 presents the conceptual framework of this research study.
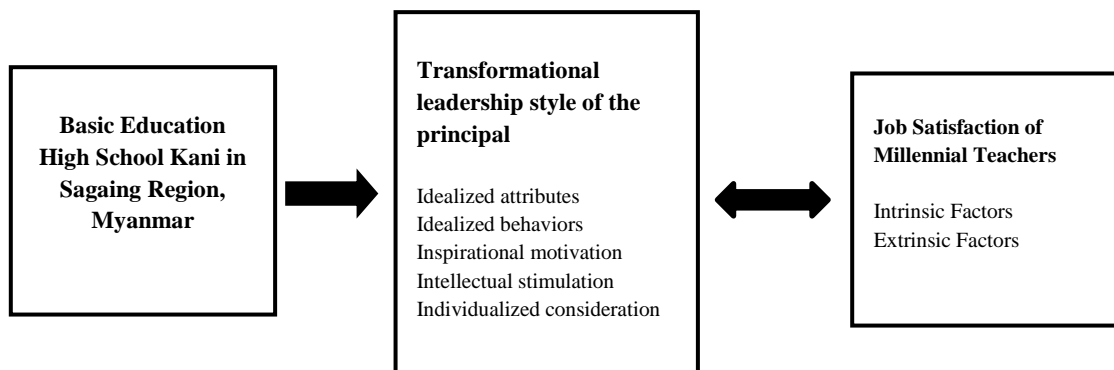


**Figure 1**  Conceptual Framework of This Study

## Literature Review

In this chapter, the researcher had presented the relevant literature related to Transformational Leadership Style, Millennial, and Teachers' Job Satisfaction.

In education, the leadership style is a major concern, especially, the principal leadership plays a key role in how the teachers perceive their workplace and influence the overall experience (Stewart, 2006). In researching the transformational leadership concept, it has been shown that leaders in this style inspire, empower, and stimulate individuals to excel based on charisma, intellectual stimulation, and individual consideration (Burns, 1978; Bass & Avolio, 1990). According to Salas-Vallina and Fernandez (2017), it is confirmed that the transformational leader offers emotional support through the demonstration of charisma and inspirational motivation by predicting the future, planning how the goals are attained, well presenting examples for the followers, discussing and setting up the standard of performance and displaying the clear conviction for the subordinates. This type of leadership can occur through listening, coaching, mentoring, and teaching opportunities and is reflective of leadership, rather than managerial skills (Bass & Avolio, 2004).

In 1985, Bass developed his first theory concentrating on the transformational leadership style. He finalized this leadership style with the behaviors of charisma, intellectual stimulation, and individual consideration. Charisma was renamed as an idealized influence, with that defined under two separate components - behaviors and attributes Antonakis, Avolio, and Sivasubramaniam (2013). Therefore, this knowledge led to Avolio and Bass (2004) theory of transformational leadership and the identification of its five theoretical components as (a) idealized attributes, (b) idealized behaviors, (c) inspirational motivation, (d) intellectual stimulation, and (e) individualized consideration. Idealized attributes refer to the attribution of charisma to the leader. Followers built close emotional ties to the leader because the leaders focus on higher-order ideas, values, and perceived power as

positive attributes. Followers of idealized influence leaders may describe them as possessing courage, determination, and persistence (Stafford, 2010). Idealized behaviors emphasize a collective sense of mission and values, as well as acting upon these values. It was presented that transformational leaders are inspired, respected, and relied on Bass and Riggio in 2016. Leaders influence employees because of `how` they are idealized (Bass & Avolio, 2004). Being a goal-provider, standard-commander, implementor, and creator are the four identified behaviors and abilities to become a transformational leader (Bottomley et al., 2014). Leaders are trusted, and people have confidence in them; in this way, leaders become inspirational to others (Bass & Avolio, 2004). There is a correlation between the leader's inspirational motivation characteristic and the happiness of the followers in the workforce claimed by Salas-Vallina and Fernandez (2017). Leaders share goals and provide a vision for what is possible through positive expectations and the meaning of the group at large (Bass & Avolio, 2004). According to Podsakoff MacKenzie, Moorman, and Fetter, transformational leaders cooperate with their subordinates in finding out solutions to the same challenges. They are also the leaders who encourage their followers to try new ways of accomplishing the tasks rather than following the traditional methods. Intellectual stimulation practiced leaders promote and build followers' capacity for change by working side-by-side to develop new norms, systems, and practices (Springer et al., 2012) while providing opportunities to share inquiry processes and results (Wolf, 2011). The leaders demonstrate and evaluate the opportunities of the modern workforce to be able to defend the sensitivity of the current work environment by Conger and Kanungo in 1994. Leaders must think of each person individually in order to understand concerns and developmental needs (Judge & Bono, 2000). The study of Northhouse (2016) described transformational leaders are dedicated to working and guiding the individual subordinate in becoming their best version and achieving the highest missions; then, the leader also learnt within a process.

In this study, job satisfaction is defined as an individual expression and feeling in his or her workplace when the person satisfies his or her basic needs which considers as important for the individual (Robbins et al., 2011). As determined by (Leithwood, 2009), Teachers' job satisfaction is indirectly depended on the level of the principal leadership in creating, restructuring, and running the workforce conditions in the school in order to carry out the positive feeling towards the part of teachers' job, move into boasting their satisfaction, motivation, and skills that influence on the students' achievements. In millennials' job selection, they carefully pursuit the right society and accept the organization (Walsh, 2015) that welcomes to applying their creativity by Espinoza and Ukleja (2016), also is open and counts to their comments and analysis (DeVaney, 2015). This generation loves to be part of significant and bring the difference in their workplace (Spano, 2015). Millennial workers appeal to the leaders establishing the goals to achieve as well as crave guidance in bringing the descriptive outcomes with the team cooperation and interaction, an open-door policy mentorship, and flexibility (Myers & Sadaghiani, 2010). Millennials were expected to voice their opinions and displaying small pride in the workplace was characterized by Angeline (2011), expressed less loyalty (Hansen, 2015). The way they communicate with their leaders is very different from high-power distance relationships typically practiced by the older generations, for their belief in a close relationship with them (Lancaster & Stillman, 2010). The millennials believe their ideas are just as creative as their leads and have been described as showing little respect for their leaders (Hansen, 2015). As specified by Tari (2010), the concept of success, career and money are of top priority for millennials because they have learned that it is the only thing that can advance them in a consumer society; whereas, their satisfaction has been found through work-life balance and fit to organizational culture was also approved by Twenge (2010). Although Twenge and Campbell (2009) labeled millennials as narcissistic, entitled, and lacking in work ethic, Walker (2009) believed that this

generation prioritizes more on the intrinsic elements such as the team they communicate and cooperate with rather than the extrinsic factors such as reward and position. Millennial workers appeal to the leaders establishing the goals to achieve as well as crave guidance in bringing the descriptive outcomes with the team cooperation and interaction, an open-door policy mentorship, and flexibility (Myers & Sadaghiani, 2010). Conversely, m i l l e n n i a l s prefer working as a team to accomplish independent tasks as they use the skills, knowledge, and resources of team members to satisfy individual needs Karefalk, Pettersson, and Zhu (2007).

A study carried out by Biggerstaff (2012) which conducted at an elementary school aiming toward validating a questionnaire to measure a relationship between the teachers' perception of the principal's leadership style and teacher job satisfaction stated that there to be a direct correlation between the perception and the job satisfaction and also identified that there is a positive correlation between all five transformational leadership factors and the level of job satisfaction. A study by Galanou (2010) advised having more tending to internal factors satisfaction such as responsibility and recognition with little attention to the external motivating elements such as pay. A survey by Tesfaw (2014) conducted on 329 teachers from secondary education schools in Ethiopia, aiming to investigate the relationship between transformational leadership and teachers' satisfaction, had demonstrated that there is a strong relationship between principal's transformational leadership behaviors and teachers' job satisfaction because of school principal's charismatic behavior which idealized as a role model consequence in advance teachers' trust, relationship, and commitment through sharing the vision of the school. According to a previous study by Edlira (2013) study declared that the practice of transformational leadership behaviors affects every individual's satisfaction through positive principal-teachers communication.

All in all, the study concerns the impact of principal's transformational leadership on millennials' job satisfaction will help the principal to consider the school principal's personality so that to inspire, transform, and progress millennial teachers-principal communication.

**Methodology**

In this section, details on the study's population, sample and research instruments were provided.

*Population and Sample*

According to the communication with the target school principal, there were 57 teachers in total, teaching KG to Grade 11 Kani Basic Education High School in Sagaing Region, Myanmar. However, only 51 millennial teachers who were born between 1980 – 2000 were taken as the sample group. There were 12 millennial teachers teaching in Elementary, 25 millennial teachers teaching in Primary, and 14 millennial teachers teaching at High school level respectively.

*Research Instruments*

The questionnaire was conducted to analyze the transformational leadership style of the school principal. The questionnaire consists of three parts as follow;

Part – 1, is the demographic profile of millennial teachers which consisted of gender, their age range, and education level.

Part – 2, the Multifactor Leadership Questionnaire (MLQ-5x) was initially developed by Bass and Avolio in 1985. The instrument is widely used and has a reliability range of .74 - .94 Singh and Slack (2016). There are 20 items that were to measure the first variable principal transformational

leadership style at Kani Basic Education High School in Sagaing Region, Myanmar. Each item asked millennial teachers to judge their principal transformational leadership styles such as Idealized Influence Attributes (IIA), Idealized Influence Behaviors (IIB), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC). It was also iterated that transformational leadership consisted of five components namely; idealized attributes which were measured by questions 1- 4, idealized behaviors measured by questions 5-8, inspirational motivations measured by items 9-12, intellectual stimulations measured by questions 13-16 and individualized considerations which was measured by questions 17-20. Millennial teachers were asked to rate Principal's Leadership level on a 5-point Likert-type scale from 1= Not at all, 2= Once in a while, 3= Sometimes, 4= Fairly often, 5= Frequently.

Part – 3, in order to measure the second variable millennial teachers' job satisfaction, MSQ Long Form originally developed by Weiss et al. (1967) was the instrument used to measure three scales - intrinsic, extrinsic, and general satisfaction. The previous research yielded excellent coefficient alpha values ranging from 0.85 to 0.9 (Martins and Proenca, 2012). In this study, there were only be measured Intrinsic and Extrinsic factors of MSQ. There were 12 items to measure intrinsic factors of millennial teachers' job satisfaction and extrinsic factors of job satisfaction were measured in 6 items. They were positively worded 5-point Likert-type scale from 1 = Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, to 5= Strongly Agree respectively.

## Results

From the analysis of the collected data, the following findings were obtained and presented according to the study objectives.

### *Demographic profile of millennial teachers (Questionnaire part – I)*

The result on the frequency and percentage for the demographic profiles of the research participants from the target school, Kani Basic Education High School in Sagaing Region, Myanmar. Regarding the gender distribution of millennial teachers who have participated in the study shows that the majority of teachers at the target school were comprised of female teachers at 80.4% while male teachers are at 19.6% in total. The majority of the respondents were born between 1996 – 2000 which represented 45.1%, followed by 1991 – 1995 born at 43.1%, then 1986 – 1990, and 1980 – 1985 born at 5.9% respectively. Regarding the educational qualification of the respondents, the respondents mainly hold a bachelor's degree which constitutes 74.5% of the population followed by B.Ed., M.Ed. holders at 17.6% while 7.8% of them have a master's degree.

### *Findings From Research Objective 1 (Questionnaire part – II)*

The total mean score of millennial teachers' perception of the school principal's transformational leadership style at Kani Basic Education High School based on the five components with the rating scales such as 4.51 – 5.00 = very high, 3.51 – 4.50 = high, 2.51 – 3.50 = moderate, 1.51 – 2.50 = low and 1.00 – 1.50 = very low. The total mean scores of transformational leadership style resulted in 3.85 and a standard deviation of 0.43 which is in the range of 3.51 – 4.50. The research finding showed the total mean scores of transformational leadership style for each component were; the mean score of idealized attributes received 3.74 and a standard deviation of 0.54, the mean score of idealized behaviors had 4.04 and a standard deviation of 0.53, the mean score of inspirational motivation resulted to 4.12 and a standard deviation of 0.55 and the mean score of Intellectual stimulation was 3.70 and a standard deviation of 0.73, as well as the mean score, resulted

for individualized consideration was 3.60 and a standard deviation of 0.75 respectively. Based on the criteria of interpretation, the overall perception of teachers towards school principal's transformational leadership style with the five components as stated was deemed as at a high level.

*Summary of Means and Standard Deviations of Millennian teachers' perception toward principal's Transformational Leadership Style at Kani (n = 51)*

| Transformational Leadership Style | Mean | SD | Interpretation |
|---|---|---|---|
| Idealized attributes | 3.77 | .54 | High |
| Idealized behaviors | 4.04 | .53 | High |
| Inspirational motivation | 4.12 | .55 | High |
| Intellectual stimulation | 3.70 | .73 | High |
| Individualized consideration | 3.60 | .75 | High |
| **Total** | **3.85** | **.43** | **High** |

### Findings From Research Objective 2 (Questionnaire part – III)

It revealed that the total mean score of millennial teachers' perception of their job satisfaction at Kani with the rating scales such as 4.51 – 5.00 = frequently, 3.51 – 4.50 = fairly often, 2.51 – 3.50 = sometimes, 1.51 – 2.50 = once in a while and 1.00 – 1.50 = not at all. The total mean scores of millennial teachers' job satisfaction was resulted 3.60 and a standard deviation of 0.33 which is in the range of 3.51 – 4.50. This mean score was interpreted as high. It also demonstrated that according to the level of satisfaction along a continuum and based on the principal's transformational leadership style, the teachers were highly satisfied at the workplace in both intrinsic and extrinsic at a mean score level 3.62 and a standard deviation of 0.32 and 3.55 and a standard deviation of 0.50 respectively.

*Summary of Means and Standard Deviations of millennial Teachers' Perception on their Degree of Job Satisfaction at Kani (n = 51)*

| Degree of millennial Job Satisfaction | Mean | SD | Interpretation |
|---|---|---|---|
| Intrinsic factors | 3.62 | .32 | High |
| Extrinsic factors | 3.55 | .50 | High |
| **Total** | **3.60** | **.33** | **High** |

### Findings From Research Objective 3

The correlation between millennial teachers' perception of the school principal's transformational leadership style and their job satisfaction. It had shown that the Pearson correlation *r* between the two variables is .49, which is in the range of 0.4 – 0.6 and interpreted as moderately strong correlation with its Sig. is also less than .001 which means smaller than .05. Therefore, the relationship between millennial teachers' perception of the school principal's transformational leadership style and their degree of job satisfaction is positive.

*Pearson Correlation between millennial Teachers' Perception toward principal's transformational leadership style and their job satisfaction at Kani (n = 51)*

|  |  | Job Satisfaction | Conclusion |
|---|---|---|---|
| Millennial Teachers' Perception toward Transformational Leadership Style | Pearson Correlation Coefficient | .49** | There is a significant relationship |
|  | Sig. (2-tailed) | < .001 |  |

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

**Discussion**

It had been presented in the literature that the way the millennials communicate with their leaders is very different from high-power distance relationships typically practiced by the older generations, for their belief in a close relationship with them (Lancaster & Stillman, 2010). A study carried out by Meng and Chin (2007) stated that transformational leadership has a positive impact on such as schooling conditions, teachers' internal states, and behaviors, as well as contributing to their job satisfaction when it is effectively applied to educational administrations as this leadership components support, communicate and feedback to subordinates very often (Avolio et al., 2009).

In the data analysis result, the total mean score of millennial teachers' perception towards principal's transformational leadership style at Basic Education High School Kani was 3.85 in the range of 3.51 – 4.50. It means that the level of teachers' perception towards the principal's transformational leadership style at Basic Education High School Kani in the Sagaing region, Myanmar is high. Then, the practice of transformational leadership style may inspire millennial teachers by getting trust and respect through or her idealized behaviors and attributes. The results are in line with one of the previous studies by Salas-Vallina and Fernandez (2017) confirmed that the transformational leader offers emotional support through the demonstration of charisma and inspirational motivation by predicting the future, planning how the goals are attained, well presenting the examples for the followers, discussing and setting up the standard of performance and displaying the clear conviction for the subordinates. Similarly, the results are also in line with the finding of Burns (1978) who declared that a transformational leadership style inspires, empowers, and stimulates individuals to excel based on charisma, intellectual stimulation, and individual consideration.

The satisfaction of the teachers, who are the main source of the school development and students' achievement, is vital. Teachers need to be satisfied with their position in order to fulfill their responsibilities as stated by Baku (2012). In the result of this study, the mean total score of teachers' job satisfaction level was 3.60 which is in the range of 3.51 – 4.50 which meant the overall result was high at the school. This indicated that millennial teachers' job satisfaction level at Basic Education High School Kani was high. In-depth analysis, millennial internal satisfaction is higher than external satisfaction at 3.62 and 3.55. Millennial teachers from Kani High School are satisfied with the freedom they got from the job, happy with their coworkers, and get a sense of accomplishment from their job. They are satisfied with the competence in their principal leadership, the policies as well as the advancement, and the praise they received from their job. According to the literates, it was presented that Millennial workers love team projects and social interactions as well they require established goals, descriptive outcomes with guidance, an open-door policy mentorship, and flexibility by Myers and Sadaghiani (2010).

A study by Biggerstaff (2012) conducted at an elementary school had found out that there is a direct correlation between the perception toward leadership style and job satisfaction. The recent study revealed that there was a significant relationship in the analysis between millennial teachers'

perception towards principals' transformational leadership style and their job satisfaction at Kani Basic Education High School, Myanmar with the significant level at .001 (r = .49). Therefore, the relationship between millennial teachers' perception towards principals' transformational leadership style and their job satisfaction was a moderately strong positive. Similarly, the result in this study aligns with Edlira (2013), who indicated that the practice of transformational leadership behaviors affects every individual's satisfaction through positive principal-teachers communication.

The summary of the results concerning millennial teachers' job satisfaction presented that the millennial teachers from Kani are satisfied at their job both intrinsically and extrinsically. It is also presented that the principal of the school Kani knows and understands her followers well by making them feel unique, supporting them for their needs, developing strength, and spending time with them.

## Conclusion

There is a significant relationship between millennial teachers' perception toward principals' transformational leadership style and their job satisfaction at Kani Basic Education High School in Myanmar with the highest component was Inspirational Motivation followed by Idealized Behaviors as the second and the third highest was Idealized Attributes. Then, the fourth was the Intellectual Stimulation component and the last domain was Individualized Consideration. Also, millennial teachers from this target school were intrinsically satisfied than extrinsically. The school principals, who show respect to their subordinates in sharing vision, mission and giving individual attention throughout open-door communication while trying to achieve the school's goals, are well impacted on how teachers perceived them and also increase their subordinates' satisfaction at the workplace. Moreover, co-worker impacts millennial teachers' satisfaction at work by sharing and getting a sense of achievement while trying to succeed in the same goals. To sum up the findings results of the study, a principal who puts pride in millennial teachers and praises them for their accomplishment as well as makes the work challenge to be able to apply their knowledge, skill, and ability will advance the millennial teachers' internal satisfaction at the workplace.

## Recommendations

Based on the study findings, the following recommendations are provided for school principals, millennial teachers, and future researchers.

### *Recommendations for School Principals*

It is recommended to the school principals for spending time with millennial teachers personally and giving individual attention by the time dealing with their mistakes, complaints, and failures. Also, there is a call for giving them time to work alone and offering the chance to try new things in order to advance millennial teachers' satisfaction so as to impact and enhance millennial teachers' perception concerning the way the principals handle them.

### *Recommendations for Millennial Teachers*

The data had shown that millennials' satisfaction is driven by internal as they had a high mean score in satisfaction with their coworkers as well as a sense of freedom and accomplishment received from their job. These millennial teachers themselves understand how to apply and share their knowledge, skills, and resources with team members in order to fulfill their individual needs at the same time. Therefore, they are recommended to provide their students the activities which would further develop their motivation in learning and intrinsic satisfaction towards the sense of academic

achievement. Since millennial teachers had rated the item concerns the way the leader handles his or her coworkers and chances to try new things at a moderate level, it is suggested that they must have a liberal understanding of the principals who are handling the different demands and needs of diverse generations at workplace. Therefore, the role of leadership can be different according to the situation. Moreover, the limitation of the public schools' curriculums and the assessment styles practiced in Myanmar's education system are also the reasons which restricted the teachers from going out of the boundary or trying new things.

### *Recommendations for Future Researchers*

The main objective of this study was to investigate the correlation between millennial teachers' perception toward the principal's transformational leadership style and their job satisfaction at Kani Basic Education High School in Sagaing Region, Myanmar. Future researchers can be done a comparative correlational study among different generations and their satisfaction at the workplace so that the institutions and leaders may learn the results of the differences in needs and demands which will impact the satisfaction at the workplace and may improve teachers' motivation as well as school development and students' achievement at the same time.

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# A SURVEY STUDY OF THE OPINIONS AND SATISFACTION OF MATTHAYOMSUKSA VI STUDENTS AT PANYAWORAKUN SCHOOL WITH A NEW VERSION OF VOCABULARY EXERCISES

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**ABSTRACT**

The purposes of the research were to survey the students' opinions and satisfaction with a new version of vocabulary exercises developed from a conference proceeding of the 8th PIM National Conference on June 21, 2018. The subjects of this study were 65 high-school Matthayomsuksa VI students which were a voluntary response sample through volunteer nonrandom method from all 238 high-school Matthayomsuksa VI students at Panyaworakun School. The research instruments were a new version of vocabulary exercises and the two questionnaires employed to gather data on the students' opinions and satisfaction with this new version of vocabulary exercises. The data analysis is comprised of frequency, percentage, mean, and standard deviation. For one questionnaire, the findings demonstrated that the students' opinions with the six new vocabulary exercises from the most to the least were Part A Matching the appropriate meaning (Th.) for each word, Part B Writing sentences by putting the words in the correct order, Part C Choosing the correct word to complete each sentence, Part E Completing the sentences with the correct form of the word according to the table in Part D, Part F Writing one sentence for each of the following words, and Part D Writing the words in the correct form of the word in the table. The criteria of average mean score from 3.50 – 4.49 showed that the students' satisfaction with this new version of vocabulary exercises was at a high level in all the 16 items of the other questionnaire.

**Keywords:**  A Survey Study, A New Version of Vocabulary Exercises, A Conference Proceeding of the 8th PIM National Conference

**Background and Rationale**

Not knowing words and their meanings is an obstacle to learn the language. Knowing only grammar without knowing words and their meanings might not be understandable for learners to read sentences. Grammar, vocabulary, and sounds are the language components to be used in and acquired by speaking, listening, reading, and writing. Anderson (1999) states that the suggestions on readability research find out that vocabulary is a vitally important part to develop reading skills and academic success. For this reason, a conference proceeding entitled "Using the Vocabulary Exercises for Solving the Students' Problem of Inability to Remember the Words and Surveying the Students' Opinions with the Vocabulary Exercises" of the 8th PIM National Conference on June 21, 2018, is brought back for vocabulary exercises to be redesigned according to the suggestions on the past students' opinions toward the translation exercise, the exercise of making sentences, and the exercise of filling in each blank with the correct word so that instructors will have a new version of vocabulary exercises through this present research and this materials development from the past students' suggestions will respond to the present students' need.

At that time, the teacher-researcher taught Matthayomsuksa V students who studied E32102 Basic English 4 Course in the second semester of the 2015 academic year and *MegaGoal Student Book 5* written by Santos and O'Sullivan (2010) was adapted for recycling words three times from the translation exercise to the exercise of filling in each blank with the correct word. Data collection and the results belonged to that group of students. Therefore, the concepts of their suggestions were made for this present research.

At this time, the teacher-researcher teaches Matthayomsuksa VI students who study E33201 Reading and Writing English 5 Course in the first semester of the 2020 academic year, and *New Weaving It Together 3* written by Broukal (2016) is adapted for a new version of vocabulary exercises according to the concepts of Matthayomsuksa V students' suggestions at that past time. After vocabulary exercises are adapted as a new version, the survey of Matthayomsuksa VI students' opinions and satisfaction toward a new version of vocabulary exercises are conducted to find the results as follows: 1. Are the content and activities appropriate for the students? 2. Are the students interested in the material? 3. Can the students finish the activities in time? 4. Are the vocabulary exercises too easy or too difficult? 5. Are there too many or too few vocabulary exercises? and, 6. Are there any mistakes in fonts, directions, and layout?

The new version of vocabulary exercises consists of six parts. Part A contains matching the appropriate meaning (Th.) for each word. Part B contains writing sentences by putting the words in the correct order. Part C contains choosing the correct word to complete each sentence. Part D contains writing the words in the correct form of the word in the table. Part E contains completing the sentences with the correct form of the word according to the table in Part D. Part F contains writing one sentence for each of the following words.

**Objectives of the Study**

The objectives of this study were to survey the present students' opinions and satisfaction with a new version of vocabulary exercises developed from a conference proceeding of the 8th PIM National Conference on June 21, 2018.

**Literature Review**

With regard to Thoseporn Sophitthammakun (2018)'s "Using the Vocabulary Exercises for Solving the Students' Problem of Inability to Remember the Words and Surveying the Students' Opinions with the Vocabulary Exercises" of the 8th PIM National Conference on June 21, 2018, that past classroom-based research presented the results of a study from a questionnaire through opinions of Matthayomsuksa V students with a vocabulary teaching material. The subjects of that past study were 39 Matthayomsuksa 5/7 students by means of purposive sampling from the whole population of Matthayomsuksa V students at Panyaworakun School in the second semester of the 2015 academic year. The data of the questionnaire was analyzed by way of percentage and the survey of the past students' opinions toward the vocabulary exercises. To design a new version of vocabulary exercises, those past students' opinions toward the vocabulary exercises consisting of the translation exercise, the exercise of making sentences, and the exercise of filling in each blank with the correct word have been reviewed.

1. The Suggestions on the Past Students' Opinions toward the Translation Exercise

Based on the past research, the translation exercise should be adapted although most students agreed with it. According to the students who disagreed with the exercise, they stated that there should be definitions and parts of speech with the words searched like dictionaries. The students could look at the English definitions and parts of speech prepared for them to translate. It was better

than translating with nothing. Translating the words with the English definitions and parts of speech was like English-English dictionaries which had the words for searching. To aid the students in incorrectly guessing the meaning of the words, the vocabulary exercises on matching could be replaced with the translation exercise. These exercises could be matching the words with synonyms, antonyms, hyponyms, collocations, idioms, and illustrations.

Adapted from *New Weaving It Together 3* and through the suggestions on the past students' opinions toward the translation exercise, Part A: the new exercise of matching the appropriate meaning (Th.) for each word (See Appendix) has been designed.

2. The Suggestions on the Past Students' Opinions toward the Exercise of Making Sentences

Based on the past research, there should be the exercise of making sentences, but it was not too difficult for the weak students who disagreed when they were prepared before writing the sentences. The students in this group thought that making sentences was difficult. They did not know the vocabulary and the correct sentence structures. They could not order the words in the sentences. For this reason, they suggested that there be a beginning word or an ending word because they did not understand when there was nothing for making sentences. Additionally, when saying about making sentences, parts of speech could not be deserted. The knowledge of how words function in the sentence could help them write good sentences. To assist the students in making sentences, there should have been other exercises before, for example, the students should have had a basis of parts of speech first.

Adapted from *New Weaving It Together 3* and through the suggestions on the past students' opinions toward the exercise of making sentences, the new vocabulary exercises (See Appendix) including Part B: the new exercise of writing sentences by putting the words in the correct order, Part D: the new exercise of writing the words in the correct form of the word in the table, and Part E: the new exercise of completing the sentences with the correct form of the word according to the table in Part D have been designed. For Part F, the exercise of writing one sentence for each of the following words still stays the same as the exercise of making sentences.

3. The Suggestions on the Past Students' Opinions toward the Exercise of Filling in Each Blank with the Correct Word

Based on the past research, the students agreed with the exercise of filling in each blank with the correct word the most. The important thing of this exercise was to guess the meaning of the words from contexts. Guessing the meaning of the words from context was to develop the vocabulary for the students. The students knew the meaning of the words without unnecessarily looking up the dictionaries. They could guess from context and this kind of exercise was to practice the vital reading technique using context clues. Guessing from context clues was a kind of interpreting the meaning of the words. Besides, Saowapong (2010) also stated that the students will be able to meaningfully use English in the surrounding contexts. When this part was included, the students were prepared for the outside examinations as well as developing vocabulary. Interpreting the meanings of words were composed of analyzing word parts and guessing from context. The students liked to practice guessing from the context in the exercise of filling in each blank with the correct word. The exercise was appropriate to the students' level and they understood the exercise. When the students understood and really did the exercise, they were successful. Due to their success, they liked to study this exercise very much.

Adapted from *New Weaving It Together 3* and through the suggestions on the past students' opinions toward the exercise of filling in each blank with the correct word, the current form of Part C: the exercise of choosing the correct word to complete each sentence is the same as the past form of the exercise of filling in each blank with the correct word. However, only the contents of Part

C are taken from *New Weaving It Together 3* since the students, their level, and the English coursebook have already been changed. There is nothing adapted or changed in terms of the form of the exercise in Part C because the past students preferred the exercise of filling in each blank with the correct word very much.

**Research Methodology**

This research is a survey study of the opinions and satisfaction of Matthayomsuksa VI students (Grade 12) in the first semester of the 2020 academic year at Panyaworakun School toward a new version of vocabulary exercises developed from a conference proceeding of the 8th PIM National Conference on June 21, 2018.

1. Subjects

The subjects of this study were 65 high-school Matthayomsuksa VI students which were a voluntary response sample through volunteer nonrandom method from all 238 high-school Matthayomsuksa VI students. The sample size was from the sample size table of Kanjanawasee, Pitayanon, and Srisukho (2012). Determined by the size of the population in the table, a sample size of only 65 constructed a 90% confidence interval with a Margin of Error of +-10%. The sample of this study consisted of 23 Matthayomsuksa 6/9 (Grade 12) students in the Gifted Program, 14 Matthayomsuksa 6/1 (Grade 12) students in the Thai-Social-English Program, 12 Matthayomsuksa 6/7 and 6/8 (Grade 12) students in the Science-Math Program, 10 Matthayomsuksa 6/4 (Grade 12) students in the English-Japanese Program, 4 Matthayomsuksa 6/5 (Grade 12) students in the Math-English Program, and 2 Matthayomsuksa 6/3 (Grade 12) students in the English-Chinese Program.

2. Materials

One instrument used to collect the data from this research was a questionnaire; "Questionnaire Regarding Opinions of Matthayomsuksa VI students at Panyaworakun School toward a New Version of Vocabulary Exercises Developed from a Conference Proceeding Entitled 'Using the Vocabulary Exercises for Solving the Students' Problem of Inability to Remember the Words and Surveying the Students' Opinions with the Vocabulary Exercises" of the 8th PIM National Conference on June 21, 2018.'" The questionnaire consists of three parts as follows.

Part I The first part was set to ask general information of the respondents concerning their subject code, their course, their class, their number, their study program, and their teacher.

Part II The second part surveyed their opinions toward a new version of vocabulary exercises in six parts: Part A Matching the appropriate meaning (Th.) for each word, Part B Writing sentences by putting the words in the correct order, Part C Choosing the correct word to complete each sentence, Part D Writing the words in the correct form of the word in the table, Part E Completing the sentences with the correct form of the word according to the table in Part D, and Part F Writing one sentence for each of the following words.

Part III At the end of the questionnaire, there are suggestions for them to write their own opinions toward a new version of vocabulary exercises in all six parts.

Another important instrument was a new version of vocabulary exercises in all six parts. The words of these new version exercises are from readings in *New Weaving It Together 3* and *New Weaving It Together 3 Teacher's Guide*. Pertaining to Youngsathian (2017), there are 8 units of the theme-based syllabus in *New Weaving It Together 3*. This new version of vocabulary exercises is from readings in these theme-based units. In this new version of vocabulary exercises, there are 5 chapters consisting of Chapter 1: Color Me Pink, Chapter 2: And the Lucky Number Is …, Chapter 3: Thanksgiving – Hawaiian Style, Chapter 4: Hop to It! and Chapter 5: Personality Revealed. Each chapter contains six parts from Part A to Part F. In these new version parts of vocabulary exercises,

the students can match the appropriate meaning (Th.) for each word in Part A, write sentences by putting the words in the correct order in Part B, choose the correct word to complete each sentence in Part C, write the words in the correct form of the word in the table in Part D, complete the sentences with the correct form of the word according to the table of Part D in Part E, and write one sentence for each of the following words in Part F.

The other instrument used to collect the data from this research was a questionnaire of Sriwutthiwong (2008)'s retrieved from taa.ac.th/Data/Academic/Panachada/25.pdf; "Questionnaire Regarding Satisfaction of Matthayomsuksa VI students at Panyaworakun School toward a New Version of Vocabulary Exercises Developed from a Conference Proceeding Entitled 'Using the Vocabulary Exercises for Solving the Students' Problem of Inability to Remember the Words and Surveying the Students' Opinions with the Vocabulary Exercises" of the 8th PIM National Conference on June 21, 2018.'" There were 16 items in this questionnaire as follows:

1. The suggestions for practice and activities are clear and easily understandable.
2. The fonts are easy to read.
3. The content used in the learning activities is appropriate for learners.
4. The activities used in the exercises are at the right level for the students.
5. The layout is well-organized.
6. The time used in the exercises is adequate and appropriate.
7. The exercises are interesting and varied.
8. The stages of the activities used in the exercises can be done by the students.
9. The exercises challenge the students' abilities.
10. The activities used in the exercises enhance the students' vocabularies and make the students understand their meanings well and apply them correctly.
11. The exercises encourage the students to use their thoughts based on their basic knowledge.
12. The exercises usually help the students to have and use English skills.
13. The activities used in the exercises make the students know their progress.
14. Doing the exercises, the students gain knowledge.
15. The students can apply their knowledge in their daily lives.
16. The students have good attitudes toward learning English.

Both questionnaires employed 5-points Likert rating scale. The response was credited as follows: 5 = a great deal, 4 = quite a lot, 3 = average, 2 = little, and 1 = very little.

3. Procedures

3.1  A new version of vocabulary exercises and the two questionnaires were given to 238 high-school Matthayomsuksa VI students of 9 classes. The students studied a new version of vocabulary exercises during an in-use or whilst-use evaluation for 3 months from July to September 2020.

3.2  All 238 respondents were voluntarily asked to fill in the two questionnaires. The questionnaires were administered, distributed, and collected by the teacher-researcher and the two teachers.

3.3  There were 65 respondents returning the two questionnaires from all 238 respondents.

3.4  The data of the two questionnaires of the 65 respondents were analyzed by means of frequency, percentage, mean, and standard deviation and presented in table and descriptions.

3.5  For one questionnaire regarding the opinions of the respondents toward a new version of vocabulary exercises, their suggestions from Part III of this questionnaire were collected in frequency and presented in table and descriptions.

4. Data Analysis

The analysis of data is as follows:

Questionnaire

4.1 The students' personal background and information were calculated by using frequency.

4.2 The data of the two questionnaires showing the 65 high-school Matthayomsuksa VI students' opinions and satisfaction toward a new version of vocabulary exercises were analyzed by using frequency, percentage, mean, and standard deviation. Furthermore, the results of the average means were classified into 5 levels based on Best (1981, pp.182):

$$4.50 - 5.00 \quad = \quad \text{Very high}$$
$$3.50 - 4.49 \quad = \quad \text{High}$$
$$2.50 - 3.49 \quad = \quad \text{Moderate}$$
$$1.50 - 2.49 \quad = \quad \text{Low}$$
$$1.00 - 1.49 \quad = \quad \text{Very low}$$

**Results**

The results of the survey study obtained from the two questionnaires regarding opinions and satisfaction of 65 high-school Matthayomsuksa VI students at Panyaworakun School toward a new version of vocabulary exercises are reported.

1. General Information

Of 65 respondents of the two questionnaires, 23 were Matthayomsuksa 6/9 (Grade 12) students in the Gifted Program, 14 were Matthayomsuksa 6/1 (Grade 12) students in the Thai-Social-English Program, 12 were Matthayomsuksa 6/7 and 6/8 (Grade 12) students in the Science-Math Program, 10 were Matthayomsuksa 6/4 (Grade 12) students in the English-Japanese Program, 4 were Matthayomsuksa 6/5 (Grade 12) students in the Math-English Program, and 2 were Matthayomsuksa 6/3 (Grade 12) students in the English-Chinese Program.

2. Opinions of Students toward a New Version of Vocabulary Exercises

Table 1 presents the opinions of students toward a new version of vocabulary exercises.

**Table 1:** The Opinions of Students toward a New Version of Vocabulary Exercises

| Items | Level of Opinion | | | | | Mean | S.D. | Levels |
|---|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | | |
| | a great deal | quite a lot | average | little | very little | | | |
| Part A Matching the appropriate meaning (Th.) for each word | 20 30.77 % | 30 46.15 % | 15 23.08 % | - | - | 4.08 | 3.00 | High |
| Part B Writing sentences by putting the words in the correct order | 18 27.69 % | 32 49.23 % | 14 21.54 % | 1 1.54% | - | 4.03 | 2.96 | High |
| Part C Choosing the correct word to complete each sentence | 17 26.15 % | 33 50.77 % | 14 21.54 % | 1 1.54% | - | 4.02 | 2.94 | High |

**Table 1:** The Opinions of Students toward a New Version of Vocabulary Exercises (cont.)

| Items | Level of Opinion | | | | | Mean | S.D. | Levels |
| | 5 | 4 | 3 | 2 | 1 | | | |
| | a great deal | quite a lot | average | little | very little | | | |
|---|---|---|---|---|---|---|---|---|
| Part D Writing the words in the correct form of the word in the table | 17 26.15% | 26 40.00% | 21 32.31% | 1 1.54% | - | 3.91 | 2.84 | High |
| Part E Completing the sentences with the correct form of the word according to the table in Part D | 19 29.23% | 26 40.00% | 19 29.23% | 1 1.54% | - | 3.97 | 2.91 | High |
| Part F Writing one sentence for each of the following words | 18 27.69% | 26 40.00% | 19 29.23% | 2 3.08% | - | 3.92 | 2.87 | High |
| Suggestions: | See 3. Students' Suggestions toward a New Version of Vocabulary Exercises | | | | | | | |

From Table 1, the average means of students' opinions toward Part A Matching the appropriate meaning (Th.) for each word, Part B Writing sentences by putting the words in the correct order, Part C Choosing the correct word to complete each sentence, Part E Completing the sentences with the correct form of the word according to the table in Part D, Part F Writing one sentence for each of the following words, and Part D Writing the words in the correct form of the word in the table were in a high level at the means 4.08 (S.D. = 3.00), 4.03 (S.D. = 2.96), 4.02 (S.D. = 2.94), 3.97 (S.D. = 2.91), 3.92 (S.D. = 2.87), and 3.91 (S.D. = 2.84) respectively.

3. Students' Suggestions toward a New Version of Vocabulary Exercises

Table 2 shows the students' suggestions toward a new version of vocabulary exercises.

**Table 2:** The Students' Suggestions toward a New Version of Vocabulary Exercises

| Suggestions | Frequency |
|---|---|
| The students suggest … | |
| a. what the teachers should do. <br> a1. The teacher should explain more to understand more. <br> a2. A student would like the teacher to play games with students and the student likes group work activities. <br> a3. A student suggests assigning students to memorize vocabulary so that the students will not forget the words. | 3 |
| b. what the vocabulary exercises should be adapted, amended, or changed. <br> b1. The patterns of the vocabulary exercises were easily understandable. <br> b2. A student would like to play words memory games. <br> b3. There should be a lot of vocabularies in the vocabulary exercises. <br> b4. The Vocabulary exercises in Part E are difficult. <br> b5. A student does not like to make sentences in Part F. | 7 |

**Table 2:** The Students' Suggestions toward a New Version of Vocabulary Exercises (cont.)

| Suggestions | Frequency |
|---|---|
| The students suggest … | |
| b6. A student suggests changing making sentences to other type of vocabulary exercises. <br> b7. A student likes Part A. Part A makes the student remember the words well and fast, while making sentences in Part F is quite hard for the student. | |
| c. what the students received. <br> c1. A student knows words and sentences that have never been known before. <br> c2. A student gains knowledge in his or her doubts. <br> c3. A student likes the way the teacher pays attention to tracking students' progress. | 3 |
| **Total** | 13 |

From the table above, 3 students suggested that the teachers explain the vocabulary exercises more to make students understand more, play games with students, assign students to work in groups, and give students to memorize words. 7 students suggested that one of the vocabulary exercises be words memory games and a lot of vocabularies be added. They also suggested that making sentences be changed to other types of vocabulary exercises. On one hand, they do not like Part E and Part F which were difficult for them to do. On the other hand, they liked the patterns of the vocabulary exercises which were easily understandable and Part A made them remember the word well and fast. Particularly, 3 students gained knowledge that they have never known before from these new vocabulary exercises and one of them liked the way the teacher paid attention to tracking their progress.

4. Satisfaction of Students toward a New Version of Vocabulary Exercises

Table 3 demonstrates the satisfaction of students toward a new version of the vocabulary exercises.

**Table 3:** The Satisfaction of Students toward a New Version of Vocabulary Exercises

| Items | Level of Satisfaction | | | | | Mean | S.D. | Levels |
|---|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | | |
| | a great deal | quite a lot | average | little | very little | | | |
| 1. The suggestions for practice and activities are clear and easily understandable. | 15 <br> 23.08% | 28 <br> 43.08% | 20 <br> 30.77% | 2 <br> 3.08% | - | 3.86 | 2.80 | High |
| 2. The fonts are easy to read. | 23 <br> 35.38% | 28 <br> 43.08% | 13 <br> 20.00% | 1 <br> 1.54% | - | 4.12 | 3.06 | High |

**Table 3:** The Satisfaction of Students toward a New Version of Vocabulary Exercises (cont.)

| Items | Level of Satisfaction | | | | | Mean | S.D. | Levels |
|---|---|---|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | | | |
| | a great deal | quite a lot | average | little | very little | | | |
| 3. The content used in the learning activities is appropriate for learners. | 15 23.08% | 28 43.08% | 20 30.77% | 2 3.08% | - | 3.86 | 2.80 | High |
| 4. The activities used in the exercises are at the right level for the students. | 14 21.54% | 31 47.69% | 17 26.15% | 3 4.62% | - | 3.86 | 2.80 | High |
| 5. The layout is well-organized. | 17 26.15% | 29 44.62% | 18 27.69% | 1 1.54% | - | 3.95 | 2.89 | High |
| 6. The time used in the exercises is adequate and appropriate. | 22 33.85% | 23 35.38% | 18 27.69% | 2 3.08% | - | 4.00 | 2.96 | High |
| 7. The exercises are interesting and varied. | 17 26.15% | 24 36.92% | 23 35.38% | 1 1.54% | - | 3.88 | 2.82 | High |
| 8. The stages of the activities used in the exercises can be done by the students. | 17 26.15% | 30 46.15% | 17 26.15% | 1 1.54% | - | 3.97 | 2.90 | High |
| 9. The exercises challenge the students' abilities. | 21 32.31% | 27 41.54% | 16 24.62% | 1 1.54% | - | 4.05 | 2.98 | High |
| 10. The activities used in the exercises enhance the students' vocabularies and make the students understand their meanings well and apply them correctly. | 17 26.15% | 30 46.15% | 17 26.15% | 1 1.54% | - | 3.97 | 2.90 | High |
| 11. The exercises encourage the students to use their thoughts based on their basic knowledge. | 19 29.23% | 27 41.54% | 17 26.15% | 2 3.08% | - | 3.97 | 2.91 | High |
| 12. The exercises usually help the students to have and use English skills. | 19 29.23% | 28 43.08% | 17 26.15% | 1 1.54% | - | 4.00 | 2.94 | High |
| 13. The activities used in the exercises make the students know their progress. | 17 26.15% | 32 49.23% | 14 21.54% | 2 3.08% | - | 3.98 | 2.92 | High |

**Table 3:** The Satisfaction of Students toward a New Version of Vocabulary Exercises (cont.)

| Items | Level of Satisfaction | | | | | Mean | S.D. | Levels |
| | 5 | 4 | 3 | 2 | 1 | | | |
| | a great deal | quite a lot | average | little | very little | | | |
| 14. Doing the exercises, the students gain knowledge. | 19 29.23% | 31 47.69% | 14 21.54% | 1 1.54% | - | 4.05 | 2.97 | High |
| 15. The students can apply their knowledge in their daily lives. | 16 24.62% | 28 43.08% | 18 27.69% | 3 4.62% | - | 3.88 | 2.82 | High |
| 16. The students have good attitudes toward learning English. | 27 41.54% | 27 41.54% | 9 13.85% | 2 3.08% | - | 4.22 | 3.16 | High |

Table 3 indicated the results of the satisfaction of students toward a new version of the vocabulary exercises. The criteria of average mean score from 3.50 – 4.49 meant the high satisfaction level of a new version of vocabulary exercises. The item 16: "The students have good attitudes toward learning English" was at a high level of satisfaction with the average mean ($\bar{x}$) of 4.22 (S.D. = 3.16). The item 2: "The fonts are easy to read" was at a high level of satisfaction with the average mean ($\bar{x}$) of 4.12 (S.D. = 3.06). The item 9: "The exercises challenge the students' abilities" and the item 14: "Doing the exercises, the students gain knowledge" were at a high level of satisfaction with the average mean ($\bar{x}$) of 4.05 (S.D. = 2.98) and 4.05 (S.D. = 2.97) respectively. The item 6: "The time used in the exercises is adequate and appropriate" and the item 12: "The exercises usually help the students to have and use English skills" were at a high level of satisfaction with the average mean ($\bar{x}$) of 4.00 (S.D. = 2.96) and 4.00 (S.D. = 2.94) respectively. The item 13: "The activities used in the exercises make the students know their progress" was at a high level of satisfaction with the average mean ($\bar{x}$) of 3.98 (S.D. = 2.92). The item 11: "The exercises encourage the students to use their thoughts based on their basic knowledge", the item 8: "The stages of the activities used in the exercises can be done by the students", and the item 10: "The activities used in the exercises enhance the students' vocabularies and make the students understand their meanings well and apply them correctly" were at a high level of satisfaction with the average mean ($\bar{x}$) of 3.97 (S.D. = 2.91), 3.97 (S.D. = 2.90), and 3.97 (S.D. = 2.90), respectively. The item 5: "The layout is well-organized" was at a high level of satisfaction with the average mean ($\bar{x}$) of 3.95 (S.D. = 2.89). The item 7: "The exercises are interesting and varied" and the item 15: "The students can apply their knowledge in their daily lives" were at a high level of satisfaction with the average mean ($\bar{x}$) of 3.88 (S.D. = 2.82). The item 1: "The suggestions for practice and activities are clear and easily understandable", the item 3: "The content used in the learning activities is appropriate for learners", and the item 4: "The activities used in the exercises are at the right level for the students" were at a high level of satisfaction with the average mean ($\bar{x}$) of 3.86 (S.D. = 2.80).

**Discussions**

1. After adapted from *New WIT 3*, Part A Matching the appropriate meaning (Th.) for each word can aid the students to search the meaning of the words correctly. Pertaining to the past students in the Literature Review, they mentioned that looking at the English definitions and parts of speech was better than translating with nothing. From Part A to Part F, the present students agree with Part A the most at the means 4.08 (S.D. = 3.00). In part A, they gain knowledge and they can memorize the words well. Unlike the translation exercise in the previous research results, Part A answers the students' needs because there are no dictionaries and the Internet for searching when they cannot remember the words or do not know the meanings of the words. For this reason, vocabulary exercises can be developed without translation methods. Instead of translating ways, Part A Matching the appropriate meaning (Th.) for each word can be successfully used. These results of this research support the previous research results stating that the translation exercise should be changed.

2. After adapted from *New WIT 3*, Part B Writing sentences by putting the words in the correct order can assist the students to order the words in the sentences. The past students in the Literature Review suggested adding other exercises which gave the students a beginning word or an ending word before making sentences. Next to Part A, the present students agree with Part B at the means 4.03 (S.D. = 2.96). The patterns of Part B are easily understandable for the students to practice. This leads to clear and easily understandable activities, the appropriate content, and the right level of activities for the students in Part B. However, this satisfaction of activities, content and the right level is the last in a high level at the means 3.86 (S.D. = 2.80) when all six parts are considered by the present students, especially the last three parts which are Part D, Part E, and Part F. From this point, all six parts of new vocabulary exercises are all important for the students' satisfaction as a holistic view. From the previous research results, the exercise of making sentences are too difficult for the low-achieving students when they are not prepared for making sentences. Part B Write sentences by putting the words in the correct order is much easier than the exercise of making sentences. The results of this study are from the previous research results suggesting that the students be prepared to make the sentences by means of ordering the words first.

3. After adapted from *New WIT 3,* Part C Choosing the correct word to complete each sentence challenges the students' abilities and helps the students to have and use reading skills. The past students in the Literature Review pointed out that this kind of exercise was to practice the vital reading technique using context clues. For the average mean score, the present students agree with Part C at the means 4.02 (S.D. = 2.94) which has almost the same mean score as Part B. In part C, the present students suggest that there be a lot of vocabulary in this part. This results in almost the last mean score of the students' satisfaction at 3.97 (S.D. = 2.90) in item 10: "The activities used in the exercises enhance the students' vocabularies and make the students understand their meanings well and apply them correctly." Concerning the present students' opinions and satisfaction, Part C needs a lot and a variety of vocabulary. One theme or one topic of vocabularies in Part C cannot be large enough. The results of this study contradict the results of the previous study. The past students in the previous research agreed with the exercise of filling in each blank with the correct word the most and they would like to have this type of vocabulary exercise a lot to practice guessing many words from context clues.

4. After adapted from *New WIT 3,* Part D Writing the words in the correct form of the word in the table is too difficult for the present students to do and the teacher should explain more for them to understand this part. Part D is designed because, regarding Literature Review, the past students stated that for making sentences, parts of speech could not be deserted and it was necessary that parts of speech be included. Unlike the past students' suggestions, the present students who really do Part D

agree with Part D the least at the means 3.91 (S.D. = 2.84). The present students like to play word games or group work activities more than parts of speech which are the boring bit of a language course. This makes the students' satisfaction of practice, content, and level in Part D become the last of all parts in a high level at the means 3.86 (S.D. = 2.80). The results of this study disagree with the results of the previous study. In the previous research results about making sentences, parts of speech could not be deserted since the knowledge of how words function in the sentence could help the students write good sentences. In contrast, the present students are bored with parts of speech.

5. After adapted from *New WIT 3*, Part E Completing the sentences with the correct form of the word according to the table in Part D is confusing. The present students are confused with the table in Part D to complete the sentences in Part E. They think that all the words of the table in Part D can be selected to complete the sentences a., b., or c. in Part E. For example, they do not know that only the words in a. can be selected to complete only the sentence a. As a result, item 8: "The stages of the activities used in the exercises can be done by the students", item 5: "The layout is well-organized", and item 1: "The suggestions for practice and activities are clear and easily understandable" are sequenced from the little satisfaction to the least in descending order of the mean scores at 3.97 (S.D. = 2.90), 3.95 (S.D. = 2.89), and 3.86 (S.D. = 2.80) respectively. In terms of the students' opinions, the students' agreement of Part E is in the fourth rank (M = 3.97, S.D. = 2.91) in all the parts of new vocabulary exercises. Although the past students in Literature Review said that the knowledge of how words function in the sentence could help students write good sentences, the present students do Part E and find Part E difficult. The results of this study differ from the previous research results. The past students suggested an exercise of filling words in the gaps with the parts of speech provided because the parts of speech were helpful to them, while the present students cannot do this kind of exercise.

6. After adapted from *New WIT 3*, Part F Writing one sentence for each of the following words is almost the last of all the parts at a high level at the means 3.92 (S.D. = 2.87) regarding the present students' opinions. The past students in Literature Review believed that the exercise of making sentences should be maintained when there were other exercises preparing students for making sentences. In contrast, the present students suggest that Part F be changed to other kinds of vocabulary exercises or omitted. This suggestion is in accordance with the least average mean score (M = 3.86, S.D. = 2.80) of the students' satisfaction in item 3: "The content used in the learning activities is appropriate for learners" and item 4: "The activities used in the exercises are at the right level for the students." Unlike the previous research results indicating that the exercise of making sentences should be maintained, the results of this study state that this type of exercise should be changed or omitted. The results of this study; therefore, contradict the previous research results.

**Conclusion**

A new version of vocabulary exercises was redesigned from a conference proceeding entitled "Using the Vocabulary Exercises for Solving the Students' Problem of Inability to Remember the Words and Surveying the Students' Opinions with the Vocabulary Exercises" of the 8th PIM National Conference on June 21, 2018 to provide a new version of vocabulary exercises for instructors and to answer the present students' need. The research instruments were a new version of vocabulary exercises and the two questionnaires. One questionnaire asked the present students' opinions toward a new version of vocabulary exercises. The other questionnaire asked the present students' satisfaction with this new version of vocabulary exercises. The two questionnaires were analyzed through frequency, percentage, mean, and standard deviation. For the six new vocabulary exercises, regarding one questionnaire the present students' opinions from the most to the least were Part A Matching the

appropriate meaning (Th.) for each word, Part B Writing sentences by putting the words in the correct order, Part C Choosing the correct word to complete each sentence, Part E Completing the sentences with the correct form of the word according to the table in Part D, Part F Writing one sentence for each of the following words, and Part D Writing the words in the correct form of the word in the table. Next, all the 16 items of the other questionnaire asking the present students' satisfaction with this new version of vocabulary exercises fell on a high satisfaction level based on the criteria of average mean score from 3.50 – 4.49 (Best, 1981 p. 182).

## Recommendations

Based on the findings and conclusions of this study, the following recommendations are made for further research.

1. In addition to a survey study of the students' opinions and satisfaction with a new version of vocabulary exercises, another study on initially testing a new version of vocabulary exercises to determine the efficiency of the process (E1) and product (E2) can be conducted.

2. Based on the results of this study to investigate the students' opinions and satisfaction with a new version of vocabulary exercises, more relevant action researches can be conducted to improve this new version of vocabulary exercises.

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# THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION TOWARDS THE DIVISION HEAD'S TRANSFORMATIONAL LEADERSHIP STYLE AND TEACHERS' MOTIVATION AT PHUKET THAIHUA ASEAN WITTAYA SCHOOL, THAILAND

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**Abstract**

The purpose of this study was to determine the relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand. The theories used in this study were transformational leadership style and Herzberg's Motivation- Hygiene Theory. The research instrument was an online questionnaire including 1) Demographic information, 2) Multifactor Leadership Questionnaire (MLQ) 5X Short, 3) Teacher Motivation Questionnaire (TMQ). Statistics used in this study included Frequency and Percentage, Mean and Standard Deviation of Descriptive statistics, and Pearson Product Moment Correlation Coefficient. By analyzing the research results, the level of teachers' perception towards the division head's transformational leadership style was moderate (3.05), while the level of teachers' motivation was high (4.05). Moreover, teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand were found to be moderately positively correlated, r (129) =.466\*\*, p = . 001. The recommendation was that the division head should consider improving more transformational leadership style to influence teachers' motivation.

**Keywords:** Teachers' Perception, Transformational Leadership Style, Teachers' Motivation

**Introduction**

Leaders are not merely concerned about the vision, mission, and goal of the organization but focus on a professional position, responsible for training, selecting, and influencing the employees who follow them (Winston & Patterson, 2006). An influential relationship between leaders and employees is leadership, under which the team becomes more cohesive and passionate, and works together to achieve the goals set by the organization (Rosari, 2019). In other words, the leadership style not only affects the employee's work passion and team cohesion but also has a certain impact on the accomplishment of organizational goals. Leadership demonstrates personal style through job characteristics and interpersonal interactions with employees, and allows employees to follow, gradually forming a leadership style with personal characteristics. In short, every leader is different, so the leadership style of each leader is also different. Through research, it is found that the formation of leadership style is affected by many factors, for example, organizational culture, goals, environment, and other background factors (Perera, Witharana, & Withanage, 2021). Accordingly, leaders influenced by different factors will form different leadership styles. There are many leadership styles, for instance, democratic, affiliative, commanding, visionary, coaching, etc. In this study, the researcher focuses on the transformational leadership style.

A leader is an outstanding individual who can inspire others to follow them and do great things (Cristina, 2012). Because of this, it can be stated that another important aspect is that leaders care about changes. Transformation means change, the transformative leader actively helps and encourages followers to develop and explore new goals through vision incentives, ethics, leadership charisma, and personalized care. In this way, the transformational leadership style transforms followers' beliefs, attitudes, and behaviors into higher areas of motivation (Anderson, 2017). In a nutshell, when the organization sets goals, transformational leaders prioritize organizational interests, encourage following, improve morale, and do their best to accomplish the goals. Leithwood (1993) was an early proposal to apply transformational leadership style to the field of education. He said that in this era of the 21st century, everything was changing. Therefore, schools also needed to change. Transformational leadership played a positive role in promoting school reform. Because the transformational leader emphasized breaking old conventions and re-establishing new norms and management methods when adapting to the school environment. Sector (2016) also stated that transformational leadership characteristics studied were also applicable to schools and other educational institutions. The influence exerted by school leaders (principal, manager, division head which means head of the department, director, etc.) on teachers played a central role in achieving school goals. The transformational leader was used to activate and guide teachers to increase their enthusiasm for work and let them work willingly, thereby effectively achieving the goals set by the school.

Employee motivation is that the leader meets the requirements of the employees so that the employees are willing to work following the organizational goals and increase productivity (Yalçınkaya, Dağlı, Aksal, Gazi & Kalkan, 2021). In other words, leaders need to communicate with employees frequently, understand their real needs, know what they want in their work, and provide timely support and help, so that employees can better improve work efficiency. Not only do employees need something in the organization to motivate them and keep them working, but teachers in the school also need the motivation to keep them working. Parveen (2011) said that teachers' motivation and retention rate were issues that the government had paid great attention to when formulating policies since the colonial era. Owusu-Acheaw and Bakker-Edoh (2020) also said that if teachers had good motivation, their performance would be more professional. Teachers continue to grow and become more professional in the process of being respected, recognized, and appreciated by leaders. Therefore, the leader should give the teacher motivation at the right time. Othman and Wanlabeh (2012) in their research found that the transformational leadership style of the principal affected the motivation of teachers in the school, especially when the principal's idealized attitudes and behaviors and inspiring motivations were particularly prominent. Andriani, Kesumawati, and Kristiawan (2018) showed that the transformational leadership style of the principal increased the motivation of teachers by encouraging and changing the way teachers understand, thereby achieving more professional performance.

In 2020, the arrival of COVID-19 changed the way people communicate. Education at all levels in Thailand must be transformed to be conducted online to meet the Thai government's policy on self-quarantine or quarantine at home (Chayomchai, Phonsiri, Junjit, Boongapim, & Suwannapusit, 2020). Therefore, in line with the changing policies, school attendance policies have also changed, making traditional and online education alternated. In this case, teachers are required to learn new computer knowledge and online teaching skills, because traditional teaching methods and skills are not suitable for online education. It requires teachers to apply new technology to the new normal teaching method within a limited time. Therefore, the working style, working pressure, and working environment of schoolteachers are different from those in the past. As teachers are facing a lot of

pressure, they need more understanding and guidance from leaders and supervisors to make teachers more motivated in their work.

To research the relationship between transformational leadership style and teachers' motivation during the COVID-19 pandemic, the researcher chooses Phuket Thaihua Asean Wittaya School to do this research. To know the detailed information about the selected school, the researcher interviewed Mr. Nijaret Chongbutdee (Liu, 2021) who is in charge of the school academic division head of the selected school and directly manages the teachers and communicates with them. When conducting interviews, he said that in his work, he observed that teachers always said the workload during the COVID-19 pandemic was greater than before, and the student's class performance was not as good as before, and their grades dropped. He also said that the most important thing was that while teachers were complaining about their work, their motivation and work completion was also declining. Therefore, the researcher inferred that due to the increase in the workload and work pressure of schoolteachers during the school's epidemic policy, the motivation and professionalism of the school's teachers had decreased significantly at the selected school. That is why the researcher is interested in finding out the relationship between the division head's transformational leadership style and teachers' motivation. It is expected that this research will help teachers understand the characteristics of the transformational leadership style of the division head and help the division head to know what are the factors that affect teachers' motivation during the pandemic.

**Research Objectives**

1. To identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.

2. To identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

3. To determine whether there is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

**Literature Review**

*Transformational Leadership*

A successful leader not only has strong leadership skills but also understands the motivations of employees. In addition, it allows employees to meet their individual needs and interests in ways to participate. To measure up organizational goals, leaders demand to have an in-depth understanding of the organization's mission and vision and play this role well (Gandolfi & Stone, 2016). This helps to apply leadership from theoretical concepts to practical applications in the organization. Leadership style is used to identify the ways of getting along with and dealing with problems between leaders and employees. Leadership style is composed of interpersonal skills and leadership characteristics, forming a style with personal characteristics of the leader, attracting employees and subordinates to follow. This means that leadership style is a sign of interaction between leaders and employees and has an important impact on the realization of organizational goals. In recent years, a large number of researchers have studied the impact of different leadership styles on organizations. Bass (1985) said that a relatively unique relationship was established between transformational leaders and employees. Transformational leaders influence their following with their characteristics. They always put the interests of the organization first and are willing to contribute personal interests to the accomplishment of organizational goals. In this way, transformational leaders will be followed and

imitated by their employees, to better gather the strength of employees and make more contributions to the realization of organizational goals. Secondly, transformational leaders provide support and help to employees from a higher level to motivate them to achieve beyond expectations (Bass & Avolio, 1996). Moreover, transformational leaders encourage and support followers' exploration of new things, helping them find new ways of working and accomplish new goals. They are proactive and help followers achieve unexpected goals (Antonakis, Cianciolo, & Sternberg, 2004). Furthermore, transformational leaders focus on the personal attention of employees and will have individual conversations with each employee to understand their characteristics and needs and provide them with specific suggestions and guidance at work. Not only that, when the organization needs change, transformational leaders can provide a huge impetus, gather the confidence and strength of employees, and establish new organizational concepts, norms, and systems.

Since the 1980s, the transformational leadership model has appeared in the education literature because the school system needs to improve academic performance and recognizes that leadership affects school efficiency (Stewart, 2006). Since the early 1990s, the research by Leithwood (1993) showed that the behavioral characteristics of transformational leaders were consistent with the characteristics of more effective school leaders. So they promoted the use of transformational leadership in school management (Berkovich, 2016). Leithwood (1994) postulated that the transformational leadership style was expected to improve school leadership, make necessary school changes, and promote the satisfaction of stakeholder accountability and performance improvement requirements. Transformational leadership emphasizes that employees need to learn new things, establish new organizational standards, and create new ways of thinking. It helps leaders break the established norms of the school and is an effective tool to promote the establishment of a new school system (Anderson, 2017). Chaudhry, Javed, and Sabir (2012) used Multi-Factor Leadership Questionnaire to survey 475 employees in the Punjab Province and also used the Pearson Product-Moment Correlation Coefficient to analyze the collected data, the results showed that there was a positive and significant relationship between the transformational leadership style and motivation ( r=.313, p=.000).

***Teachers' Motivation***

Studies have shown that the motivation of employees is that leaders meet their requirements, and employees will be willing to work following organizational goals and improve production efficiency. Börü (2018) said that motivation led people to take action to achieve their goals and to work hard for their goals. Maslow and Lewis (1987) said that the basic needs theory finds that personal needs are food, drink, marriage, security, love, sympathy, friendship, recognition of achievement, appreciation, and respect. This was the source of human power. Clipa (2018) found that the theory of human motivation emphasizes people's desire to succeed, possess power, and establish connections with others. People have different characteristics according to their main motivations. For decades, organizations have conducted extensive research and research on incentives to motivate employees and achieve excellent output.

According to the research report of the Thai Ministry of Education on teachers' occupational issues, the main influencing factors for teachers' lack of motivation for work included unreasonable school management mechanisms, little support from leaders to teachers, high work pressure, and poor working environment, etc. (Pasathang, Tesaputa, & Sataphonwong, 2016). Pasathang, Tesaputa, and Sataphonwong (2016) found that the problem of unreasonable school management mechanisms and little support from leaders to teachers could be achieved by optimizing the school management system and strengthening the communication between leaders and teachers, which could effectively improve

teachers' motivation for work. For teachers with high work pressure and poor working environment, the leader used rewards and communication mechanisms to improve teachers' ability to withstand pressure, formulated semester task plans, reasonably allocated teachers' work and improved the working environment, which could effectively enhance teachers' motivation.

Marlowe's Hierarchy of Needs Theory was in line with the general laws of human development needs. People's instinctive needs for material, emotion, and self-improvement are the inner needs of people's continued development. Gambrel and Cianci (2003) criticized that Marlowe's Hierarchy of Needs Theory was self-centered and the division of the standards and degrees of needs was vague. McClelland's Theory of Needs was very useful for companies to improve employee motivation. This theory used specific motivation measurements on employees to understand their specific needs, and provided different motivational methods according to their needs, thereby enhancing employees' motivation at work. Osemeke and Adegboyega (2017) criticized McClelland's Theory of Needs for the incentive method. When it emphasized achievement and power too much, it led to extreme behaviors of employees, resulting in undesirable consequences. Moreover, this theory only divided high-level needs but did not take into account the background factors of employees such as gender, culture, etc. For Herzberg's Motivation-Hygiene Theory related to the concept of motivation-hygiene, the theory clearly explains the process and progress of motivation. Compared with Marlowe's hierarchy of needs theory and McClelland's theory of needs, Herzberg's Motivation-Hygiene Theory analyzed the factors that affect the teacher's motivation from both internal and external factors and was more comprehensive. Nanayakkara and Dr. Dayarathna (2017) showed that the research conducted in Sri Lanka shows that motivation and hygiene factors are important in the field of work. Herzberg's Motivation-Hygiene Theory applied not only to companies but also to schools. It pointed out that a teacher's motivation for work was operationally defined as a person's self-generated impulse to carry out work due to interaction with the environment. Encouragement to carry out work was caused by several factors (Normianti, Aslamiah, & Suhaimi, S., 2019). Besides, Koontz (2010) defined leadership as an influence that affects people's art or process, making them willing and motivated to accomplish team goals. Newman (2000) also observed that during the work, teachers felt that transformational principals were responsible for their actions and could make decisions that benefit them.

**Methodology**

In the 2021-2022 academic year, the researcher had distributed a survey questionnaire to the population of 143 full-time teachers at the Phuket Thaihua Asean Wittaya School, Thailand, and received a total of 129 valid responses (above 90% of the population). This study was a quantitative relationship study that used the transformational part of the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1996) which was to identify teachers' perception towards the division head's transformational leadership style and The Teacher Motivation Questionnaire (TMQ) was developed by Ghanbahadur (2014) which was used to identify the level of teachers' motivation. The Pearson Product Moment Correlation Coefficient was used to determine whether there was a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at the selected school.

**Results**

1. To identify the level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand in Table 1 below.

**Table 1:** Descriptive statistics for mean score and standard deviation of Multifactor Leadership Questionnaire 5X Short (N=129)

| Transformational Leadership Style | Mean ($\bar{x}$) | Standard Deviation | Interpretation |
|---|---|---|---|
| Idealized Influence Attributes | 3.12 | .536 | Moderate |
| Idealized Influence Behaviors | 2.93 | .607 | Moderate |
| Inspirational Motivation | 3.04 | .605 | Moderate |
| Intellectual Stimulation | 3.08 | .572 | Moderate |
| Individualized Consideration | 3.08 | .532 | Moderate |
| **Total** | 3.05 | .283 | Moderate |

From Table1, it was shown that the overall mean score of the transformational leadership style was 3.05, and the standard deviation was .283. In addition, for the five constructs of transformational leadership style, all constructs which Idealized Influence Attributes, Idealized Influence Behaviors, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration at a moderate level ($2.39 \leq \bar{x} \leq 3.50$). Therefore, teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand was determined to be moderate.

2. To identify the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand in Table 2 below.

**Table 2:** Descriptive statistics for mean score and standard deviation of The Teacher Motivation Questionnaire (N=129)

| The Teacher Motivation | Mean ($\bar{x}$) | Standard Deviation | Interpretation |
|---|---|---|---|
| Extrinsic | 3.77 | .476 | High |
| Intrinsic | 4.21 | .298 | High |
| **Total** | 4.05 | .246 | High |

From Table 2, it was shown that the overall mean score of teachers' motivation was 4.05, and the standard deviation was .246. Moreover, Extrinsic motivation ($\bar{x}$=3.77, SD=.476) and Intrinsic motivation ($\bar{x}$=4.21, SD=.298) at a high level. Therefore, the level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand was determined to be high.

3. To determine whether there is a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand.

**Table 3:** Correlation between the transformational leadership style with teachers' motivation

| Transformational Leadership Style | Motivation | |
|---|---|---|
| | Extrinsic | Intrinsic |
| Idealized Influence Attributes | .536** | .566** |
| Idealized Influence Behaviors | .232** | .312** |
| Inspirational Motivation | .470** | .412** |
| Intellectual Stimulation | .448** | .479** |
| Individualized Consideration | .470** | .513** |

**Note:** *Sig. at p<.01

**Table 4:** Pearson Product-Moment Correlation Coefficient Between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand (N=129)

| | | Teacher motivation | Conclusion |
|---|---|---|---|
| Transformational leadership style | Pearson Correlation | .466** | There is a significant relationship |
| | Sig.(2-tailed) | .000 | |

Table 3 showed that the Pearson Correlation Coefficient value obtained between transformational leadership dimensions with extrinsic motivation and intrinsic motivation were found to be moderately positively correlated and significant in the range .232** ≤ r ≤ .566**. Table 4 showed that the Pearson Correlation Coefficient value obtained between teachers' perception towards the division head's transformational leadership style and teachers' motivation were found to be moderately positively correlated, r(129) =.466**, p = . 001. Therefore, the relationship of teachers' perception towards division head's transformational leadership style and teacher motivation at Phuket Thaihua Asean Wittaya School, Thailand was a significant moderate positive correlation. In other words, the higher the transformational leadership level of the division head would motivate the teacher. All in all, there was a significant relationship between teachers' perception towards division head's transformational leadership style and teacher motivation at Phuket Thaihua Asean Wittaya School, Thailand was accepted.

**Discussions and Conclusions**

For this study, the researcher conducted some discussions and conclusions, which were included in the following sections.

***The level of teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.***

Teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand was regarded as Moderate. For the five constructs of transformational leadership style, all constructs which were Idealized Influence Attributes, Idealized Influence Behaviors, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration were regarded as Moderate. Sorting them from high to low were the highest of the Idealized Influence Attributes (3.12), the second of the Intellectual Stimulation (3.08) and Individualized Consideration (3.08), the third of the Inspirational Motivation (3.04), the lowest of the Idealized Influence Behaviors (2.93).

During the COVID-19 pandemic, in most cases, teachers used the Internet to work at home at the selected school. Compared with before, the daily contact between the division head and teachers had decreased, and the communication with him was also showing a downward trend. However, because teachers had various problems in the work at home, they couldn't communicate and solve the problem in time with the division head like before. Therefore, teachers' perception towards the division head's transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand was regarded as Moderate.

Moss and Ritossa (2007), leaders needed to constantly promote their ideals and beliefs to follow, in order to gain more respect and trust from following and led them to achieve the team's

goals. The mean score of the idealized influence attributes was 3.12 and regarded as moderate. Drakpa (2018) made a study on the topic "Relationship between Principals' Transformational Leadership and Teacher Motivation in Central Schools of Zhemgang District, Bhutan". It showed that idealized influence attributes (3.85) were interpreted as high. Therefore, according to this research result, it showed that although the division head passed his own ideas to the teachers and let them become followers, the division head's promotion of his ideas was not strong enough, and further efforts were needed to make the teacher change from a follower to a firm follower.

Avolio and Bass (2004) said that leaders needed to provide them with new learning opportunities and support employees to explore new ways of doing things. The mean score of the intellectual stimulation was 3.12 and regarded as moderate. It was the second level of transformational leadership style. Abdullah, Ling, & Sufi, (2018) found that there was a significant relationship between intellectual stimulation and teacher motivation, and the mean score of the intellectual stimulation (4.34) was interpreted as high in the "Principal Transformational Leadership and Teachers' Motivation". So, the division head needed to further instruct the teacher to look at the problem from multiple angles and improve the teacher's innovation ability.

Everyone was an independent individual, and leaders paid attention to the differences between individual employees and their individual development (Bass, 1985). The mean score of the individualized consideration was 3.12 and regarded as moderate. It was also the second level of transformational leadership style. Lee and Kuo (2019) said in the article "Principals' Transformational Leadership and Teachers' Work Motivation: Evidence from Elementary Schools in Taiwan" that there was a significant relationship between intellectual consideration and teacher motivation and the mean score of the intellectual consideration (3.57) was interpreted as high. Therefore, the division head needed to communicate with each teacher, understood the characteristics of each teacher, and gave them specific needs and help on this basis.

The research results showed that the level of teachers' perception towards the division head's transformational leadership style was moderate. Pendidikan (2018) researched "The Influence of The Transformational Leadership and Work Motivation on Teachers Performance". The result of this study indicated that there was a significant relationship between transformational leadership and work motivation on teacher performance, and the level of transformational leadership was interpreted as high. Compared with it, the researcher found that the division head's transformational leadership at the selected school needed to improve. Therefore, the division head needed to enhance their ability to lead by example, influence teachers, and make them a firm follower.

### *The level of teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand*

Teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand was regarded as High. The Extrinsic of teachers' motivation was 3.77 and regarded as High and the Intrinsic of teachers' motivation was 4.21 and also regarded as High.

Through a series of government control measures, COVID-19 had been brought under control. The selected school had formulated more reasonable management mechanisms and provided teachers with more work support. Teachers had gradually adapted to the alternation of online courses and traditional courses, improving their ability to withstand stress. Therefore, teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand was at a high level.

The finding of this study showed that the Extrinsic and Intrinsic of teachers' motivation was at a high level. Abdullah, Ling, and Sufi (2018) found that the level of teacher motivation was interpreted as high. The mean score of Extrinsic was 4.29 which was regarded as High and the mean score of Intrinsic was 4.41 was regarded as High in the "Principal Transformational Leadership and

Teachers' Motivation". This research was similar to the study of Abdullah, Ling, and Sufi (2018) that the level of teacher's motivation was high. Transformational leaders use practical actions to drive their subordinates, thereby enhancing their motivation for work.

***The relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand***

The researcher concluded a study that transformational leadership style and teachers' motivation were found to be moderately positively correlated, r (129) =.466**, p =.000. Therefore, the researcher's hypothesis that there was a significant relationship between teachers' perception towards the division head's transformational leadership style and teachers' motivation at Phuket Thaihua Asean Wittaya School, Thailand was accepted.

Comparing the mean scores of transformational leadership and teacher motivation, it was found that teacher motivation scored higher than that of transformational leadership style. The total mean score of teacher motivation was at 4.05 and the total mean score of transformational leadership style was at 3.05. So, it was identified that the level of teacher motivation was higher than the level of transformational leadership style at Phuket Thaihua Asean Wittaya School, Thailand.

Eres (2011) found that there was no significant relationship between the transformational leadership behaviors of school principals and teacher motivation according to the perceptions of teachers (r=.011, p=.822) in the article "Relationship between Teacher Motivation and Transformational Leadership Characteristics of School Principals". It meant the principal's transformative leadership behaviors did not affect the teacher's motivation. In this research, there was no good relationship between the idealized influence behaviors of the division head and the teacher's motivation. Therefore, the division head needed to improve the transformational leadership behavior, and to give more care, help and guidance to teachers at work, and to enhance teachers' motivation for work.

Abdullah, Ling, and Sufi (2018) conducted a study to find out the relationship between principal transformational leadership and teachers' motivation. Abdullah, Ling, and Sufi (2018) asserted that the level of principal transformational leadership was high, and teachers' motivation was also high, and there was a positive relationship between principal transformational leadership and teachers' motivation. Compared with the study of Abdullah, Ling, and Sufi (2018), this research found that although there was a moderately significant relationship between transformational leadership and teachers' motivation in the selected school, teachers' perception towards the division head's transformational leadership style which was at a moderate level, needed to improve. Therefore, the division head needed more support for teachers and help teachers solve problems, thereby enhancing his transformational leadership.

To sum up the discussions, the current study researcher proposed that if the division head's transformational leadership style improved, there would be a strong relationship between transformational leadership style and teacher motivation. When the division head enhanced his transformational leadership style, it would also drive the increase of teachers' motivation. Therefore, the stronger the transformational leadership style of the division head, the stronger the motivation of the teacher.

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# THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS TOWARDS THEIR LEADERSHIP CAPACITY AND SCHOOL'S ORGANIZATIONAL CLIMATE AT CHOI HUNG ESTATE CATHOLIC SCHOOL, HONGKONG, CHINA

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**Abstract**

The main purpose of this study was to determine the relationship between teachers' perceptions towards their leadership capacity and the school's organizational climate at Choi Hung Estate Catholic School, Hong Kong, China. The theories used in this study were Hersey-Blanchard Situational Leadership Theory, Bandura's Social Cognitive Theory, and Stage-Environment Fit Theory. The survey collected data covered the whole population, 103 teachers of the selected institute participated. The research instrument was an online questionnaire including 1) Demographic information, 2) School Organizational Climate Questionnaire, and 3) the Teacher Leadership Capacity Questionnaire. The raw data collected was analyzed by frequency and percentages, descriptive statistics, and as well as standard deviation and finally, the correlation coefficient was analyzed using Pearson product. The results of the study indicated that the teacher's perception of their leadership capacity was moderate (3.35), the level of school climate was moderate (3.07). The Pearson Product measuring correlation analysis indicated that there was a significant relationship between the teacher's perception of their leadership capacity as well as the school organizational climate were found to be moderately positively correlated, $r(103) = .547^{**}$, $p = .001$. The school administration and the teachers in the target school are recommended to enhance and embrace training programs for them to enhance consistency, compassion, care as well as problem-solving.

**Keywords:** Teachers' Perception, Leadership Capacity, School Organizational Climate

**Introduction**

The school leadership requires greater attention during this era. Improvement in the undertakings of the activities in today's world is seen in the mass movement among people, their ideas as well as information in a diverse part of the world. School leadership must be felt in administrative as well as professional functions during the accomplishment of the organizational goals. Society possesses high expectations on the performance of leadership from the school leaders. Leadership is a kind of social influence where an individual is capable of enlisting support and control from others to attain common objectives (Chemers, 2014).

The capacity of leadership means the ability as well as the manifestation of competent leaders in undertaking their roles in the accomplishment of an educational institution's objectives (Heslin & Keating, 2017). In the professional area, the competence of leadership is created when the leader is capable of progressively leading others. Leaders, as well as managers, maybe in a position to seek mentorship from their senior peers and also from professional trainers.

The climate in the school has been indicated and linked to factors as well as elements that affect the efficiency of the school and the performance of the students. An excellent academic school

is one in which teachers come up with high expectations, which can be achieved by their students. For the achievements to be achieved, students, with the help of their teachers, must be in a position to work hand in hand (Lyon, et al., 2018). A healthy school with a positive outlook possesses both conducive environments for teaching and learning (Jena, 2020). The environment allows and strengthens the learning of the students and the teachers as they insinuate knowledge to their students.

One of the vital aspects in an educational institution is the school organizational climate, and the aspect is an enormous influence that affects the learning process of students (Heslin & Keating, 2017). According to Werang (2018), the school organizational climate is the heart and soul of the school. Being positioned at the center enhances the community members in the school and leads it forward in the right direction. Teachers are also in a position to play a crucial role in creating a good citizen—the atmosphere structure as well as the quality of teaching results in the learning process of students. The teachers' capacity of leadership directly impacts the climate of the school and can either result in the enhanced or minimized achievement of a student—effectiveness of educational school organizational climate majors on raising the achievements of students positively. Only effective teachers are able to develop and come up with a school organizational climate to strengthen the learning of the students via their processes of teaching (Darling-Hammond & Cook-Harvey, 2018). This can be concluded that the achievements of students are directly affected by the leadership capacity of the teachers and the school organizational climate.

The researcher had interviewed some teachers who worked in Choi Hung Estate Catholic School. The teachers mentioned that leadership capacity has become an important issue in the study of school management in China. The school organizational climate is closely related to teacher leadership capacity in school. Many teachers and staff do not understand the working requirements clearly, which might result in an unfulfilled school vision and mission. Therefore, the target school should investigate how to improve the organizational climate by finding the level of teachers' leadership capacity and help to achieve the school vision and mission. It faces challenges to improve teachers' leadership capacity level and positive school climate according to the current school climate at Choi Hung Estate Catholic School in China.

Other research has been conducted in other schools but not in the Choi Hung Estate Catholic School in China. The final research results of this study hopefully would like to assist the schools' principals, managers as well as other directly linked stakeholders. All the above participants were in a position to understand the relationship existing between the impact elements of the teachers' capacity of leadership and then school organizational climate. There is also the need to make an improvement in the capacity of the teachers' profession through training programs which in the end make education efficient and effective.

The researcher trusted that it is becoming important to investigate the relationship between teachers' leadership capacity and school climate based on their perceptions. As well as there was no previous research on this study at Choi Hung Estate Catholic School in China. Thus, the researcher tried to conduct this study to identify the teachers' perception towards their leadership capacity and school climate in the Choi Hung Estate Catholic School in China.

**Research Objectives**

1. To identify the level of the teachers' perception towards their leadership capacity in the Choi Hung Estate Catholic School in China.

2. To identify the level of the teachers' perception towards the school organizational climate in the Choi Hung Estate Catholic School in China.

3. To determine the significant relationship between teachers' perception towards their leadership capacity and school organizational climate in the Choi Hung Estate Catholic School in China.

**Literature Review**

1. Teachers Leadership Capacity

According to Lambert (1998), leadership is a form of learning which is made up of meaning construction about an issue in a systematic and united manner. It consists of grouping together various perceptions, beliefs, assumptions as well as values via a process of continued discussions. Leadership is also the way of sharing ideas and coming up with execution ways and plans. Every institution should value a key factor of teamwork. Thus, principals are not in a capacity to reform the schools single-handed; the domain of school success is enabled by the capacity of teachers' leadership. Leadership capacity is a broad discipline as well as skillful participation in the role of leadership Lambert, (2003). A joint collaboration between the teachers, students, parents as well as principals resulted in greater achievements of the students' performance. Additionally, good leadership capacity occurred with participation that depended on the qualities of leadership from the school community—the improvement as well as development aid in building a school that is sustainable.

Harris (2003) defined building leadership capacity as a broad-like and tactical engagement in the role of leadership. From the views of Harris, there existed two important conditions needed in order to come up with an enduring capacity of leadership.

The teachers' capacity of leadership is one of the crucial elements of guiding students in the right and efficient manner by way of engagement, inspiration, motivation, and impact, as well as encouragement. There exist diverse leadership core competencies which are in a position to direct people (Lambert, 2003). Leadership is a crucial role that immensely contributes to the growth and the well-being of each and every institution. Since the teachers act in a position of a role model, the students and the entire school, in general, will be more successful.

Compassion was a very crucial feature of teachers towards their success. The attribute enhanced effective communication between the students and the teachers. The attributes helped the teachers in dealing with diverse roles that they encountered in their daily activities, which included parents' interaction in the surrounding community. The attribute was an important element to the teachers in that it was a personal capacity for the effectiveness of every teacher (Caldera, 2018). A leader in a school, i.e., the teachers or the principals, must have consistency in their day-to-day practices. There is another approach of consistency in schools. When this was not applicable, the students in the school became more and more confused, and they would start playing off one teacher against another teacher. The teaching staff who uphold the laid down rules in most cases tend to be harsh (Schuck, S., Aubusson, P., Buchanan, J., Varadharajan, M., & Burke, P. F., 2018). The problems faced by education leaders were both structured and unstructured problems. There existed three stages of problem-solving. First is the identification of problems that require attention. Secondly, coming up with ways of mitigating the problems, and finally, the leaders in educational institutions should weigh the Quality of their mitigating decisions (Yao, 2018). Caring is the journey designed for travelers via mutual interconnection. The stages involved understanding the individuals as well as the needs in comparison with what is needed. This indicated that teachers must be in a position to understand their students and care for their students in the school they are teaching in a responsible manner (Johnson, A. D., Phillips, D. A., & Partika, A., 2020).

2. School Organizational Climate

A school organizational climate is a system that shapes, invents, and brings a healthy learning environment. The atmosphere created impacts the activities and acts of those around the sphere. A school organizational climate is identified and linked with elements affecting the efficiency of the school and the performance of the students. A well-performing school academically is a school where there exist high expectations set by the teachers in the school, which are reasonably achievable by their students (Rudasill, K. M., Snyder, K. E., Levinson, H., & Adelson, J. L., 2018). A school environment that is healthy is directly influenced and impacted by formal and informal institutions. Other elements that affect include the organizational personality, management, and leadership of the school (Webb, J. W., Khoury, T. A., & Hitt, M. A., 2020). A positive and healthy school possesses both good teaching and learning atmosphere, which encourages the students to learn and the students to give out their knowledge to the students. A school organizational climate can also be defined as the existing perception towards the working pattern and environment of a school. It is crucial to give a support system that allows and accommodates people to have some power in shaping a conducive school environment.

Teachers used rewards as well as praise which in most cases was intended to give positive feedback to the students, and they also utilized these moves to strengthen the required behavior. Additionally, the rewards effectively improved the behavior of students. With the above measurement, there existed some limitations. An example of a limitation was that students across all age groups varied in terms of preferences (Brown, 2019). In the general effectiveness of the rewards, good behaviors were found in at least all the approaches to the school management and the discipline of the school. Frequent application of rewards and praise for the targeted actions was an explanatory feature of behavior-oriented methods to school discipline as well as the school management.

Organizational structure differed in fostering a positive school organizational climate and varied in terms of rules as well as regulations without forgetting the standards set for the organization, each and every level of an organization, an individual, sections within the organizations and the leadership laid down norms which resulted to the overall norms and organizational climate (Darling-Hammond & Cook-Harvey, 2018). Organizational structures of schools engaged in a pattern and went hand in hand with designs that indicated how the information would be evaluated as well as how decisions have arrived. The organization's design was to make obvious the core values and how to serve the mission best (Meyer & Norman, 2020).

Teachers made their classes supportive and encouraging by means of teaching their students problem solving and resolution pertaining conflict skills in smaller groups as well as meeting the whole class. A class meeting is when a teacher assigns time on a particular day, and the students come up with a circle and put their efforts together to have a discussion and finally come up with solutions to the classroom issues (Kehoe, M., Bourke-Taylor, H., & Broderick, D., 2018). The meetings resulted in a sense of belonging as well as trust for the students. Additionally, the class meetings encouraged the students in that class to work together to come up with solutions in the process of pro-social skills.

Decorations helped in creating a warm environment. In a school setting, furniture organization was crucial and important (Sarwanti, 2018). There should be enough space for all the students to move within their classroom freely. Teachers must also be in a position to apply a universal design. This was a way of designing environments to be utilized by each and every person to the fullest without the need for a specialized design. Teachers were in a position to utilize universal design in their learning activities for them to ensure all the resources were physically accessible and

utilizable by all the students. The teaching staff supported the expansion of safety measures to all their students, which included the identified deficiencies.

Regarding the school organizational climate, this is a crucial element in the sustainability of each institution. A school organizational climate gives a view of the setting's mood of the school. The most relevant stakeholders in the management of school organizational climate are the principals and the teachers. They majorly create and maintain the climate of the school, which eventually encourages effective learning of the school. There is a need for each organizational leader to set away for their juniors as well as the entire organization. Best leadership skills result in organizational effectiveness. Therefore, for the development school organizational climate attached to organizational performance, each institution requires the building of leadership capacity, improvement, and control.

**Methodology**

The researcher had developed a survey questionnaire to 103 full-time teachers Choi Hung Estate Catholic School, China, and received a total of 103 valid responses in the academic year of 2021. The data collection employ to this study covered all (103 teachers) at the selected institute, no sampling method applied. This study was a quantitative relationship study that used School Organizational Climate developed by Litwin and Stringer (1968) which was to identify teachers' perception towards the school organizational climate and the Teacher Leadership Capacity Questionnaire was developed by Lambert (2003). Which was used to identify the level of teachers' leadership capacity. The Pearson Product Moment Correlation Coefficient was used to determine whether there was a significant relationship between teachers' perception towards their leadership capacity and school organizational climate in the target school.

**Results**

1. To identify the level of the teachers' perception towards their leadership capacity in the Choi Hung Estate Catholic School in China in Table 1 below.

**Table 1:** Descriptive statistics for mean score and standard deviation of Leadership Capacity Questionnaire (n=103)

| Leadership Capacity | Mean ( $\bar{x}$ ) | Standard Deviation | Interpretation |
|---|---|---|---|
| Compassion | 3.22 | 1.43 | Moderate |
| Consistency | 3.92 | 1.44 | High |
| Care for students | 3.15 | 1.44 | Moderate |
| Problem solving | 3.10 | 1.43 | Moderate |
| **Total** | 3.35 | 1.44 | Moderate |

From Table 1, it was shown that the overall mean score of the leadership capacity was 3.35, and the standard deviation was 1.44. Compassion, Care for the students and Problem solving at a moderate level ($2.39 \leq \bar{x} \leq 3.50$). Consistency at a high level ($3.51 \leq \bar{x} \leq 4.00$) Therefore, teachers' perception towardstheir leadership capacity in the Choi Hung Estate Catholic School in China was determined to be moderate.

2. To identify the level of the teachers' perception towards the school organizational climate in the Choi Hung Estate Catholic School in China in Table 2 below.

**Table 2:** Descriptive statistics for mean score and standard deviation of the School Organizational Climate (n=103)

| School Organizational Climate | Mean ( $\bar{x}$ ) | Standard Deviation | Interpretation |
|---|---|---|---|
| Organizational structure | 3.03 | 1.46 | Moderate |
| Individual responsibility | 3.13 | 1.39 | High |
| Rewards | 3.00 | 1.59 | Moderate |
| Support and warmth | 3.12 | 1.47 | Moderate |
| **Total** | 3.07 | 1.48 | Moderate |

From Table 2, it was shown that the overall mean score of the school organizational climate was 3.07, and the standard deviation was .1.48. Moreover, Organizational structure, Individual Responsibility, Rewards, Support and warm all at a moderate level (2.39≤ $\bar{x}$ ≤ 3.50). Therefore, the level of the teachers' perception towards the school organizational climate in the Choi Hung Estate Catholic School in China was determined to be moderate.

3. To determine whether there is a significant relationship between teachers' perception towards their leadership capacity and school organizational climate in the Choi Hung Estate Catholic School in China in Table 3 below.

**Table 3:** Correlation between school organizational climate and leadership capacity

| Leadership Capacity | School Organizational Climate | | | |
|---|---|---|---|---|
| | Organizational structure | Individual responsibility | Rewards | Support and warmth |
| Compassion | .608** | .552** | .618** | .628** |
| Consistency | .597** | .632** | .589** | .590** |
| Care for students | .627** | .635** | .628** | .570** |
| Problem solving | .636** | .654** | .650** | .643** |

**Note:** *Sig. at p<.01

**Table 4:** Pearson Product-Moment Correlation Coefficient between teachers' perception towards their leadership capacity and school organizational climate in the Choi Hung Estate Catholic School in China. (n=103)

| | | School organizational climate | Conclusion |
|---|---|---|---|
| The perception of teachers towards their capacity of leadership | Pearson Correlation | .547** | There is a significant relationship |
| | Sig.(2-tailed) | .000 | |

Table 4 showed that the Pearson Correlation Coefficient value obtained teachers' perception towards their leadership capacity and school organizational climate were found to be moderately positively correlated, r(103) =.547**, p = . 001. Therefore, the relationship of teachers' perception toward teachers' perception towards their leadership capacity and school organizational climate in the Choi Hung Estate Catholic School in China was a significant moderate positive correlation.

**Discussion**

From the findings of this research, the entire study score mean of the teachers' perception of leadership capacity in the Choi Hung Estate Catholic School, China, was rated as moderate to high. This shows that the teachers' perception of leadership capacity level in the Choi Hung Estate Catholic School, China was comparatively good.

On the four elements of leadership capacity results of finding, the findings indicated that the school respondent teachers had a high perception in the findings of consistency in their work of leadership (3.92) while the lowest score resulted from the specific item of problem-solving (3.10). The above variation indicates that the teachers might not properly trained in terms of problem-solving issues. The school might need to come out clearly on the issue of their vision and mission, and they might not expound enough on these strategic leadership objectives to their teachers. Consistency in the form of leadership is a requirement to each and every leader, consistency in every leader is known by his or her consistency in leadership performances. Consistency among the leaders ignites good performances among the students in a school. Generally, the teachers in the Choi Hung Estate Catholic School, China, were performing well in terms of leadership capacity in the school. However, it should be recommended that the teachers require an improvement in their leadership capacities in elements such as problem-solving and care towards their peers and their students.

From the previous studies by researchers, Lum-Hpaugyi and Vinitwatanakhun (2018) did research on the existing relationship between the perception of teachers on their leadership capacity and teachers' professional stress in Myanmar. The results of the study indicated that there exists a significant positive relationship between the teachers' perception towards their leadership capacity and professional stress in Myanmar. Taie and Goldring (2017) did a study on the relationship between distributive leadership and organizational learning. Kujur (2017) also did a study on the perception of teachers on leadership capacity as well as the organization culture in the Marianist schools in India. The results of the above research indicate that the teachers' perception of leadership capacity was also high. The above past research shows the crucial importance of capacity in leadership.

The total score for the teachers' perception of the school organizational climate in the Choi Hung Estate Catholic School, China, was generally moderate. The highest mean score was registered in the element of individual responsibility (3.12), while rewards in the school organizational climate received the lowest score (3.00). From the research results, it is in a position to note that the teachers in the Choi Hung Estate Catholic School understood the school organizational climate. The teachers should have good morals, values and be well equipped with skills for them to influence the performance of the school. Moral dimensions should also be in the minds of the teachers' that they should impact their students in the school to enhance morality. There is a need for the first entry teachers in the school to improve their school by updating themselves via programs such as educational workshops and undergoing new curriculum coaching. From the findings of the research, there is a need for the school to improve on two elements, which is rewards and organizational structure. There is a need for a review in the school structure for the management to know the loopholes in their organogram. Rewards in any form should be encouraged among the students and the teachers to strengthen their performance as well as improving motivation.

There is also past research by Yang (2016), who did a study on the link between the perceptions of teachers, the behavior of the principals' leadership as well as the school organizational climate. The study was conducted among the kindergarten among international schools in Thailand. The study indicated that the perceived teachers in the international school are seen as task behavior leaders. The study's score on the school organizational climate was (3.62) with a range scale of (3.52

to 4.50), which defined the perception of teachers on the organizational climate as high among the international schools.

This research used the Pearson correlation coefficient to know and understand the existing relationship between the perception of teachers on their capacity of leadership as well as the school organizational climate in the Choi Hung Estate Catholic School, China. From the research results, there exists a significant relationship between the perception of teachers on their leadership capacity as well as the school organizational climate in the Choi Hung Estate Catholic School, China. This was due to the fact that the significant value was 0.01, which was lower compared to 0.05. Thus, this research entirely accepts the study hypothesis, at the same time, rejects the null hypothesis. Since the study (r) was (0.547), we can conclude that there exists a positive correlation and relationship between the perception of teachers on their leadership capacity and the climate of the school in the Choi Hung Estate Catholic School, China. The study also came to the conclusion that there exists a moderate perception of teachers on their capacity of leadership and the school organizational climate. Improving the teachers' leadership capacity and also improving the school organizational climate is a core factor in raising up, building, taking control, and strengthening performance as well as the achievement of the students. Improvement in the leadership capacity among the teachers is the only way of improving the performance of the students and definitely improving the school.

## Conclusion

The perception of teachers on their leadership capacity in the Choi Hung Estate Catholic School, China was majorly moderate. All the four elements received a moderate mean score as indicated below from the highest score to the lowest: consistency in leadership, compassion in leadership, care, and problem-solving in leadership. The higher variation resulted as a result of varying views on the element of leadership capacity. The perception of teachers on consistency and compassion recorded the highest score while care and problem solving on leadership in terms of leadership capacity recorded a lower mean score.

The second objective is on the teachers' perception of the school organizational climate in the Choi Hung Estate Catholic School, China, also moderate. The four elements got a moderate score and are below highlighted from the highest to the lowest: individual responsibility, support and warmth, organizational structure, and finally, the rewards. Diverse levels of the perception of teachers resulted based on the four elements of school organizational climate. Individual responsibility took the highest score, while rewards received the lowest score.

There exists a positive relationship between the perception of teachers on their leadership capacity and the school organizational climate in the Choi Hung Estate Catholic School, China.

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# 高校非洲留学生对教育服务满意度及提升途径研究
# THE STATUS QUO AND IMPROVEMENT FOR THE SATISFACTION WITH EDUCATIONAL SERVICE OF AFRICAN STUDENTS IN CHINA

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**摘要**

随着中国教育对外开放程度的提高，来华留学生教育已成为中国以及中国各高校高等教育国际化发展的重要组成部分。而在中非合作持续深入尤其是中非教育合作的大背景下，选择到中国接受高等教育提升学识和技能的非洲留学生规模不断扩大、非洲各生源国成为来华留学生人数增长最快的国家，因而，为来华非洲留学生提供更高质量的教育服务以促进中非合作和进一步开展，就成为了最重要的现实意义。所以，结合现实理清思路找准问题，切实提高来华非洲留学生对中国高校的教育服务满意度，不仅能帮助中国高校教育服务质量的提升促进高校教育国际化水平的提高，还能促进中非间的合作进一步持续发展。

本文在参考并学习国内外关于满意度评价、以及将满意度如何转化到学生满意度尤其是留学生满意度学术成果的基础上，确定了本文研究的主要目的、内容和方法。并结合实际情况认真梳理了拟研究高校的留学生教育服务现状，按照现状中的两大重点归纳出教学服务和管理服务两大范畴的教育服务指标，经过前期工作的细致准备、探讨和分析检验后设定了《D 大学来华非洲留学生教育服务满意度问卷》，在问卷调查的基础上继续选择样本进行深度访谈作为补充，研究探讨来华非洲留学生对高校教育服务的满意度现状及其中存在的影响满意度的因素，给出提升来华非洲留学生对中国高校教育服务满意度的针对性建议。

**关键词:** 非洲留学生 教育服务 满意度

**Abstract**

With the improvement of the opening degree of China's education to the outside world, the education of foreign students in China has become an important part of the international development of higher education in China and colleges and universities in China. In the context of the continuous deepening of Sino-African cooperation, especially in the context of Sino-African educational cooperation, the scale of African students who choose to go to higher education in China to upgrade their knowledge and skills is constantly expanding, and the number of African students who come to China has become the country with the fastest growth in the number of foreign students coming to China. Therefore, it has become the most important practical significance to provide African students with higher quality educational services to promote Sino-African cooperation and further development. Therefore, combining with the reality, finding the right problems and effectively improving the satisfaction of African students coming to China to the educational services of Chinese colleges and universities can not only help the improvement of the quality of educational services of Chinese

colleges and universities and improve the level of internationalization of higher education, but also promote the further sustainable development of cooperation between China and Africa.

On the basis of referring to and learning about the evaluation of satisfaction at home and abroad, and how to transform satisfaction to student satisfaction, especially the academic achievements of foreign students' satisfaction, this paper determines the main purpose, content and methods of this study. Combined with the actual situation, this paper carefully combs the current situation of the educational service for foreign students in the colleges and universities to be studied, and sums up the educational service indicators of the two categories of teaching service and management service according to the two key points in the present situation. After careful preparation, discussion, analysis and test of the preliminary work, we set up the "questionnaire on the satisfaction of the Educational Service of African students from D University in China". On the basis of the questionnaire survey, we continue to select samples for in-depth interviews as a supplement to explore the current situation of African students' satisfaction with higher education services and the factors that affect their satisfaction. This paper gives some suggestions on how to improve the satisfaction of African students to the educational services of Chinese colleges and universities.

**Keywords:** African Students, Education Service, Satisfaction

## 引言

根据中国教育部国际司统计的高等教育学校（机构）来华留学生数据显示，近年来，非洲来华留学学生人数发展迅速，非洲籍留学生成为近年来来华留学人数增长最快的生源国别。究其原因，首先与中国经济社会各方面取得的举世瞩目的成就是分不开的。自中国改革开放至今的短短几十年来，在全球化经济的发展进程中，中国经济的高速发展已在新的世界格局下占据了重要地位，成为世界第二大经济体。而同时，中非合作的持续深入，例如中资在非企业的建设，不仅极大地促进了非洲当地经贸发展与就业、参与并支持社区教育、扶持中非职业教育合作等举措，也让非洲国家人民直观感受到了中国的实力。因此，中国综合国力的直观体现和取得的世界瞩目的减贫成就，成为非洲留学生期望通过来华留学增强自身技能并寻求发展机会的重要原因。

同时，在"一带一路"倡议背景下，中非间不断发展扩大规模的经贸合作，使得中非之间的贸易往来更加频繁，随着中非关系的不断深入以及中非合作论坛等平台架构的日益成熟，中国的对非援助和投资在非洲国家的减贫和经济发展中彰显出巨大的正面效益。新时期中非合作论坛建立之后，中国政府很重视中非合作论坛机制下开展的各项中非合作项目，而教育合作则是其中的一项重要内容，在此框架下，中国和非洲各国已经展开了一系列推动中非教育合作交流机制落地实施的举措。由此也说明，在新时期合作背景下，人文教育的合作已成为中非双边合作的重头戏，已不再是单纯的物质援助式的合作，而是越来越注重合作内容的软实力体现。

2021 年 11 月底，中非合作论坛第八届部长会议将在塞内加尔召开。尽管面对 2020 年初以来新冠疫情的挑战，但是中非合作的各项指标依然呈全面上升态势，例如：中非仅 2021 年 1 月 9 月的贸易额就已经达 1852 亿美元，同比增长 38.2%，是历史同期的最高水平；而同时，中国对非全行业直接投资达 25.9 亿美元，同比增长 9.9%，并且已经超过疫情前 2019 年的同期水平。而即将召开的新一届论坛会议，除了继续发挥战略引领的作用，还将深度聚焦于疫情形势下非洲经济社会的发展以及中非合作的新机遇，尤其是卫生抗疫、数字经济、绿色低碳、职业教育等新兴领域的合作，而这些合作最直接最具现实意义的合作途径，就是对非洲各

国国际化人才的培养。因此，在中非教育合作不断深入的背景下，来华接受高等教育的非洲留学生规模必然还将不断扩大，对非洲来华留学生提供高质量教育服务也就有了更重要的现实意义，以及更高的时代要求。

## 研究目的

面对日益增长的来华非洲留学生数量，中国高等教育必须将非洲留学生教育服务学生满意度作为中非教育合作的主要重点之一来考量。来华非洲留学生规模日益壮大，非洲留学生群体在华学习生活的真实感受如何？接受教育服务的满意度又具体如何？在非洲留学生眼里，中国高校的教学与管理存在哪些优势与不足？这些均是有待研究和重视的问题。自 2000 年开始，在中国来华留学生事业飞速蓬勃发展的近 20 年间，中国云南省利用毗邻南亚东南亚各国的独特区位优势，积极开展留学生教育，D 大学就是其中最有代表性的高校。虽然地处云南少数民族地州城市，但 D 大学的留学生工作定位准、起步早，积极顺应高等教育国际化的发展趋势，早在 2002 就开始批量招收东南亚国家学历留学生，2005 年开始批量招收南亚国家留学生，之后又继续拓展了非洲生源国，已连续批量招收非洲籍留学生超过 5 届。因此，经过近二十年持之以恒、坚持不懈的留学生教育教学，D 大学的留学生教育服务工作不仅在南亚东南亚已形成了较高知名度，同时也已成为 D 大学办学的一大特色和亮点，在云南省乃至中国高校都具有较强代表性，其留学生教育服务工作的开展情况，完全能够作为本文开展研究的代表性范例。因此以 D 大学为例来研究非洲留学生对高校教育服务的满意度，具有极强的现实参考意义和价值。因此本文以来华非洲留学生为研究对象，研究主要内容（研究目标）主要包括三个方面。第一，是通过调查获取第一手真实数据，来了解来华非洲留学生在中国高校接受教育服务的具体情况及其对中国高校教育服务的感受与评价。第二，对相关数据进行分析并结合访谈结果掌握影响来华非洲留学生满意度高与低的具体原因。其三，由此归纳高校在对非洲留学生提供的教育服务过程，好的经验与存在的不足，并结合相关研究结论，为后续提升非洲留学生教育服务质量和满意度，提出相关建议。

## 文献综述

满意度最早起源于心理学中的差距理论，德国学者和美国学者，他们认为信任、自尊和忠诚度的三个变量是与满意度完全相关联的。之后美国学者把"满意度"的概念从心理学领域引入到了销售领域，之后的国内外学者，才开始对顾客满意度进行专门的研究，并将顾客满意的相关概念引入到教育的领域。之后，美国学者们在 20 世纪 60 年代在顾客满意度的基础上，提出了大学生满意度的概念。这一概念把学校教育作为一种教育服务，学生则是教育服务的直接顾客。根据顾客满意度指数 (Customer Satisfaction Index, CSI)，美国教育委员会在 1966 年使用 Cooperative Institutional Research Program (CIRP) 推进教育改革，并把对学生的满意度测评作为推进改革的依据，成为最早进行教育服务满意度研究的国家。目前，在学生对教育服务满意度研究领域最具影响力的测评指标体系，依然是 SSI 量表，该量表的 12 类指标体系，是之后诸多国家进行学生满意度测评的基础。

在英美等高等教育率先发展的西方国家对教育服务满意度开展研究之后的三十年，从 20 世纪 90 年代起，中国的学者在参考借鉴其它国家学者研究的基础上，也开始提出教育服务满意度的概念开始了中国在高等教育满意度方面的研究。陈大庆 (2017)采用了入学、学生活动和管理、签证及保险、学习支持和饮食服务等维度对中国黑龙江省各高校的留学生对管理服务的满意度进行了调查。刘昭艺 (2019)在对中国江西财经大学的来华留学生满意度进行整体研究

之后，对留学生满意度总结出办学条件（包括整体校园环境和图书馆、教室等学习设施）、教学开展情况（包括师资力量、教学质量、课程设置和教学内容以及考试考核等）、自我获得（汉语水平和专业知识获得情况、人际交流能力和跨文化适应能力的提高等）、管理服务水平（包括住宿、餐饮、活动场所等）以及收费标准等五个维度的评价。黄琪 (2018)通过自己设计编写的《来华留学生教育管理满意度调查问卷》对中国高校来华留学生满意度进行了分析，她所设计使用的问卷涵盖了教学管理、环境设施、行政后勤和社会生活四个大的维度。施晨 (2018)以厦门某高校作为研究范本，把研究角度细致化，分别从行政和教学的管理、职业辅导和心理咨询、汉语水平和专业知识提高、学习和生活条件以及中国公民对留学生的友善程度等微观视角对来华留学生的满意度进行了研究。王勇 et al. (2014) 在《来华留学生教育管理工作满意度构成贡献与策略》一文里，对中国北京高校的留学生进行综合各方面因素的总体满意度调查，其目的就是在调研中国北京高校总体留学生工作的基础上，根据研究结果以给出改进和提高的建议。孙岚和魏建华 (2013) 采用问卷结合访谈的研究方法，对中国浙江科技学院的留学生管理工作进行了研究，得出的结论是改善留学生管理工作现状首先应该重视师资队伍的建设。王升和尹玉涛 (2010) 在《来华留学生教育满意度评价模型研究》里，运用数理统计的理论和方法，构建了评价模型，他们认为在留学生教育服务中，不同文化背景的差异性和不同国家留学生对学习目的的差异性，对最终感知教育服务质量、教育服务价值和教育服务满意感的影响相对显著。

因此，对大学生进行教育服务满意度的测评，已成为高校尤其是高校提升教育服务内涵的关键，并能对学校的发展起到促进的积极作用。但是，与其它国家相比，对于学生对教育服务满意度的研究，中国的不足之处在于还没有统一的教育服务满意度测评模型，目前对于教育服务满意度开展测评工作的主体，也大多是各级政府部门和教育主管机构，从管理者进行监督的视角进行的评估检查。在目前研究学生对教育服务满意度测评以及教育服务质量方面，直接研究留学生对教育满意度研究成果的相比之下还不多，其中直接以非洲籍来华留学生的视角对提供教育服务的高校开展研究的就更加罕有。因此，这也是本文研究的创新之处。

## 研究方法

### 1. 研究问题

本文将重围绕以下几个问题展开研究：D 大学的非洲籍留学生对学校的教学和管理等教育服务的整体满意度如何？D 大学的非洲籍留学生对学校教育服务的整体工作中，哪些方面比较满意？哪些方面不太满意？综合留学生对学校整体教育服务满意度的意见，分析并思考改进的办法，给出结论和建议。

### 2. 研究对象

本文旨在通过对 D 大学的非洲籍留学生对学校教学和管理的整体教育服务工作现状的满意度进行调查和研究分析，由此对 D 大学后续改进留学生教学和管理工作提供参考和给出建议。因为非洲籍留学生是 D 大学近年来批量录取较多的留学生，相比其它国籍和其它学历层次的留学生，在中国生活和学习的时间均已超过两年以上，已经较为全面地接受和感受到了 D 大学的教学和管理等教育服务，并且通过较长一段时间的学习和生活，已经对中国文化和中国社会都有了一定程度的了解。因此，以该群体作为特定研究范例，本文主要针对 D 大学在籍的非洲长期学历留学生开展研究。

### 3. 研究方法

本文研究主要由两个部分组成：即 D 大学非洲在籍长期学历留学生群体的整群问卷抽样和现在校非洲籍长期学历留学生的深度访谈。调查问卷依托于美国学者对大学生满意度研究的指数模型，根据美国的顾客满意度模型 ACSI 的理念，把留学生作为顾客进行测评，同时又结合了 D 大学留学生教学管理实际情况，构建了本次非洲籍留学生对学校教育服务工作满意度测评的初步指标体系,并对应各设立问题进行满意度调查。同时，为了减少因为统计出现的误差，本文选用了较为广泛使用的的李克特五星量表（即 5 级 Likert 量表），分别为非常不满意、大致满意、一般、满意、非常满意 5 个等级，分别对应分值 1 分、2 分、3 分、4 分、 5 分。

**表 1：** D 大学非洲留学生教育服务满意度测评初步指标

| 指标代码 | 对应指标 | 指标代码 | 对应指标 |
|---|---|---|---|
| A1 | 学校声誉 | A2 | 地理位置 |
| A3 | 外围环境 | A4 | 校园环境 |
| A5 | 学习风气 | A6 | 校园文化 |
| A7 | 专业设置 | A8 | 授课方法 |
| A9 | 教学态度 | A10 | 课程实用性 |
| A11 | 教学设施与设备 | A12 | 学术活动丰富性 |
| A13 | 实验室条件 | A14 | 学术活动支持 |
| A15 | 教师对待的公平性 | A16 | 考试考核 |
| A17 | 教师英语水平 | A18 | 教师学术水平 |
| A19 | 图书馆资源 | A20 | 图书馆环境 |
| A21 | 校纪校规 | A22 | 奖惩制度 |
| A23 | 奖学金支持 | A24 | 奖学金评审 |
| A25 | 学生意见表达 | A26 | 管理人员服务水平 |
| A27 | 毕业指导 | A28 | 毕业后联系 |
| A29 | 餐厅条件及服务 | A30 | 饮食提供及价格 |
| A31 | 公寓环境及服务 | A32 | 公寓条件及价格 |
| A33 | 校园活动场所 | A34 | 校园文化活动开展 |
| A35 | 关怀及心理咨询 | A36 | 就医条件 |
| A37 | 个性化发展 | A38 | 心智和能力提高 |
| A39 | 学校治安 | A40 | 法制教育 |

梳理出 D 大学非洲籍留学生对教育服务满意度测评的初步指标体系之后，在正式确定非洲籍留学生对 D 大学的教务服务满意度量表之前，结合测评初步指标体系的各观测点、根据文献综述阶段学习借鉴的国内外关于留学生教育和学生满意度的研究，并参考正好于 2021 年 9 月由中国教育部财务司组织的"中国政府奖学金绩效评价工作"中"中国政府奖学金生对学校的满意度调查问卷"，结合 D 大学的办学实际，首先设计出开放式问卷，使用该开放式问卷做摸底调查，以获取非洲籍留学生最关心的有关学校教育服务的问题。在该开放式问卷中，不作具体参考答案和选择的设定，由非洲籍留学生进行开放式回答。

**表2:** 非洲留学生对教育服务满意度的开放式问卷

| 问题编号 | 问题内容 |
|---|---|
| 问题 1 | 你认为学校的教师在课堂教学中有什么值得肯定的地方？以及需要改进的地方？ |
| 问题 2 | 你觉得学校开设的课程能帮您学到想学的知识和技能吗？你有什么看法？ |
| 问题 3 | 你对学校的自然环境与人文环境如何评价？ |
| 问题 4 | 你对学校的硬件（如教学科研、住宿餐饮、文体医疗设施）有什么评价？ |
| 问题 5 | 你对学校的软件（如网络与信息系统、在线课程与应用）有什么评价？ |
| 问题 6 | 对于你的任课老师（硕士研究生包括研究生导师）有什么评价？ |
| 问题 7 | 你对学校提供的发展支持（如学习、心理、职业、社团）有什么评价？ |
| 问题 8 | 你对学校的管理服务（如教务、信息化、文体、住宿）有什么评价？ |
| 问题 9 | 你对学校治安与卫生情况有什么评价？ |
| 问题 10 | 你对学校的中外趋同融合及多元文化交流方面开展工作的情况有什么看法？ |
| 问题 11 | 在 D 大学包括在中国学习生活以来你遇到过哪些困难？ |
| 问题 12 | 你认为 D 大学让你满意的地方有哪些？ |
| 问题 13 | 你认为 D 大学让你不满意的地方有哪些？ |
| 问题 14 | 来中国前你对中国高校的期待是怎样的？来之后对中国高校的感觉如何？ |
| 问题 15 | 你认为 D 大学在提升留学生满意度上有哪些方面需要改进？ |

　　通过开放式问卷的初步摸底调查，在收集整理非洲留学生对学校教学和管理服务的感知与评价结果的基础上，再次结合对国内外已有研究的深度学习和再次查找，梳理出非洲留学生对 D 高校教育服务满意度的指标体系。

**表3:** 非洲留学生教育服务满意度指标体系

| 一级指标 | 二级指标 | 三级指标 | 四级指标（指标观测点） |
|---|---|---|---|
| 非洲留学生教育服务满意度 | 教学服务 | 课堂教学 | 教学方法 |
| | | | 课堂交流 |
| | | | 教学材料 |
| | | | 教学内容 |
| | | 教师素养 | 公平性对待 |
| | | | 教师水平 |
| | | | 考核方式 |
| | | | 人文关怀 |
| | | 课程设置 | 课程设置 |
| | | 其他教学服务 | 学术活动 |
| | | | 学术支持 |
| | | | 教学实习 |
| | | | 图书资源 |
| | 管理服务 | 后勤保障 | 公寓、餐厅、医院 |
| | | 校园文化建设 | 文体设施 |
| | | | 文体活动 |
| | | | 社团组织 |
| | | | 与中国学生交往 |

**表 3:** 非洲留学生教育服务满意度指标体系 (续。)

| 一级指标 | 二级指标 | 三级指标 | 四级指标<br>（指标观测点） |
|---|---|---|---|
| | | 其他管理服务 | 管理服务 |
| | | | 课外指导 |
| | | | 助学补助 |
| | | | 投诉反馈 |
| | 学生满意 | 学生满意 | 整体满意 |
| | | | 校园归属 |
| | | | 教育获得感 |
| | | 学生忠诚 | 就学意愿 |

　　　　最后，根据确定好的来华非洲留学生满意度量表的指标体系，设计为具体的问卷。完成问卷发放收集与整理后，结合问卷的分析结果，再次对现在校非洲籍留学生进行非结构化访谈。再次进行非结构化访谈的目的在于，在完成问卷后在问卷数据中体现的问题，通过访谈以寻求最直观的解决办法，同时还能通过深度访谈继续发现问卷中未能体现的有关本文研究的问题。

**研究结果**

**1. 非洲留学生对高校教育服务的总体满意度**

　　　　本次调查的对象为 D 大学非洲籍留学生，由于新冠肺炎疫情的原因，目前部分非洲籍留学生依然滞留生源国尚不能返校学习，因此本次问卷采取不记名的网络问卷方式进行数据采集。共有 157 名非洲留学生参与了问卷调查，回收后除去不符合要求的无效问卷 19 份，有效问卷 138 份，达到 87%的问卷回收率，而该样本占比 D 大学留学生人数总数的十分之一以上，已达到比例要求，可以认为本文研究结果具有代表性。

　　　　通过调研总结调研数据并结合访谈结果进行分析，D 大学非洲留学生对高校教育服务的总体满意为中等略偏上。根据数据分析，调研结果平均值为 3.72 分，有超过半数 (57.9%) 的非洲留学生表示对 D 大学的教育服务感到满意。但由此也说明还存在较大的上升空间。经过汇总分析：首先，接受调研的非洲留学生在华学习的文化适应、归属感和生活满意程度是中等略偏下的，而相反，他们对于学习的评价和自身知识、素养和能力的提升则较为认同，满意度在中等偏上。这也能说明，和其他生源国别（例如：南亚东南亚）的留学生相比，非洲籍留学生在跨文化和心理适应性方面相对较差，但在学习方面，有展现出了较为积极地学习主动性和学习能力，因此对学校各类教学活动的开展较为满意。另外，根据非洲留学生忠诚度调查的反馈，大部分非洲留学生对高校的教育服务是认同的，也表达了较高的会继续选择 D 大学就读以及愿意推荐朋友到 D 大学的肯定想法。

　　　　在教学服务和管理服务中，把教学和管理的调研数据一起综合比较来看，非洲留学生对整体教育服务中的教学服务的满意程度是高于管理服务的。教学服务里各指标项选择满意和非常满意的人数均高于管理服务里的各项指标，且对教学服务总体满意程度的平均值为 3.41，但是对管理服务总体满意程度的平均值为 3.17，存在差距。其中:课程设置、课堂教学、教师个人素养等有关教学服务的指标都获得了较高的满意度平均值，分别得到了 3.58、3.63 和 3.67；但对应管理的各项指标里，除了校园文化建设得到 3.71 的较高平均值外，另外两项指标

后勤保障和其他管理服务仅得到了 3.07 和 3.12 的较低平均值。由此可以说明，来华非洲籍留学生对 D 大学的教学服务的满意度要高于管理服务的满意度。由此，也反应出高校在向来华非洲籍留学生提供教育服务的过程中，应注意国别的差异性以帮助非洲籍留学生更好地过渡跨文化障碍能更好地适应在华学习和生活，也能帮助高校教育服务满意度水平的提高。

**2. 个人背景对满意度指标值的影响**

此外，在问卷的第二部分增设了受访者背景信息的采集。结合问卷结果来看，有的背景指标对总体调查结果的影响较为直接，有的背景则不影响最终调查结果，只对部分单项指标产生影响。例如：1、针对男生和女生性别的差异分析调查结果发现，性别的差异并没有对最终的调查结果产生直接影响，只是在管理服务相关的单项指标，女生的满意度感受普遍低于男生，尤其是后勤保障的对应观测点。结合深度访谈的补充信息比较分析，由于生活习惯和文化背景的特性，女生对宿舍条件（例如非洲女生的编发特性）、饮食提供的要求比男生要高，且由于受思念家人等情绪的影响，对留学生活的适应性明显低于男生；2、是否接受过高等教育、也就是入学前学历水平对整体的教育服务满意度产生直接影响。D 大学目前的非洲留学生涵盖硕士研究生和本科生两种学历层次，相比较两种学历层次的留学生，硕士研究生因为已经在本科学习阶段接受过系统的大学教育，除了对课程设置、课堂教学、实践开展等各教学环节的要求高于本科留学生外，对教师素养和学术资源的获得以及学术科研的支持也是远高于本科留学生的，因此，硕士研究生对教育服务中教学各环节的满意程度最低。对于校园活动的开展和后勤保障方面，本科留学生的满意度也均高于硕士研究生。本科生由于学业的要求和硕士研究生学业要求及水平的差异，对除教学外的校园文化活动开展的需求的期待较高，因此参加校园文化活动的态度更为积极，也由此对还单项指标有着比硕士研究生更多和更深的体会，给出的分值较高。此外硕士研究生不论从年龄还是人生经历都高于本科留学生，对自我管理的需求和要求更高，相较于有较为严格的校纪校规作为约束的高校后勤保障，满意度不高。由此也说明，留学前学历程度的不同会给非洲留学生来华留学目标的明确性和跨文化生活的适应性等带来差距，从而影响整体的教育服务满意度。3、中文水平和能力的高低差异会对满意度产生直接影响。毋庸置疑的是，既然选择了来华留学，中文能力必将直接影响留学生来华留学的学习质量乃至生活的舒适度和愉悦度。中文水平较高的留学生，更能较快融入并快速适应新的学习和生活环境，因此，HSK 过级水平高的非洲留学生，无论是教学、管理还是服务的各方面观测指标，对教育服务的满意度均高于汉语水平较差或 HSK 过级水平较低的学生。此外，由于具备了较好的中文语言语言能力，在与老师沟通、与管理人员（例如：公寓宿管）的沟通都更为顺畅，从而能帮助其在理解高校教学和管理相关规定和情况的同时，接受到更多的关注和服务，获得对自身的心理认同，也帮助其更好地结识中国朋友更快融入校园生活，使其在中国学习期间的认同感、归属感和舒适感，均远远高于中文基础薄弱的留学生。由此也说明，和毗邻的东南亚国家不同，对于非洲籍留学生，需要更加注重专业申请类留学生在录取审核过程中对语言能力的要求，对于语言预备类的留学生，则需要在入学后的教育教学环节加强中文学习的语言教学力度。

## 结论与建议

**1. 结论**

本文以 D 大学在读的非洲籍留学生为研究对象，在深入学习和借鉴前人研究的基础上，结合 D 大学实际构建了非洲留学生对高校教育服务满意度的指标体系。根据非洲留学生对各个指标维度及内容的调查结果，继续开展访谈调查对结果进行进一步了解和补充，通过

比较分析，得出结论。D 大学非洲籍留学生对高校教育服务工作的总体满意度平均值中等略偏上，介于满意和非常满意之间，而通过对各项维度调查结果展开的分析讨论，说明 D 大学的非洲籍留学生对高校教育服务总体而言还是满意的，但是仍然有部分维度、部分单项指标、以及一定比例的非洲籍留学生对教育服务的满意度不高。根据调查结果的反馈，结合实际对照调查中发现的问题以及分析出现问题的原因，本文还将提出一些针对性的建议来对研究结果进行充实。

回顾本文从确立研究对象之初到完成整个调查的过程，还存在着一些不足的方面。首先是样本的选取，尽管本文的样本数量也已经能满足本文调查的数量需求，但是样本的涉及范围其实还不够广，而且本文问卷是基于 D 大学的样本对象而制定的问卷，具有一定局限性，代表性还有待提高。例如：D 大学的学历层次和非洲留学生选择就读的专业类型还不够丰富，因此这也就使笔者在收集调查结果并加以分析的过程中发现还是具有一定的局限性。未来，如能有机会继续深入对来华留学生的高校教育服务满意度进行研究，将尽可能联络不同城市、不同高校以寻求帮助来丰富样本基础扩大研究范围，或许能够得出更符合中国国情和中国高校实际的研究结果，或将更利于相关建议的采纳和推广。此外，由于自身水平有限，对管理学范畴的指标构建和数据分析还不够全面，因此对提高来华非洲籍留学生教育服务满意度提出的相关建议或许站位还不够高不够深入。

## 2. 建议

2.1 完善课程设置、优化师资队伍，提高留学生教学的国际化水平。

首先，提高来华留学生师资队伍国际化教学水平的重点在于教师教学水平、专业素养、跨文化知识储备等国际化应用能力的提高。建议高校应有针对性地对非洲留学生师资队伍开展上岗前培训和持续性在岗培训，加强留学生师资队伍的建设，建立有效的准入机制、监督评估机制和淘汰机制。由于生源国别的特殊性，培训内容应针对非洲留学生的教学特色和策略设置合适的培训内容，并针对部分教师对生源国文化知识欠缺的情况，适当补充相应的结合生源国实际的跨文化知识背景，以此拓宽教师们的跨文化视野和对非洲留学生的接纳包容性。其次，应鼓励教师在教学中的主动性和创新性的提高，尊重非洲籍留学生在课堂上的主体地位并重视整个教学环节的反馈，以增强教师和留学生的双方互动，从而提高对教学环节的满意度。再次，在中国与非洲合作的大背景下，高校应针对非洲留学生结合生源国需求继续优化课程设置、进一步推荐适合非洲留学生的课程建设。以及，针对调查中发现的针对性的学习资源相对匮乏的问题，也建议高校能够进一步优化、拓展高校图书、期刊、教辅、文化等资料和资源的国际化储备。

2.2 加强管理服务的国际化水平，建立留学生工作的长效激励机制。

目前中国高校普遍存在的情况是：在重视高校教育国际化发展、要求做好来华留学生工作的同时，对承担留学生教育和管理的师资、管理队伍却没有与之配套的激励机制，这也就使得在留学生工作本就比中国学生工作要求更具专业性和工作本身更高难度的现实情形下，影响了做好来华留学生工作的积极性。提高留学生师资和管理队伍的国际化教育意识与工作能力需要内外联动，在以培训培养工作为抓手的同时也需要从教师的实际需求出发，激发和引导老师们自发自觉自愿做好来华留学生工作的内在动机。因此，建议高校建立针对留学生工作的激励机制，重视队伍建设，加大留学生工作建设的政策支持和经费支持，除对承担留学生教学师资队伍的国际化教育能力进行培训和提升外，也要专门针对留学生管理工作的留管人员开展多渠道、多层面、实践型、研究型的培训，切实提高教师们从事留学生工作的从业能力与专业素养，并且要将留学生教学和管理的工作成效都作为留学生培养成效纳入与中国学生同等

的管理水平甚至有所倾斜，这样才能切实增强从事来华留学生工作的职业幸福感和认同感，提高教师们开展跨文化教育做好留学生工作的内源性动机，从而内外联动促进留学生工作的有序开展和稳步进步，以提高留学生对教育服务的满意度。

2.3 加强和完善留学生满意度建设的监督与评估机制。

当前是中国教育对外开放的关键时期，笔者认为在学习和借鉴其它国家开展留学生教育经验的基础上、结合中国实际也应推行并实施来华留学生对高校教育服务的满意度调查，将有助于中国高校提升教育质量、推动高等教育国际化的发展。因此，中国高校应将留学生满意度作为衡量和提高教育培养质量的一个重要指标之一。但是，要开展并做好来华留学生对中国高校教育服务的满意度建设工作，监督和评估机制是基础环节。然而，根据调查，不仅是 D 大学，目前中国很多高校尽管都在大力开展并越来越重视留学生工作，但对留学生工作的内涵式发展并没有像重视规模化一样的重视，以教学评教和管理反馈为例，未能把来华留学生纳入参评和反馈的主体，只在中国学生群体中开展。究其原因，一方面既有学校管理阶层、相关职能部门甚至广大教师思想认识方面的原因，未能统一认识对留学生工作引起重视；另一方面也有具体操作层面的现实困难，例如评教系统的使用语言在系统开发的第三方处就没有英语等外语版本。因此，尽管存在困难和挑战，但是在教育全球化的发展大趋势下，建议高校应顺应教育发展的方向，改变传统的教育观念，与时俱进做好育人包括培养国际化人才的工作促进学校的全面发展。

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# 浅论对外汉语词汇教学中同义词误用和相应的教学策略
# BRIEF DISCUSSION ON THE MISUSE OF SYNONYMS AND CORRESPONDING TEACHING STRATEGIES IN THE VOCABULARY TEACHING OF TEACHING CHINESE AS A FOREIGN LANGUAGE VOCABULARY

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## 摘要

　　汉语词汇成千上万，不计其数，中文词汇根据义项含义，还可分为同义词、反义词等等。其中的同义词，不仅是母语为汉语的学习者的学习重点，还是母语非汉语的学习者学习汉语的重难点，是对外汉语词汇教学中的重要教学部分。本文就对外汉语教学中的同义词教学所容易出现的教学状况进行了分析并且提出了一些教学策略方面的浅见，比如可以通过同义词语素意义进行辨析，强调同义词的搭配限制有哪些，也可以是设定特定语境，精讲多练，同时和文化教学相辅相成，利用文化背景进行同义词的辨析学习。

**关键词：**同义词 对外汉语教学 教学策略

## Abstract

There are thousands of Chinese words in the Chinese, according to the meaning of Chinese words, Chinese vocabulary can also be divided into synonyms, antonyms and so on .Among them, the synonym is not only the focus for Chinese native learners, but also the important difficulty of learning Chinese for non-Chinese learners .It is an important teaching part in the Chinese vocabulary teaching in the teaching Chinese for foreigners as a second language .This paper analyzes the teaching situation in synonym teaching of Chinese languages and presents some insights on teaching strategies .For example, we can distinguish the morphemes of synonyms, emphasize the collocation restrictions of synonyms, can set a specific context, speak and practice more, and at the same time, complement cultural teaching, and use cultural background for distinguish and study of synonyms.

**Keywords :**Synonyms, Chinese Language Teaching, Teaching Strategy

## 引言

　　在全球化日益明显的今天，随着中国与世界的连接不断加强，中外文化之间不断进行交流碰撞，无论是在现实世界中的各个角落，还是在网络世界中的各个角落，都能见到中外交流日益加深的痕迹，越来越多的语言学习者将汉语纳入了自己必须掌握的语言的范畴，因此对外汉语教学和中华文化传播日益壮大，不少热爱汉语，热爱中国的其他国家的汉语学习者们都将能地道地说好中国话，真正了解中华文化来作为自己的学习目标。

在对外汉语教学中，一个完整的对外汉语教学系统分为语音教学、词汇教学、语法教学和汉字教学。其中，词汇是语言的核心，词汇组成语句，语句组成段落，段落组成篇章。学习者掌握的汉语词汇丰富与否，直接能影响到学习者的语言能力和交际能力。词汇教学的教学效果也直接影响到整个对外汉语教学的教学效果。但是，在学习汉语的过程中，因学习者受多种因素的影响，不免难以透彻理解和掌握一些相对复杂的汉语词汇，在这些复杂的汉语词汇中，由于学习者母语文化的迁移，或是以往的汉语学习的迁移，都或多或少会对汉语学习者造成一定的影响。再加上汉语中，一个词汇往往有多个意义相近的词，诸如此类的同义词大多集中于动词，动词的教学本就是对外汉语词汇教学中的重点，更不必说动词中的同义词，并且同义词的使用方法，语用环境，语体色彩等等各方面都会随着具体语境而变化，有的汉语词汇还会因为时代的发展进而更改词义。同义词的学习、辨析、掌握和正确使用就成为了学习者的学习重难点。同时作为对外汉语教师，在进行同义词的教学时，也需要充分考虑多种因素，在教学方法上，要怎样教学才能让学习者对一组同义词的辨析达到通俗易懂，怎样解释才能让学习者对一组同义词的辨析能领会并且准确运用，亦或是采用怎样的教学手段能让同义词的教学显得生动鲜活，方便理解，方便记忆，这都是作为对外汉语教师所要考虑的教学方法。因此在对外汉语词汇教学中，同义词的教学也成为了对外汉语教师的教学重难点。词汇教学在对外汉语教学中的重要性不言而喻，而其中占据半壁江山的同义词的学习、辨析和正确使用也成为了名副其实的学习重难点。

在本文中，笔者基于前辈们的各项研究成果，并结合自身的对外汉语教学经验，对对外汉语教学中的同义词教学做了一些浅薄的分析和理解，并提出一些在同义词教学策略上的浅见。

## 同义词的定义

在界定何为同义词的这个问题上，一直是"诸子百家"，众说纷纭，学术界一直在讨论何为同义词，同义词明确的定义是什么？虽说研究颇多，但并无定论。

黄伯荣和廖旭东(1992)的《现代汉语》中写道："意义相同或相近的词组成的语义场叫做同义义场，义场中的各个词叫做同义词。"他们先解释了什么是同义义场，而后再提出什么是同义词。赵克勤（1994）在《古代汉语词汇学》中说到：两个或两个以上的词，他们所包含的一个意义相同，而在其他意义、风格特征、感情色彩上存在着细微差别，这叫同义词。刘叔新(2011)则在《现代汉语同义词词典》中指出"两个词不论意义上差异如何，如果指同样的对象，就必然构成同义词。在反之，两个词尽管意义很相近，如果并不指同一对象，便只是近义词，不能看作同义词。"胡和平(2005)在《同义词说略》中对关于同义词的定义进行比较分析得出结论：同义词就是意义相同或相近的词。

广义的同义词是指意义相同或相近的词，也就是在任何情况下都可以互相替代而毫无其他意义的词汇，这类词汇不仅在概念上完全相同，在附属义上也没有差别。其实严格意义上来说，这样的词语在汉语中存在的并不多。比如"维他命"和"维生素"，"青霉素"和"盘尼西林"等等。在本文中所讨论的同义词是在现代汉语中，意义相同或相近的一对词语。同时，包括学习者在学习汉语过程中出现的易混淆的词语。如："认为"和"以为"，"感觉"和"感到"，"突然""猛然""忽然""倏然"或者是"稍微""稍稍"等等。

在对外汉语词汇教学中，同义词教学中的作为教学重难点的"同义词"，则是指严格意义上来说意义相近的词，指概念相同但词义及附属义有所不同的词，而这些差异往往是比较细微的，需要通过系统学习、反复练习、融入语境、切身体会才能得切实的理解和掌握。同义词

辨析作为对外汉语词汇教学中的重点和难点，也有多位学者进行过系统地讨论。陈静 (2009) 在《对外汉语词汇教学之同义词辨析与教学方法研究》中指出了目前同义词教学中存在的问题和相应的解决对策。丁宝源（1986）在《同义词、近义词教学体会点滴》中结合自身的教学经验和心得体会，总结了汉语学习者在同义词误用上容易出现的问题，并且提出了帮助汉语学习者更好地掌握同义词辨析的方法。杨柳（2008）在《能近而远——对外汉语教学中同义词教学新解》一文中根据当前同义词教学所存在的问题，提出了从简从系统、加强汉外对比和文化阐释等教学方法。由此可见，前辈学者们对于同义词的界定以及同义词辨析的研究已然非常深入、细致。

## 同义词教学误用的情况及原因

在对外汉语词汇教学中，汉语学习者很容易在辨析同义词，或者在同义词中选择适合上下文的一个词汇填空等等诸如此类的汉语学习过程中造成误用。因此同义词的误用一直都是学习者学习过程中中经常容易出现的状况。通过以往的对外汉语教学经验，我们可以发现并且归纳总结出产生同义词误用的一些原因，并且提出相应的教学策略来应对同义词误用的情况。学习者会产生误用的原因及导致的情况大致有以下几个方面：

### 汉语词汇繁多复杂

汉语词汇数量庞大，义项繁多，使用词汇时也经常根据语境多义多用，这些因素本身就给母语非汉语的汉语学习者带来了诸多学习上的困难，更不要说语言环境也是非汉语的学习者们，这样的汉语词汇学习难度不言而喻。汉语词汇的构词方式，大多以词根进行衍生，词根相同，但是意义却大相径庭。比如"地球" "地区" "地界" "地点" "地面"等。再比如" 交往" "交流" "交汇" "交道"等等。诸如此类由相同词根衍生而出的词汇，让母语非汉语的学习者区分起来并不容易。

### 母语文化与汉语文化存在差异

母语迁移理论认为，在第二语言的学习过程中，学习者的第一语言——母语的使用习惯会直接影响到第二语言的习得，并结合各自因素，对学习者学习起到积极促进的正迁移或者消极干扰的负迁移。

对于汉语学习者来说，特别是长期生活在母语文化环境中的汉语学习者来说，母语及其母语文化对于自身影响是根深蒂固的。汉语学习者们已经在母语文化的熏陶和影响下形成了比较固定的思维方式，行为习惯和价值观念等等。无论是在学习语音、语法、汉字，还是学习词汇，都会在一定程度上的受到自己母语文化的影响。学习者对汉语词汇的学习，实际上是结合中国文化、中文语境下的，对母语词汇进行的一种新的表达。当汉语学习者学习一种新的词汇时，往往会先在大脑中转换成自己国家的母语，再赋予母语文化的部分色彩意义，运用这种方式来理解词汇。如此一来，学生很容易就将这样的词汇输入模式当作汉语词汇学习的模版，这就会造成同义词误用的现象发生。例如汉语中的"又" "再" "还"都表示" 又一、再一的意思"，但是这三个词在词语的搭配、运用的语境、句子中的位置等方面都有区别。但是这三个词汇在英语中，一般就用" again "来表示，泰语中也一般就用" อีก "来表示。还有中文的" 小"，翻译成英文就是" little "或者是" small"，然而" small "不带感情色彩，而" little "就带有说话人的主观评价，有指小和爱称的感情色彩。

### 词汇色彩义"大同小异"

词语中的色彩意义，是指在词语固有的词汇意义之外，包含的由于人们的主观态度而产生的附加意义，具有附着性、广泛性、联想性。主要包括语体色彩、形象色彩、感情色彩。

汉语中除了只具备理性意义的的少数词汇以外，还有大部分的词汇除了理性意义以外还存有色彩意义。

### 1) 感情色彩上的同义词误用

跨文化交际无处不在，每一个人在表达或者陈述自己的观点时，都会在一定程度上受自己主观情感的影响，每个人在表达选词上也会注意选择那些能够准确表达自己话语的词语。或褒义、或贬义、或中性。如果汉语学习者不能够准确且有针对性地掌握词汇中的色彩意义，那么也会造成同义词误用。比如" 教导 "和" 教唆 "这两个词，他们的共同义都是" 用话语去开导人"，但" 教导 "更多的是褒义，是启发、教育、指导的意思，教育的内容一般是积极的、健康的、向上的。而" 教唆 "则相反，"教唆 "所开导的内容则是不好的、不健康的、消极的。当同义词误用出现在句子中，则如下：

例如：老师一直教唆我要努力学习。

其中" 教唆 "用的得不恰当，应该用" 教育"，从这句话中同义词的误用，可以看出学生并没有很好地准确辨析出" 教育 "和" 教唆 "在感情色彩方面的不同，错把代表贬义的" 教唆 "用成了褒义词。

### 2) 语体色彩上的同义词误用

除了感情色彩上的误用以外，汉语学习者还容易在语体色彩上也造成误用，最常见的当属口语和书面语的同义词误用。比如说" 教师 "和" 老师 "都代表做教育、传授知识的人，代表一种职业。但是" 教师 "我们一般用于书面语，有的学习者就会在称呼某一位老师时说"某某教师"，其实口语表达应用" 某某老师"，除此以外，随着社会发展，"老师 "的应用范围也越来越广，不仅局限于传道受业解惑教书育人的这一类人，在某些行业中，也用" 老师 "这个称呼来指代前辈，或者是自己不熟悉的人以表示客气礼貌。所以，随着时代发展，汉语词汇的所代表的色彩意义也在逐渐增加或减少，这也在一定程度上增加了汉语学习者同义词学习的难度。

另一组常见的词汇" 美丽 "和" 漂亮"，都表示好看。但在语体色彩上有差别。比如她非常美丽，其中，"美丽 "多用于书面语，此处用" 漂亮"，她非常漂亮，更加准确。诸如此类的同义词误用，在同义词学习中层出不穷。

### 3) 形象色彩细微差别的误用

汉语词汇中形象色彩的细微差别，也是容易造成同义词误用的一个方面，比如说"白花花的雪地 "这其中" 雪地 "就用错了，"白花花 "应该修饰" 银子 "等等，汉语学习者一看见"白花花 "就以为这就是白色，应该修饰白色的东西。再比如有的学习者形容头发，使用的是"弯弯的头发"，其实那应该用" 卷卷的头发"。还有的学习者形容某个甜品" 又甜又油"，其实学习者想表达的是甜腻到齁人的一种感觉，其实这里应该用" 又甜又腻 "更为贴切。因此，汉语学习者在形象色彩方面的同义词误用也是一个需要加以辨析和指导的方面。

### 4) 教材释义不够全面

现在许多汉语教材，对于汉语单词的解释往往都是运用" 生词——汉语拼音——外语注释 "这样的模式，其实对于一些只有理性意义的词汇来说，这样的解释是最直接最准确的，但是对于一些同时具有多个义项的词汇来说，往往除了解释意义之外，他们的用法在不同句子中所处的位置都会随时产生变化。当汉语学习者遵从于以上的词汇学习模式，就很容易将词汇学习变成一一对应的模式，从而无法发现和体会除了理性意义以外的其他意义。例如：

感谢、谢谢　　　　　　　　thank

但是、却、然而　　　　　　but

和、并且、与                    and

这几组同义词的解释都是正确的，所以汉语学习者们就很直接地以为以下的用法是正确的。比如：

这位被汇合医院照顾了多年的病患对所有的医护人员表示了真诚的谢谢。

李明并且他的同学们一起去参观这个星期六的博物馆展览会。

我们全家都非常喜欢吃中餐，却我的姑姑不喜欢吃中餐。

通过以上例句可以看到，即使教材中的词汇释义在一时看来，是很详尽且准确的，但是等到真正运用的时候，词汇之间的细微差别显而易见，所以在编写对外汉语教材之初就应该对词汇的释义进行更加充分完善的解释，以提高教学效果。

**5) 教师的讲解不够细致透彻**

结合汉语学习者母语文化中存在的某些与汉文化的差异，学习者很可能问出一些教师无法及时解释的问题，比如为什么"红彤彤"不叫"红油油"？为什么要说"绿油油"，而不说"绿澄澄"？诸如此类的问题，教师一般都会觉得这就是中国人长时间以来的语用习惯，而不会深入思考，为什么这个词要用这样的重叠来表示。除此以外，教师如果对理论知识掌握的不牢固，也会产生无法给予学生明确和清楚的解释的这样一个问题的产生。

## 结论与建议对同义词教学所提出的教学策略

### 通过语素意义进行辨析

语素是汉语中最小的语法单位，也是最小的语音、语义结合体。汉语词汇都是由语素所构成，因此在讲解词汇的意义时，从构词语素的意义入手，这对于对外汉语词汇教学是非常有帮助的。语素一般可以分为单纯词和合成词，单纯词也就是语素义和词汇义相同的词，也就是说只要掌握了单纯词的语素义也就掌握了单纯词的词汇意义，并且不会有什么分歧。然而合成词与单纯词不一样，合成词本来就包含两个或两个以上的语素，而每个语素意义不一样，即使合成在一起，意义有的时候也会发生变化，所以辨析合成词的时候，就要更加具体地讲解该合成词中的每个语素的词汇意义和每个语素在整个词汇中的作用才能更加有效地对合成词的教学进行有效的讲解，从而更好地帮助汉语学习者辨析同义词，更好地理解和使用一组同义词的区别何在，以及如何更准确地将同义词运用于不同的语句中。

例如在辨析"教育"和"教唆"这一组同义词时，首先，他们都含有的共同语素是"教"，而区别就在于不同的语素"育"和"唆"这两个上。"育"有"培育、辅助"之意，且是一个中性词，而"唆"所表示的意义则是"唆使、催促"是个贬义词，所以对于"教育"和"教唆"的区别就由这两个不同的语素区分了开来。另一组同义词"偏爱"和"喜爱"，词根语素都是"爱"，都表示了一种喜欢、心爱的情感，但是"偏"字则包含了"偏好、偏心"这样的词义在内，因此这组同义词的意义也通过"偏"和"喜"两个语素得到了区分。

最后举一例同义词"啜泣"和"抽泣"，词根语素都为"泣"，"泣"表示"哭泣"，"啜"则表示"低声哭泣、呜咽坠泪"的意思，而"抽"则表示"一吸一顿""一抽一抽"，两个词都表示哭的样子，但因两个语素的不同，也表示了不一样的哭泣。

通过语素义的辨析，可以使一些同义词通过其中不一样的语素词的意义，得到比较准确的解释，这样的辨析同义词的方法也属于对外汉语词汇教学中最基本的，且汉语学习者也比较易于掌握的辨析方法。但是通过辨析不同语素义的同义词辨析方法并不是唯一且最有效的辨析方法，在汉语学习者辨析同义词的过程中，更应该结合语境及其色彩义等等，进行综合辨析。

### 强调同义词搭配限制

同义词的辨析离不开搭配，就是在不同的词汇与不同的搭配中，我们才能清晰明了地让汉语学习者明白同义词的细微区别。汉语中有的词，只有一种词性，有的词汇兼具多种词性，词性的不同，决定了词汇如何正确地与其他词汇连接，也决定了词汇在句子中应该放在一个怎样的位置。所以，同义词辨析教学上，关于词汇词性的定义以及相应地和其他词汇的搭配就显得尤为重要。比如动词，有的可带宾语，有的不可带宾语，有的可带补语，所以很多同义动词的区别就在于他们的词语搭配，只有通过词语搭配才能看出这些同义动词之间的区别。例如之前所例举的"感谢"和"谢谢"，同为动词，但是我们可以说"感谢一下"，却不能说"谢谢一下"，这就表明"感谢"可以带补语，但是"谢谢"不可以带补语。

比如说"感觉"和"感到"，词汇意义基本相同，但是就在具体的使用中，他们各自所搭配的对象确实是不一样的，首先在词性上，"感觉"可做动词，也可作名词。"感到"只能做动词。我们可以说"一种感觉"，却不能说"一种感到"。

除了以上两种词性带来的同义词差别以外，还有的词汇搭配，往往是约定俗成的，是无法更改或替换成其他词语的。比如说"建设"和"建造"，我们只能说"建设平台""建设国家""建设精神文明"，与此同时我们也只能说"建造工程""建造机器"。像这样的同义词之间的词语搭配，就只能靠对外汉语教师的用心教学，在教学过程中多发掘一些新颖的同义词辨析教学法，辅助汉语学习者进行学习和记忆。

### 设定特定语境，精讲多练

设定特定语境可以分为两部分，一部分是将语境"跃然纸上"，另一部分是将语境通过学生的表演"活灵活现"。教师在教授辨析同义词时，需要对重要的、学生易混淆的、难以掌握的同义词差异设计针对性的练习。正如母语为汉语的学习者学习汉语一样，中国国内的小学语文教材中的选词填空，对于母语非汉语的汉语学习者来说同样适用，教师或者教材给予一个特定的句子、段落或对话，再给予汉语学习者们一组或多组同义词，让学习者们选择词汇来填入已给的题目当中，像这样的题目在 HSK 汉语水平考试中，也是经常出现的。

对于有的通过讲解或练习题仍然无法准确辨析的同义词，对外汉语教师也可以在课堂上做模拟语境，让学生们进行课堂表演，全身心融入语境中，口语结合肢体语言，代入需要辨析的同义词来帮助汉语学习者更好地体会和使用这些同义词，再进行同义词的辨析。

比如对于同一组同义词"开心、高兴、兴奋、激动、幸福"等等，可以让将主动权交予学生，让学生利用这组表示情绪上愉悦的同义词，互相帮助来编写对话，制作道具，布置背景，选择音乐，结合现代多媒体教学技术，通过叙述一个故事，诠释一个道理等等，自己来进行情景表演，并由此进行自行体会且通过自身的表演感染其他同学，让其他同学对同义词的辨析有了更加透彻的理解。

### 结合文化背景进行辨析

词汇的产生离不开文化的渗透，文化色彩有时制约着词汇的选用。有的词汇甚至跟随着时代的浪潮几次更换了本义。母语非汉语的学习者因为不了解中国文化和中国人的表达习惯，所以很有可能用错同义词。因此对外汉语教师在同义词辨析的教学过程中，很有必要解释同义词背后所蕴含的文化意义。从文化教学的角度来说，同义词辨析的过程中加上中国文化的讲解，是一种两全其美的教学方法，不仅能让汉语学习者更加了解同义词的意义，同时还让汉语学习者在学习过程中增补了中国文化知识。 在需要中国文化进行辅助教学的同义词辨析方面，最明显的就是同义成语的辨析，成语是汉语词汇中特有的表达方式，汉语学习者对此部分了解甚少，对外汉语教师可以通过同义成语的来历、表达的意义等进行教学。比如"五花八

门 ”和" 眼花缭乱"，这两个词都有" 繁多冗杂、令人迷惑 "之意。其实" 五花八门 "最初指的是古代的两种军事方面的战术，分别为"五花阵 "和" 八门阵"，后来才引申为事务繁多、变幻莫测的意思。"眼花缭乱 "则用于形容眼前的事物杂乱，使人看不清楚，头晕目眩。

再比如成语"画龙点睛 "和" 画蛇添足"，学习者只看词语表面可能都会觉得表达的意思是一样的，但是通过两个成语背后的故事来源我们可以知道，"画龙点睛 "强调的是创新的部分使得整体亮了起来，更添姿色。而" 画蛇添足 "则表达了在本不需要添加的整体上，添加了多余的部分，反而使得先前的事物黯淡了。所以这其实是两个不同意思的成语。

除了同义成语以外，有的同义词跟随着时代的变迁，更换了原有的意思，比如说" 小姐 "和" 女士 "都表示对于女士的一种尊称，跟在姓氏之后，如" 张小姐"，"张女士"。可是随着社会发展，"小姐 "的意思渐渐不像以前，现在的" 小姐 "多表示做皮肉生意的女人们，所以汉语学习者辨析同义词时，也要结合时代背景，不要出现一些不必要的错误。再比如" 打工"和" 工作"，这一组同义词，在以前" 打工 "多指不稳定的，离家工作的这一现象，且多指一些用辛苦的劳动力来进行的工作。但是现如今，无论是体力劳动，还是脑力劳动，无论是为国家工作，还是为企业、工厂、工地工作，一律都被称作" 打工"。2021 年的所有工作者，都称自己为" 打工人"。像这些跟随时代潮流应运而生的更换词义的汉语词汇，也非常值得汉语学习者进行学习和了解。

**结语与讨论**

同义词词汇教学是对外汉语教学中一个至关重要的部分。通过以往的教学经验可以得知，汉语学习者混淆和误用同义词的原因主要有：汉语词汇本身繁多复杂，学习起来或者记忆起来都需要时间和精力，母语文化和汉语文化差异导致汉语学习者在学习过程中会出现各种各样的迁移和偏误，除了以上两点，还有教师讲解不够透彻的原因，这就需要对外汉语教师丰富自己的知识储备、不停提高自己的汉语教学水平。当然了，教材释义不当也是一部分原因，教材解释得不够全面，学生如果也只会死记硬背，那就更加难以得到想要的教学效果了。同义词即使意义相同或相近，但是有的同义词色彩意义还有很大的区别，如果不注重加以区分和强化，这也会导致同义词的误用。根据以上这些这些同义词出现误用的原因，我们可以得出一些相对应的教学策略，即着重辨析不同语素、注重词汇与其他词汇的搭配、巧妙设置情境语境、结合文化背景进行教学等。

在辨析同义词的教学过程中，不管从哪一方面进行同义词辨析，教师都应该尽量突出同义词之间差距最大的部分，同时应当教会汉语学习者辨析同义词的方法和步骤，在课堂上，教师尽量从一个"灌输者"变成一个"引导者"，给出整个框架，引导学习者，让学习者自己多对同义词辨析进行学习体会和运用操练，从而从根本上提高学习者辨析同义词的能力。

对于汉语学习者来说，同义词学习应该是有难度，但是领悟到了以后应当是觉得很有趣、能提高汉语学习者学习积极性和学习热情的一个部分。对于对外汉语教师来说，如果我们能结合学习者的学习情况，学习者日常感兴趣的部分，结合时代背景社会发展，紧跟社会潮流，巧妙结合中国文化，结合其他几项语言技能的教学，更多地让学习者自己做主导，让学习者自己在教师的引导下得到学习同义词的窍门，那么同义词教学将会让汉语学习者在汉语学习过程中进入一个良性循环。

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"三全育人"视域下三双模式——国际中文教育本科生实习培养实践路径研究
# THREE-PAIR MODEL IN THE VIEW OF "THREE COMPLETE EDUCATION"-- PRACTICAL TRAINING PATH OF INTERNATIONAL CHINESE EDUCATION UNDERGRADUATES

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**摘要**

　　"三全育人"是新时代推进高校育人理念和育人方式变革的战略指引，是国际中文教育专业本科实习培养应用型、复合型高层次人才的重要保障。针对国际中文教育专业本科实习存在的实习要求与国际形势不相符合、实习岗位与就业前景不相衔接、实习准备与实习时间不够充分等一系列问题，本文在前人研究的基础上，运用文献研究法，历史研究法，实证研究法进行分析，提出"三双式"人才培养路径，即聚焦"双语言""双技能"，推进全过程覆盖育人；聚焦"双岗位""双贯通"，推进全员参与育人；聚焦"双实践""双螺旋"，推进全方位联动育人，并从"三全育人"视角出发研究实习质量监控环节，以期为国际中文教育专业本科实习的具体实施提供借鉴，对提升国际中文教育专业本科人才质量有所裨益，着力实现国际中文教育专业环环相扣，处处有力的育人新样态。

**关键词：** "三全育人" 国际中文教育 本科实习 人才培养

**Abstract**

　　"Three-in-one education "is a strategic guide to promote the reform of the concept and way of education in colleges and universities in the new era, and an important guarantee for the cultivation of application-oriented and compound high-level talents in the undergraduate practice of international Chinese education .Aiming at the international Chinese education undergraduate professional internship internship requirement not consistent with the international situation, internships and employment prospects, don't practice preparation and practice time inadequate, and a series of problems, On the basis of previous studies, this paper will analyze the above problems by literature research, historical research and empirical research, put forward "three pairs of type "talent cultivation path, which focus on "dual language" "double skills", promote the whole process of covering education; Focus on "double posts "and "double mastery "to promote full participation in education; Focus on practice of the "double "and "double helix", to promote all-round joint education, from "three full "perspective and research practice link of quality control, so as to the specific implementation of the international Chinese education undergraduate professional internship, providing reference for improving the quality of international education undergraduate professional

talents in Chinese help, strive to achieve the international Chinese education specialized interlocking, Everywhere powerful new mode of education.

**Keywords:** "Three Full Education", International Chinese Education, Undergraduate Internship, Cultivation of Talents

## 引言

国际中文教育本科专业学位培养目标为适应国际中文推广工作，胜任汉语作为第二语言教学的高层次、应用型、复合型专门人才。本科阶段的教学实习是该专业区别于传统学术型专业的重要特征，在整个本科生的培养计划中起着举足轻重的作用，但专业实习面临着实习要求与国际形势不相符合、实习岗位与就业前景不相衔接、理论学习与实践实习不相匹配等现实困境，因此，如何设计国际中文教育专业本科生的实习路径成了亟需解决的重要问题。

中共中央) 2017(、国务院印发了《关于加强和改进新形势下高校思想政治工作的意见》，首次以官方名义提出"三全育人"的教育理念。"三全育人"理念从理论层面为国际中文教育专业本科生的实习路径设计提供了指导意义。"三双式"人才培养路径是笔者在"三全育人"教育理念的指导下，前人研究基础上，结合以往山东师范大学国际中文教育专业本科生的实习方式，总结的新的国际中文教育本科专业学生实习路径。本文在"三全育人"的视域下，针对现阶段国际中文教育专业本科实习的现实问题，提出"三双式"的人才培养路径，并对"三双式"内在关系予以深度分析，解决本科生怎样实习的问题，以期为该专业本科实习提供借鉴。

## 内容

### 设计依据："三全育人"支撑与"三双式"内涵

1. 支撑之源："三全育人"理论指导

国务院在《关于加强和改进新形势下高校思想政治工作的意见》中提出了"三全育人"要求，即全员育人，全程育人，全方位育人。作为新时代的高校，我们要把"立德树人"作为根本任务，将其作为教育教学的中心环节，融合进其他学科之中。实现全员育人、全过程育人、全方位育人，努力实现我国国际中文教育事业发展新局面。因此，高校顺应"三全育人"综合改革要求，积极探索出一条新的人才培养模式无疑具有重大现实意义。

2. 内涵之蕴："三双式"人才培养模式

学界对国际中文教育本科生实习的研究主要分为探索人才培养模式、实习管理与质量监控、实习发展困境与对策三个方面。在探索人才培养模式方面，王静) 2015 (结合新疆高校的海外实习成果研究了国际中文教育专业本科生的海外实习的具体设计、内部关系、实习准备与实习保障四个问题，为国际中文教育专业的海外实习提供了组织实施的相关借鉴；杨吉春)2015 (以中央民族大学的国际中文教育专业为例，提出知—行—研的人才培养模式。毛伟霞)2020 (提出了师范院校顶岗实习质量保障的问题与找准实习地位、细化实习内容、完善双导师制度等对策。杨晓黎) 2009 (根据实习现状提出"双赢"国际中文专业实习准则，统筹运用个别教学、兴趣小组教学和课堂教学等实习形式，达到实习生和留学生的"双赢"；赵世举) 2017 (指出国际中文教育专业就业口径窄、就业面有限等问题，并提出改变培养模式、拓展专业口径等对策。Varlotta) 2018 (也指出文科背景下人才培养模式改革的必要性。在前人研究的基础上，本文提出国际中文教育专业本科生实习的"三双式"人才培养模式。

　　"三双式"人才培养模式在是"三全育人"的时代背景之下，为了应对现今汉语国家教育专业本科实习生出现的问题，提出的一条新的实习途径。三双即三个双，第一双指的是"双语言""双技能"。"双语言"即国际中文教育本科生要掌握中文、英语两种语言。2012 年《国际中文教育本科专业学位设置方案》规定国际中文教育本科专业学位培养目标为适应国际中文推广工作，胜任汉语作为第二语言/外语教学的高层次、应用型、复合型专门人才。为了适应时代发展的要求，国际中文教育专业人才必须精通汉语英语（第二门外语）两种语言技能。"双技能"指的是国际中文教育人才必须具备知识整合技能和信息运用技能两种技能。对于新时代的国际中文教师而言，具备这两种技能是必不可少的。国际中文教育专业本科学生在实习过程中要将双语言与双技能相结合，不仅要能用英语（第二门外语）讲授汉语，也要能用英语整合课堂讲授的知识，能熟练运用信息技术来适应当今信息技术时代。第二双指的是"双岗位""双贯通"。"双岗位"指的是中小学语文教师实习岗位与国际中文教师实习岗位。"双贯通"是指两种实习岗位相结合相贯通，本科生在实习时可以根据需要自行选择。中小学教师与国际中文教师培养侧重点各有不同，中小学语文教师汉语本体知识扎实，而国际中文教育教师则具有较强的跨文化交际能力。目前大多数高校国际中文教育专业本科生实习只有国际中文教师这一种岗位实习，例如黄薇和洪波) 2014 (指出在红河学院利用地理优势形成了境外教学实习的独特人才培养模式。"双岗位"这一新的实习途径的提出有助于中小学语文教师与国际中文教师相互学习，取长补短，丰富国际中文教师的教学经验，缓解当前国际中文教育本科生实习出现的相关问题。第三双指的是"双实践""双螺旋"。"双实践"指的是国际中文教育本科生的两种实践方式，一种是在中小学进行课堂管理与教学实践，一种是在海外孔子学院和汉语课堂教授留学生汉语。"双螺旋"指的是在实习的整个过程中形成"理论+实践""实践+理论"的双螺旋。国际中文教育是一门应用型学科，但不能没有理论作为支撑基础进行应用。学生在实习过程中要将自己之前学到的理论知识进行应用，同时在实践过程中也要不断完善自己的理论知识。理论学习与实习实践是螺旋进行的，不能断层。

### 现实之殇：实习问题与发展现状

1. 实习要求与国际形势不相符合

　　2012 年专业人才培养方案规定国际中文教育学生应至国外孔子学院或汉语课堂进行实习。林秀琴) 2014 (认为由于专业实习要求导致的"实习难"是国际中文教育专业无法回避的问题。近两年来由于疫情影响，大部分国际中文教师出不去，学习汉语的留学生进不来，都对国际中文教育本科生实习造成了障碍。但这与国际中文教育专业培养应用型人才的培养目标不相符合。这样的客观因素迫使我们不得不对国际中文教育本科生的实习方式重新进行考量，探索出一条新的能够应对当前形势挑战的国际中文教育本科生实习途径。

2. 实习岗位与就业前景不相衔接

　　对于大部分不考研的本科生来说实习主要是为就业服务。因此实习岗位与将来就业岗位是否符合就十分重要。国际中文教师这一就业岗位就业饱和度高，依靠这一条就业路径，该专业培养人才在国内就业内化难度大，不利于学生就业岗位的选择和专业就业率的提升。派出的国际中文教师回国之后的就业也是值得我们深思的问题，且很多高校已设立"国际中文教育硕士"专业, 硕士生相对于本科生而言, 在专业知识、教学能力、教学经验等方面更加突出，因此, 很多本科生的实习岗位逐渐减少。为了让国际中文教育本科生实现"两条腿走路"，拓宽他们的实习路径，本文提出"三双式"实习路径，为国际中文教育本科生实习提供多种实习方式，不仅可以解决现实因素带来的问题，也可以帮助学生解决就业问题。

3. 理论学习与实践实习不相匹配

      国际中文教育本科生一踏入校门就开始接触学习各种专业理论知识，理论知识的学习占用了他们大学学习生涯的一大部分，这为后续学生进行实习实践奠定了基础，也占用了实习实践的时间。同时，并没有让理论学习与实习实践交替进行，容易造成学生理论学习与实习实践断层的问题。这样实习的效果就会大打折扣，不利于应用型人才的培养，这与国际中文教育专业要培养应用型人才的培养目标不符。实习实践对于国际中文教师具有指导和锻炼作用。因此本文建议开辟实习新路径，增加基础教育见习环节，让学生能及时将学到的理论知识进行实践，在实践中不断完善自己的理论知识，从而丰富学生的教学经验。

**内在关系："三双式"的"服务—检验—运用"促成关系**

      以"三双式"人才培养路径推进"三全育人"教育理念落实，聚焦本科生"双语言""双技能"培养以推进全过程覆盖育人，聚焦本科生实习"双岗位""双贯通"以推进全员参与育人，聚焦本科生实习"双实践""双螺旋"以推进全方位联动育人。"三全育人"视域下，"三双式"人才培养路径的三个双之间存在着"服务—检验—运用"的促成关系，"双语言""双技能"与"双实践""双螺旋"共同促成了"双岗位""双贯通"。"双语言""双技能"服务于"双岗位""双贯通"，在"双实践""双螺旋"中检验"双岗位""双贯通"，将"双语言""双技能"运用于"双实践""双螺旋"。

1. "双语言""双技能"服务于"双岗位""双贯通"
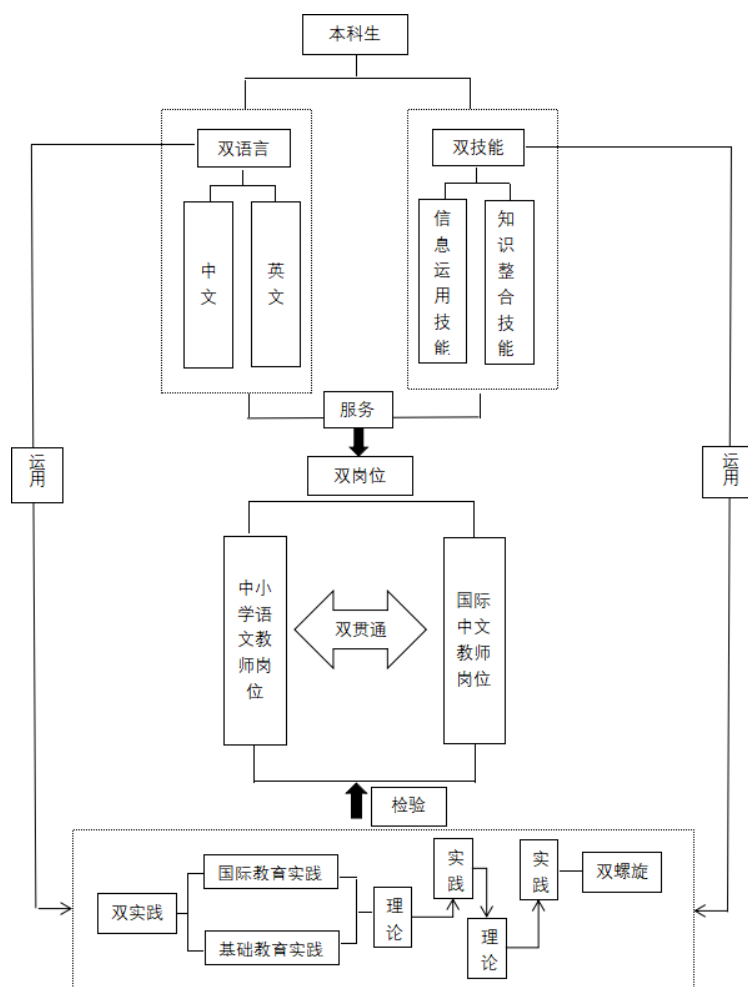


**图1：** "三双式"内在促成关系图

如图 1 所示，"双语言"的掌握服务于"双岗位"的胜任。国际中文教育专业的特殊性决定了"双语言"的运用在培养人才中的重要性，语言是沟通的桥梁，也是教师教授知识过程中的使用工具。能够熟练运用及掌握中文与英语两种语言，是国际中文教育本科生实习准备的重要环节。教师对于中文语言本体知识的掌握与理解直接影响着其授课时输出的内容质量的高低。就国际中文教师实习岗位而言，英语作为实习生在岗位中教授中文时的媒介语，其口语表达能力直接影响着授课时同学的理解与感知能力。就中小学语文教师实习岗位而言，双语的掌握不仅可以辅助教学，也可以开拓教师视野、提升教师的语言表达能力。"双语言"的掌握也为本科生进行"双贯通"服务。语言不仅是人类沟通和交流的工具，也是文化的载体。教师掌握中英双语的同时，了解中英双语背后承载的文化内涵，是打通国际中文实习岗位与中小学实习岗位壁垒的基础。

如图 1 所示，"双技能"的掌握服务于"双岗位"的胜任。本科生的知识整合技能与信息应用技能是为其胜任国际中文教师岗位或中小学实习岗位服务。知识整合技能是实习生担任实习岗位应具备的动态的归纳与重组知识的能力，要求实习生将大量零散的、无序的知识碎片，进行重新整理、有机融合，使之变成系统性、条理性的一个个知识模块。就国际中文教师岗位而言，如何将零散的、无序的中文知识组合成易于学习、有趣味性、有条理性的一个个中文知识模块，直接影响着其授课能力与学生的学习效果。就中小学语文教师岗位而言，如何将博大精深的语文知识变成学生喜闻乐见的情操陶冶，也直接影响着学生的学习兴趣与基础教育的质量。在"互联网"+的时代，信息技术素养已逐渐成为教师进行教育活动的必备素养，尤其是在后疫情时代，线上教学逐步进入大众视野，信息应用能力的重要性日渐凸显。在课堂中运用现代化手段进行上课、教学资源的获取、线上进行教学，乃至录教学视频课等，都依托于本科生的信息应用能力。如图 1 所示，"双技能"的掌握为本科生进行"双贯通"服务。掌握知识整合技能与信息应用技能能够为本科生贯通国际中文教师岗位与中小学语文教师岗位服务。将中文知识与语文知识整合，在注重其差异的同时，把握其重合部分——汉语本体知识，有助于本科生将"双岗位"在实践中贯通。运用信息技术，获取广阔的信息资源有助于本科生开阔视野，打破知识壁垒。

2. "双实践""双螺旋"是"双岗位""双贯通"的检验内容

如图 1 所示，"双实践""双螺旋"是"双岗位"的检验。实践是检验理论知识的标准，国际中文教学与中小学语文教学的双重实习能够检验本科生对"双岗位"的胜任力，本科生将所学理论运用到教学的实践中，并在教学实践中发现问题、采取相应措施、解决问题，在实践中检验并完善自身的知识储备，提升自身的教学能力。教育实习不仅是理论运用的过程，更是在实践中检验、重构理论的过程。实践时间虽然有限，但在实践中本科生能够充分认识专业发展定位，提升专业素质与专业发展自信，挖掘出专业未来发展潜力与趋势，这是理论课堂所无法带来的。如图 1 所示，"双实践""双螺旋"是"双贯通"的检验。就国际中文教育专业本科生而言，其课程体系大多围绕国际中文教学展开，职业规划为中小学语文教师的本科生相对学科语文的本科生缺乏一些课程的理论学习，因此，顶岗实习的过程是对本科生"双贯通"的一种检验。通过检验后，本科生进行反思，可以更快、更全面地找到国际中文教学与中小学语文教学二者的关联性、相似性，将可嫁接的理论知识予以保留的同时，注意二者在教学对象、教授方法、教学内容的差异性。双重实践有利于检验并提升国际中文专业本科生将两种岗位"以同促通"、"以异成双"的能力。

3. "双实践""双螺旋"是"双语言""双技能"的运用

如图 1 所示，"双实践"是"双语言"的运用。学以致用，用反促学，中英文双语的掌握在教学实践中至关重要，同时，双重教学实践为中英文双语的运用提供了平台。在运用中发现语言使用问题、语言知识掌握不足等情况，及时纠正语言使用、补充相应语言知识，实现教学实践反向促进本科生语言能力。

如图 1 所示，"双螺旋"是"双技能"的运用。王炜波和董兆伟) 2000 (提出以理论与实践的双结合为出发点，实行"双技能"的考核制度。知识整合技能与信息应用技能的提升，需要在理论学习的基础上运用到教学实践中。教学实践过程同时也是检验本科生掌握知识整合技能与信息应用技能情况的动态过程。

### "三全育人"视域下"三双式"人才培养路径的创新之处

国际中文教师实习是以知识整合技能和信息运用技能为支撑，从实习单位需求中寻找特色，由培养实习单位共同制订专业培养标准,进而与就业进行对接。最后，国际中文教育专业本科生以在孔子学院或汉语课堂实习为主线，以在基础教育单位实习为辅助，实现多途径就业。

1. 聚焦发力"双语言""双技能"，着力推进全过程覆盖育人

A: 开设相关课程，实现全过程育人

国际中文教育专业本科生精通汉语英语两种语言技能，知识整合技能和信息应用技能两种技术能力是现今时代的要求。本科生熟练掌握知识整合技能后可以快速高效地整合课堂上出现的知识点，帮助学生理解掌握，从而提高教学效率。掌握信息应用技能后可以将先进的互联网技术应用到课堂中，将知识点更为系统、直观地展示到学生面前。刘卉) 2003 (认为高校应合理开设双语言课程以推进双语教学。高校可以开设相关课程帮助本科生系统地学习。比如：以英语为语言教授信息技术、课堂知识整合等相关课程。这些课程的设置应以学生为中心，以操练应用为主。并且课程的开设要具有区域性，突出特点和要点。根据学生的发展水平和需求确定开设课程的科目及时间。

B: 实施奖励机制，实现全过程育人

为提高学生对开设课程的重视程度，高校可以考虑实施奖励机制，主要可以从以下三个方面入手：一是荣誉激励，在课程中可以以比赛的方式进行课程考核，对于表现出色的学生给予荣誉称号，以此来充分肯定学生的学习成果。二是物质奖励，可以考虑举办英语教学技术应用大赛，校级比赛表现出色的同学可以加智育分，提高评定奖学金的可能性，也可以设置技术大赛奖学金以此来激励学生学习课程，提高自己的技能。三是分数激励，可以对设置课程进行考试考核，教师在电脑上出题，学生作答，最终评定分数。学校明确规定:基本技能课程不合格者不予毕业。总之激励机制一定要与学生的利益挂钩，因此课程的开设才会有意义，才能真正达到提高学生"双语言""双技能"能力的目的。

2. 聚焦发力"双岗位""双贯通"，着力推进全员参与育人

A: 落实 1+X 证书制度，培养"双岗位""双贯通"型人才

吴南中) 2021 (指出 1+X 制度是在学历证书之外，再加其他职业技能证书。学历证书是本科生在体制内学习阶段完成的学习凭证，是本科生自我发展的基础，指向的是学习领域。对于国际中文教育专业本科生而言，学历证书只是发展的基石。职业技能证书则是本科生所具有的一定标准下的职业技能水平的凭证，是本科生自我提升的渠道，指向的是工作领域。就培养国际中文教育专业"双岗位""双贯通"型本科生人才而言，职业技能证书主要是指中小学语文教师资格证以及国际中文教师资格证，也可以包括计算机二级证书等其他证书。在实习

前，要求本科生考取中小学语文教师资格证以及国际中文教师资格证双证资格证书，不仅从理论上强化知识基础、贯通融合" 双岗位"，也为实习后拓宽就业渠道奠基。"1 "和" X "从普适性与针对性、基础性与发展性、适应性与灵活性等层面构成了复合型应用型的人才体系。"+"蕴含融合之意，不是在原本教育基础上简单堆砌证书考核，而是打造证书考核与学历教育融合、课程内容与考证内容融合、国际中文与基础教育融合的良好格局。

        B: 引入现代学徒制，推进全员参与育人

        现代学徒制是落实产学融合、工学结合、校企合作的有效措施，也是解决人才培养与社会需求不平衡的有效渠道。祝士明和郭妍妍) 2016 (指出现代学徒制突出"招生即招工"的特征，实现学生从校内生到实践生的身份转化与超越，兼顾了学校的培育要求与社会需求，降低了人才培育的成本，提升了人才培养质量与效果。将现代学徒制引入国际中文教育本科生实习培养方案，赋予本科生"理论学习的在校学生"与"实践情景中真实教师"的双重身份，打破本科生校内知识学习与校外课堂实践的边界，实现就读学校与就业学校深入合作全员协同育人。

    3. 聚焦发力" 双实践""双螺旋"，着力推进全方位联动育人

      A: 建立" U+G+X "协同合作机制，实现" 双实践 "全方位育人

        2007 年公费师范生政策实施后，东北师范大学创造性地提出并实践了" U-G-S "模式，"U "即 university 指师范大学，"G "即 government 指政府，"S "即 school 指中小学。"U-G-S "模式将师范大学、政府、中小学联合起来，从职前培训、入职培养、在职研修等多环节合作培养中小学教师。合作过程中，高校、政府、中小学三方目标共同、资源共享、责任共担，进而实现人的发展、学校的发展、社会的发展。杨金栓) 2021 (认为人才培养通过课堂、实训、实习三个场境的融合能够实现从理论到实践、从学生到职业人等的递进。"U-G-S "这一合作机制自提出后被广泛应用于师范生实习培养，取得了良好的实践效果，不仅提升了师范生的实践质量，也为深化教育改革、人才培养模式创新提供了有益的借鉴。

        "U+G+X "协同合作机制是在借鉴" U-G-S "模式基础上，在国际中文教育专业实习人才培养的创新探索。"U "即 university 指大学，"G "即 government 指政府，"X "指多种实习单位，具体而言，主要是指海外实习单位、国内大学、国内中小学。"U+G+X "模式是以产学研为核心，探索形成国际中文教育专业本科生国际中文实习与基础教育实习双重实践的合作培养机制，发挥资源配置优势，拓宽国际中文教育专业本科生就业渠道，增加国际中文教育专业本科生就业选择，帮助国际中文教育专业本科生"两条腿走路"，促进国际中文教育专业实现实习培养与就业工作的深度融合。通过" U+G+X "模式，高校能够真正了解中小学、国内大学与海外实习单位的各种需求，服务于其师资发展与教学实践，而中小学、国内大学与海外实习单位也可以有效利用高校师资力量。首先，高校需要和合作单位（海外实习单位、国内大学、国内中小学）、当地市教育局签署联动发展协议书类文件，确保联合协同培养，实现目标共同、资源共享、责任共担。其次，本科生根据自身性格特点、人生规划与职业发展需求自主选择实习方向，以中小学就业为目标选择在国内中小学实习，以国际中文教师就业为目标又可根据自身实际情况在国内大学与海外实习单位中选择，选择实习方向时可参照校内指导教师的意见。最后，根据本科生的不同选择，高校联合政府与实习地进行"双实践"地针对性实习与培养，实现育人全方位联动。

      B: 强化" 三位一体"实习环节，实现"双螺旋"全方位育人

        强化国际中文教育本科生实习的三个环节：教育见习—教育实习—教育研习，形成"三位一体"实习实践体系，将理论学习贯穿于整个教育实习过程，改变理论学习与实践操

作脱节的弊端，改善学校重知识轻实践的现象，实现"理论+实践"和"实践+理论""双螺旋"全方位育人。黄艳丽 et al) .2021 (认为人才培养需要建设"理论+实践"的创新性人才培养机制；杨吉春) 2015 (指出"知-行-研"是一个循环往复的螺旋上升关系，这其实对应我们提出的"三位一体"中的三个环节，"教育见习—教育实习—教育研习"也是螺旋上升式关系。一方面在实习前的课程培训中加强对实习内容的理论培训与知识建构，让本科生带着对教学理论思考的问题进行教育实习；另一方面，在本科生进行教学实践的过程中，必然会产生许多教学问题，为解决实际问题再次进入自主理论学习，从而形成教学反思。实习的三个环节分别都设有两种实习类型，即基础教育实习与国际中文实习，但实习环节相同、实习流程相同，要求学生尽可能在三个环节都选择同种类型实习，以得到更好的实习效果。

教育见习环节安排在本科生二年级下学期时，每周以半天时间为宜，持续一个学期。学生根据自身职业发展需求自主选择见习种类，见习主要为做专业教师的助手即助理教师，主要实习任务是熟悉并感知学校、课堂与学生，并协助专业教师完成相应的教学任务。基础教育见习直接进入与高校协同的中小学，国际中文见习进入国内大学或采取线上见习。教育见习的目标是熟悉实践，熟悉教学目标、课堂管理、教学内容、教学方法、教学进度，明确所学理论知识是如何应用在实际教学中的。主要实习内容是协助专业教师做好课前准备、观摩其教学课堂、做好课后教学反思并批改学生作业等，通过与专业教师交流及实践操作体验，初步感知教师与教学活动。

教育实习环节又分为模拟与正式两种实习。模拟与正式实习也分别设有国际中文与基础教育两种类型。模拟实习环节安排在本科生三年级上学期，每月一次，持续一学期，采用微格教学的实习方法，利用录课的信息化手段，让学生进行教学方法、教学技巧的模拟练习，最后由指导教师对录像做出评价。首先，学生分组分配指导教师，自主完成教学案例设计，小组内同学互相批改教学设计，最后由指导教师最终定下合适的教学设计。其次，学生按照教学设计开始练习教学试讲，在小组内互相试讲，并针对其他同学与指导教师的意见进行更改，完善试讲环节。最后，进行微格录像，学生在观看自己的录像后，再进行教学反思。正式实习环节安排在本科生三年级下学期，是以全职老师的身份，在指导教师协助下独立承担至少一个班级的教学。正式实习的目的是让学生自主完成理论与实践的结合，深入教学活动中心，为就业做好衔接。

教育研习环节既可以贯穿于见习与实习之中，以对所出现问题的反思与学习形式呈现，也可以是在实习环节之后，结合教学中发现的问题，自主理论学习的基础上，进行教学研究，最终以毕业论文的形式呈现。

**"三全育人"视域下"三双式"人才培养路径的质量保障**

1. 全员全面保障

全员全面保障需要拓展主体，确保多元协同育人。在本科生实习中，"全员"的内涵与要素涉及本科生学校、实习单位、实习指导教师、高校指导教师、辅导员、实习生、实习对象等。陈思，吕春艳，和朱琳) 2021 (指出高校需要探索创新型育人共同体模式。面向学校主体群，发动师生全员全体参与实习工作，提升实习工作的参与度，将教职工参与实习工作列入教学工作的必要内容，充分调动高校指导教师、辅导员的主动性与积极性，从学业、生活、心理等方面做好实习生实习前培训，并定期去实习单位看望、指导实习生，定期开实习小组讨论会议，全面了解实习生实习期间的问题，结合进度以指导学生做好实习记录、及时填实习手册。毛伟霞) 2020 (指出顶岗实习的考核应采取过程性评价与终结性评价结合、校内指导教师与校外指导教师评价结合等多向结合综合性保障体系。将师生全员参与实习工作纳入师生的考

核范围，在教师的绩效中加入实习工作指导板块，将教师的实习指导、实习小组会议、实习联系等量化，进行考核。在本科生的考核中也适当加入实习内容。面向实习单位主体群，加强实习指导教师的作用，对实习生在教学中的方方面面给予切实指导，尤其是在课堂管理、教学内容安排、学生行为管理等方面。全员全面保障通过多主体各司其职、各专其业，形成协同合作育人的新样态。

2. 全过程精准保障

全过程精准保障需要延展时间，确保全域监控育人。从实习前期、实习过程、实习结束三个环节，分别进行前瞻性保障、诊断性保障、验收性保障，打造全过程精准质量保障闭环。在实习前期，组织相关实习培训，对国内大中小学实习的本科生，指导教师需要对本科生实习期间遇到的问题做预估并进行前瞻性培训保障；对海外实习的本科生，需要进行实习国语言培训、文化培训，尽可能降低本科生的文化冲突，提升本科生跨文化交际能力。在实习过程中，高校应与实习单位协商，建立院负责人与实习单位负责人、高校指导教师与实习地指导教师、实习生与辅导员的沟通渠道与问题解决平台，实时对本科生在实习期的生活、学习、心理问题进行指导，在实习期间，每隔两周或一个月应进行实习培训，对实习及时复盘、总结与改进，进行诊断性保障。在实习结束时，本科生及时完成实习档案袋的填写与整理，将实习期间的教案、试卷、学生评价、实习日志、课堂记录与反馈放入实习档案袋中，形成完整的实习成长记录。高校在实习结束时，完成本科生实习效果评价，围绕实习内容与目标，细化实习指标，分项列表，并根据本科生的实习档案袋与校内外指导老师的描述性意见综合评估本科生实习效果，注意过程性评价与结果性评价相结合，进行验收性保障。全程精准保障通过实习三个阶段精准保障，实现环环相扣保障育人的新样态。

3. 全方位联合保障

全方位联合保障需要延展空间，确保全方位融合育人。全程全域监控育人主要集中在线下，全方位育人加强线上与线下一体化育人。解晓楠) 2012 (认为学生实习过程中需要建立起全方位多层次的质量保障体系。高校建立实习智能云平台例如实习线上 app 或在高校公众号中设立实习小程序等，利用互联网实现全方位联合保障。在线上系统中建立包括实习目标监控、实习过程监控、实习效果监控等多维度全方位的监控体系。监测对象应覆盖师生全员、实习单位、教学对象、各级行政部门。在线上监控中，实现对教学过程、教学互动、指导培训、教学效果的持续动态跟踪过程，并通过相关监测数据分析，实现对实习过程实时诊断、指导、提升的反馈。实习智能云平台从实习与就业信息发布、实习岗位申请、实习岗前培训、实习过程管理、实习效果评价等多维度参与全方位联合保障，实现本科生实习信息化。朱倩和吴慧媛)2021 (认为"三全育人"模式在实践中存在各方协同联动不足的问题，全方位联合保障通过建立智能云平台，实现线上线下一体化的联合保障。

**结论**

在新的时代背景下，国际中文教育专业本科生的实践面临着新的机遇和挑战，笔者在"三全育人"教育理念的视域下，结合以往该专业的实践途径，在总结经验教训的基础上创新性地提出"三双式"人才培养路径。探讨"三全育人"教育理念与"三双式"实践路径的关系，以及"三双式"内在存在的"服务—检验—运用"促成关系，为国际中文教育专业本科生实习改革提出"三双式"人才培养建议，并提出全员全面保障，全过程精准保障，全方位联合保障的人才培养质量保障体系。以期实现全员，全方位，全过程育人，培养出国际中文教育高水平，应用型人才。

**建议**

　　笔者笔者在"三全育人"教育理念的视域下，结合以往该专业的实践途径，在总结经验教训的基础上创新性地提出"三双式"人才培养路径。探讨"三全育人"教育理念与"三双式"实践路径的关系。提出聚焦发力"双语言""双技能"，着力推进全过程覆盖育人；聚焦发力"双岗位""双贯通"，推进全员参与育人；聚焦发力"双实践""双螺旋"，着力推进全方位联动育人的实习路径。以求为国际中文教育本科生实践提供参考。

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信息化时代西部民族地区高校教师对信息化教学的适应性研究
# ON COLLEGE TEACHERS' ADAPTABILITY TO INFORMATION TEACHING IN ETHNIC AREAS OF WESTERN CHINA IN THE INFORMATION AGE

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**摘要**

　　信息技术与教学的深度融合已成为信息化时代教育发展的必然趋势。然而，现实与要求存在一定的距离，尤其是中国西部民族地区与发达地区在信息化硬软件建设和教师信息素养等方面本身就存在着差距，该地区的教师面对信息化教学变革的挑战也会更大。为了能较为全面、客观地了解中国西部民族地区高校教师对信息化教学的适应状况、适应特点和存在问题，本研究从教育学、心理学等角度出发，编制新时代高校教师对信息化教学的适应性量表，在中国西部民族地区选取部分高校展开问卷调查，并选取教师进行深度访谈，对该地区高校教师在理念适应、态度适应、能力适应、环境适应、行为适应等方面的状况进行深入探究，了解适应现状，发现存在问题，探究影响因素，并有针对性地提出策略，以期提高西部民族地区高校教师对信息化教学的适应性，最终促进教师专业发展，提高教学质量。

**关键词：**高校教师 信息化教学 适应性

**Abstract**

The integration of information technology and teaching has become an inevitable trend of education development in this information age. However, a certain distance between reality and requirements exists. In particular, there is a gap between western ethnic areas and developed areas in China in terms of information hardware and software and teachers' information literacy. Teachers in this area will face greater challenges from information-based teaching reform. In order to comprehensively and objectively understand the adaptation situation, characteristics and existing problems of college teachers in ethnic areas of Western China, this study developed a scale for college teachers' adaptability to information teaching from the perspective of pedagogy and psychology, and conducted questionnaire surveys and interviews in some colleges and universities in ethnic areas in Western China. This paper makes an in-depth exploration on the situation of college teachers in this area in terms of concept adaptation, attitude adaptation, ability adaptation, environment adaptation and behavior adaptation, so as to understand the current situation of adaptation, find out existing problems, explore influencing factors and put forward strategies. The purpose of this study is to improve the college teachers' adaptability to information teaching in these areas and finally promote teachers' professional development and teaching quality as a whole.

**Keywords:** College Teachers, Information Teaching, Adaptability

引言

信息技术与教育教学进行深度融合已成为当今教育发展的必然趋势。中国教育部 2018 年发布的《教育信息化 2.0 行动计划》强调，教育信息化是教育现代化的基本内涵和显著特征，对于构建教育强国和人力资源强国具有重要意义。这些发展趋势对教师提出了更高的要求。

众多国内外研究表明，任何教学改革，实施者对改革的适应状况是影响改革成败的一个重要因素 (Femke & Meijers, 2005; 马晓凤, 2015; 田爱丽 & 房才桐, 2019)。教师是教学的实施者和关键主体，教师是否愿意使用信息技术进行教学，能否很好地适应新时代信息化教学的方式，决定着信息化教学的成效和可持续发展。信息技术在向教育领域扩散的过程中，教育系统内各要素之间的竞争与协同，会产生不少变量，其中教师对信息技术的适应程度这个变量尤为关键（杨浩 et al., 2015）。新的教育教学形势与环境要求教师切实提高自身对信息化教学的适应性，教学行为要发生相应调整和改变，才能促进信息技术与教学深度融合，最终提升人才培养质量。

然而，现实与要求存在一定的距离。许多教师在运用信息技术进行教学的过程中面临各种各样的问题。而中国西部民族地区与发达地区在信息化硬软件建设和教师信息素养等方面本身就存在着差距，该地区的教师面对信息化教学变革的挑战也会更大。

教育信息化的重要目的之一就是通过优质资源的共享缩小区域差距。如果中国西部民族地区没能充分发挥信息化教学的作用，结果只会是与发达地区的差距越来越大。因此，这部分地区的高校教师对新时代信息化教学适应的状况如何，存在什么方面的问题，有什么影响因素，这些都有必要进行全面、深入的研究。

研究目的

为了能较为全面、客观地了解中国西部民族地区高校教师对信息化教学的适应状况、适应特点和存在问题，本研究从教育学、心理学等角度出发，编制新时代高校教师对信息化教学的适应性量表，在中国西部民族地区选取部分高校展开问卷调查，对该地区高校教师在理念适应、态度适应、能力适应、环境适应、行为适应等方面的状况进行深入探究，以期较为全面地了解现状，发现存在问题，探究影响因素，为开展科学有效的教师培训提供实证依据，为未来的教师发展提供策略。

文献综述

对教师适应性的研究起步较早，研究得较多的是新入职教师对教学的适应问题和教师对教学改革的适应问题。对文献主题词进行统计，出现频率较多的有"新教师"、"职业适应性"、"新课程"、"新课改"等。对文献内容进行分析，发现目前研究主要围绕以下几个方面：① 教师适应的程度。Lambdin 和 Preston (1995) 认为，教师对教学改革的适应程度可分为适应困难、积极适应和适应顺利三类形态。② 教师适应的阶段。如 Bridges 和 Mitchell (2002) 提出"忍痛割爱期"、"冲击适应期"和"专业再生期"三个阶段。杨莉娟 et al. (2012) 经过调查发现，教师适应的过程中 0-4 年为过渡期，适应状况较为起伏；5-8 年为常规化阶段，适应状况稳定发展，其中，态度上的热情会随着时间的推移而逐渐减弱，但是理念、能力和行为上的适应性和表现会随着时间的延伸而逐渐增强。Deed et al. (2020) 通过案例分析，总结出教师的适应阶段可大体分为意识、尝试、内化三个阶段。③ 教师适应的内容。如贾巍和杨晓宏 (2013) 提出，

教师适应性的构成要素主要包括心理上的认同、能力上的具备、行为上的体现和文化上的融入这四个方面。④ 适应阻抗因素。如王嘉毅和赵志纯 (2012) 总结出缺乏专业引领、培训不到位、课程资源不足、评价改革滞后、上级部门不够重视等五个影响因素。

其中也有部分学者研究教师对信息化教学的适应性。经过梳理，发现主要有以下几方面的内容：① 信息技术发展对教师提出的新要求。例如徐祗坤 et al. (2009) 提出，教师要具备"新""宽""全"的知识结构，要拥有创造性地传授知识的能力结构，要有高水准的人文素质结构，才能更好地适应教育信息化的发展要求。② 教师对信息化教学适应性的影响因素。大部分学者都认同影响因素包括个人因素和外部因素两个方面。例如郭小平 (2009) 对高中教师展开研究，结果显示，个人因素中，教师的性别、年龄、教龄、受教育程度、职称和执教学科等对适应性有影响，此外，教师接触计算机的时间、受过信息技术培训的天数和每周使用计算机或上网的时间等接触信息技术的程度也会影响适应性；外部因素中，学校的类型、学校所在地等学校因素会影响适应性。③ 提升适应性的策略研究。不同学者从不同的角度提出相应的策略，与影响因素相对应，策略也可以分为针对教师和针对外部环境两个方面。例如邓汝仁 (2005) 提出教师要转变教育观念，加强信息素养，完善智能结构，完善人格品质；郭小平 (2009) 从教师、学校和教育主管部门三个层面提出相应的建议；曹斯瑞和刘凤娟 (2020) 提出教师要创新教学理念，灵活转变多重角色，提升信息技术应用能力。

综上所述，现有的研究成果日益增多，极大地促进了相关研究的发展。不足之处主要有：1. 研究对象不平衡。现有的研究中，主要对象是新入职的教师和中小学教师，这其中又以中小学教师为主，对高校教师的研究不足；2. 研究区域不平衡。对西部民族地区教师适应性的关注较少。本研究正是针对以上不足，科学构建量表，掌握西部民族地区高校教师对信息化教学适应的现状，提出相应策略，从而有助于促进教师专业发展，提升教学效果。

## 研究方法

本研究采用定性研究与定量研究相结合的方法。前期采用文本分析法，筛选相关主题词进行编码，同时选取教师展开访谈，同样对访谈数据的主题词进行编码，统计频次，从中得出量表的各级指标和具体题项。中期采用定量研究，对量表进行试测，检验其信度效度，进行修改完善；然后在中国西部民族地区选取高校展开问卷调查，用 SPSS 软件对数据进行分析，了解现状，探究不同教师群体适应状况的差异以及适应性影响因素。后期再次采用定性研究，选取一线教师及教学管理者展开面对面访谈，挖掘问卷涉及不到的一些深层次的问题，了解教师及教学管理者们的想法、面临的困难及提出的建议。具体研究方法如下：

1. 问卷调查法：构建量表后，将量表设计成问卷，在中国西部民族地区选取高校，面向一线教师展开调查，获取真实、可靠的数据，并在此基础上进行分析。

2. 数理统计法：运用 SPSS 等工具，对初步构建的量表进行因子分析和信度效度检验；对收集到的数据进行方差分析、回归分析等，了解现状，发现问题。

3. 深度访谈法：选取一线教师及教学管理者展开面对面访谈，剖析适应性的内涵，挖掘问卷调查中涉及不到的问题，进一步了解教师需求、存在困难及建议、愿望。

除了以上的方法,本研究还采用了文献研究法、比较研究法等方法。

**研究结果**

**1. 量表构建**

    1.1 构建一级指标

        为了准确把握教师对信息化教学适应性的评估内容，本研究收集了最近十年具有代表性的教师对教学适应性的评价指标体系，对其中的核心关键词即一级维度进行分析，寻找各个典型评价指标体系的共同点。在这过程中，对语意相近的概念进行合并或整合，例如将部分学者提出的认识适应、观念适应统称为理念适应，将个别学者提出的评价适应整合为行为适应的二级指标，将人际适应整合为环境适应的二级指标。统计各一级维度出现的频次。通过频次统计，研究发现，理念适应、态度适应、能力适应、环境适应和行为适应是出现频率最高的。因此，本研究将这五个要素确定为高校教师对信息化教学适应性评价指标体系的一级维度。

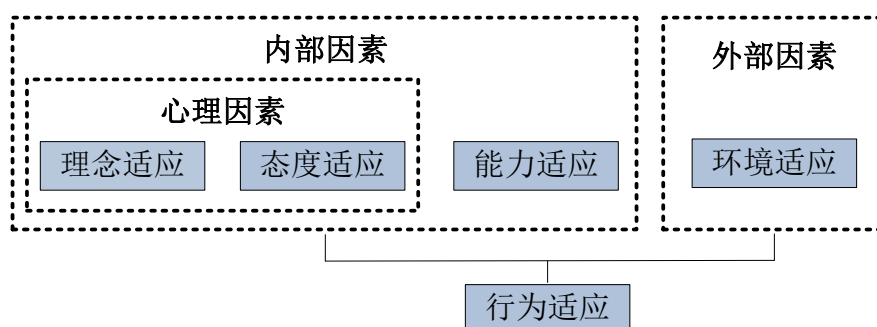        本研究认为，这五个一级指标中，理念适应与态度适应属于心理层面的维度。心理适应是前提，只有先从心理上能够接受，才能支撑其他方面的适应。能力适应是重要组成部分，也是产生行为转变的基础。前三个维度，即理念、态度和能力适应，属于内部因素，与之相对应的是外部因素，即环境适应，这四者最终决定行为适应这一结果。五个指标的关系如下图所示：



**图1:** 一级指标关系图

    1.2 构建二级指标

        二级指标的构建主要有两个步骤：文献内容分析及访谈数据分析。首先，文献来源有三种类型：教师对教学适应性的代表性量表、教师信息技术能力标准、与教师适应性和信息化教学相关的期刊和学位论文。以上文献共计 86 份。分析及筛选相关主题词，逐一进行编码。

        其次，在 5 个高校中选取不同学科、职称、教龄的教师，共计 10 人，围绕"对信息化教学的态度和感受"、"对信息化教学适应的过程"、"信息化教学与传统教学的区别"、"信息化教学带来的变化"、"信息化教学过程中存在的困难" 等问题展开半结构性访谈，每人访谈时间为 15-20 分钟左右，共形成有效访谈数据 22530 字。同样对访谈数据主题词进行编码。

        然后进行主轴编码，通过聚类分析的方式找出各编码的内在联系和逻辑，经过合并同类项、合并语义相近的描述、剔除语义含混不清的描述、剔除不符合高校教师实际的描

述等，结合之前的一级维度，共形成具有 5 个一级指标、16 个二级指标、43 个具体题项的初始量表。其中一级、二级指标如下表所示：

**表 1：** 高校教师对信息化教学适应性量表一级、二级指标

| 因素 | 指标 |
|------|------|
| 理念适应 | 认识到信息技术对教学的重要性 |
| | 认识到信息技术对学生的重要性 |
| | 认识到信息技术对教师专业发展的重要性 |
| 态度适应 | 具有主动学习的态度 |
| | 具有积极应用的态度 |
| 能力适应 | 工具运用能力 |
| | 信息化教学设计能力 |
| | 信息化教学实施能力 |
| | 信息化教学管理能力 |
| 环境适应 | 对政策的适应 |
| | 对人际关系的适应 |
| 行为适应 | 利用信息技术进行教学准备 |
| | 利用信息技术开展教学 |
| | 利用信息技术进行教学评估 |
| | 利用信息技术促进学生学习 |
| | 利用信息技术促进教师专业发展 |

### 1.3 修订和确定量表

本量表运用德尔菲法，征求相关学科的专家对初始量表的意见。研究总计对 12 位高等教育学、教育技术学、统计学及人力资源管理学等学科的专家通过网络通讯工具发送 "高校教师对信息化教学适应性量表专家咨询问卷"。专家对一级和二级指标没有多大的意见，主要意见集中在三级具体的描述指标上。通过对专家建议的归类和汇总，研究小组对量表进行了修改和调整，其中比较有价值和代表性的专家建议以及相对应的修改内容包括：1. 个别表述不够具体，被调查者可能会难以进行判断，因此我们将个别表述进行具体化；2. 个别题项跟教师的适应性关联不大，我们将其进行删除；3. 少量指标表达的意思相近或相似，我们将其进行合并。

编制问卷，使用李克特五级等级，数字 1 至 5 分别对应非常不符合、比较不符合、不确定、比较符合与非常符合。正向题得分越多，表明教师对信息化教学的适应性水平越高。

形成初始问卷后，本研究于 2021 年 3 月面向西部民族地区几所高校的教师展开问卷试测，共回收有效问卷 195 份。试测后对回收的问卷进行效度、信度检验。在社会科学领域中，人们常用因子分析来进行结构效度分析。本研究采用主成分分析法，对因子进行方差最大旋转。KMO 值越高，表明变量间的共同因子越多，研究数据适合用因子分析，一般 KMO 值达到 0.9 以上为非常好。KMO 测度和 Bartlett 的检验表显示，本研究的 KMO 值为

0.901，表明样本大小符合要求，数据适合做因子分析。此外，显著性水平为 0.000，肯定了因子分析的适用性。通过因子分析，剔除了不符合标准的题项。

为了进一步确定量表的有效性与可靠性，本研究采用 Cronbach's Alpha 系数法对该问卷进行了信度检验。首先，整个量表的 Cronbach's Alpha 系数为 0.918，说明量表的内在一致性非常好。其次，对量表各个维度进行检验。第一个维度理念适应的信度系数为 0.811，说明其内在一致性良好；第二个维度态度适应的信度系数为 0.721，虽然不及前一个维度高，但是达到了可接受信度水平，也说明其内在一致性较好；第三个维度能力适应的信度系数为 0.753，说明其内在一致性较好；第四个维度环境适应的信度系数为 0.610，其内在一致性一般，但也在可接受范围；第五个维度行为适应的信度系数为 0.797，说明其内在一致性较好。综合上述结果，整个量表和五个分量表的内在一致性较好，具有较高的信度。

经过检验，最终得出具有良好信度、效度的"高校教师对信息化教学的适应性量表"，共计 5 个一级指标，15 个二级指标，37 个具体描述题项。

**2. 定量研究结果**

本研究通过网络将问卷发放给中国西部民族地区几个不同省份的高校教师，省份主要是广西壮族自治区、云南省和贵州省，高校有几个不同的层次，包括 211 高校、普通本科院校和高职院校三个层次。回收有效问卷 325 份，采用 SPSS 20.0 进行数据统计和分析。

2.1 西部民族地区高校教师信息化教学适应性整体分析

总体上西部民族地区高校教师对信息化教学的适应情况一般。一般来说，均值在 3 以上表示教师对信息化教学的适应状况尚可，均值在 4 以上表示教师对信息化教学的适应状况良好。从统计结果可知，受访教师适应性均值为 3.172，表明教师对信息化教学的适应状况一般，不算理想。

再分别从理念适应、态度适应、能力适应、环境适应、行为适应五个维度入手，适应状况依据得分由高到低排序依次为教师的理念适应＞态度适应＞能力适应＞行为适应＞环境适应。结果显示，受访教师在理念方面的得分较高，为 3.338，说明受访教师对于信息化教学还是有一定的了解和认可。态度方面得分也较高，为 3.204，说明受访教师对信息化教学大体还是支持的。能力适应方面，受访教师的得分一般，得分为 3.156。说明他们尚缺乏信息化教学的一些能力，心有余而力不足。行为适应方面，受访教师的得分同样一般，为 3.109，适应状况不算太理想，在观念认同与行为实践方面存在一定的落差。环境适应方面，受访教师的得分最低，为 3.076。

2.2 西部民族地区高校教师信息化教学适应性差异分析

经过方差分析，发现不同年龄段的教师虽然适应性有所不同，但是没有显著差异，表示年龄对适应性的影响不大，不是影响适应性的主要原因。在性别方面，女性教师的适应性似乎略强于男性教师，但是没有形成显著差异。就职称而言，讲师和副教授的教师适应性最强，相比之下，未定级、助教的适应性较弱，教授的适应性得分最低，但是没有形成显著差异。就学历而言，具有硕士学历教师的适应性较强，其次是具有本科学历和博士学历的教师，仅具有大专学历的教师适应性较差，但同样没有形成显著差异。

分析后发现，能形成显著差异的影响因素是学科组和高校类别。学科组中，文科组得分最高，其次为理科组，处于中间水平的依次为工科组、医科组、商科组合其他组，而农科组得分最低。以总体适应性为因变量，学科为自变量，进行方差检验。方差齐性检验，发现 Sig 值为 0.185，大于 0.05，表明七个学科组的方差相等，满足单因素方差检验的方差齐性条件。进行单因素方差检验，结果显示，F 值为 3.654，显著水平达到了 0.002，说明各学科组

平均值之间有显著差异。通过事后多重比较检验得知，文科任教教师与农科任教教师之间的概率为 0.001，达到很高的显著水平；理科任教教师与农科任教教师之间的概率为 0.010，也达到很高的显著水平。可见，文科、理科组的教师与农科组的教师在适应性上存在显著差异。

在高校类别中，二本院校得分最高，其次是一本院校，第三是高职院校，最后是三本院校。以总体适应性为因变量，高校类别为自变量，进行方差检验。方差齐性检验，发现 Sig 值为 0.076，大于 0.05，表明四个高校类别组的方差相等，满足单因素方差检验的方差齐性条件。单因素方差检验结果显示，F 值为 3.699，显著水平达到了 0.013，说明各高校类别组平均值之间有显著差异。通过事后多重比较检验得知，二本院校与三本院校之间的概率为 0.039，达到显著水平，其他组间未达到显著差异，说明二本院校教师与三本院校教师的适应性存在显著差异。

### 2.3 西部民族地区高校教师信息化教学适应性影响因素分析

本研究的理论基础之一是教育生态学理论。教育生态学是运用生态学的基础原理和基本方法来研究教育学。具体来说，就是把教育体系看作一个生态系统，要实现系统的整体性、持久性和可再生性。从生态学角度看，发展即为主体与其环境的协调和适应，最终达到动态平衡的目的。教育生态学将教师发展置于与环境的协同进化之中进行研究，旨在达到教师与生态环境良性互动（胡洁雯，2013）。在这个教育生态体系中，学校、团队、教师、学生等都是重要的子系统，各个要素都展开良性互动，才能实现整个生态系统的可持续发展。而教师这一子系统的发展与内外环境密不可分，除了需要教师自身不断努力，还需要团队和学校等系统的支持。

根据这一分析，本研究认为，高校教师信息化教学适应性的影响因素，从宏观、中观、微观的角度来看，主要有学校因素、团队因素、个人因素等。因此，研究的调查问卷在适应性量表的基础上，增加了几个题项，分别体现团队层面与学校层面的特征，其中团队层面主要了解同事应用信息技术形成的氛围和领导对信息化教学的鼓励支持态度，学校层面主要从硬件设施和评价体系入手。通过这些题项了解团队和学校因素是否对高校教师信息化教学适应性产生重要的影响作用。

采用回归分析方法，通过 5 个模型具体探讨西部民族地区高校教师信息化教学适应性的影响因素。模型 1 探讨年龄和性别这类人口学变量对适应性的影响；模型 2 在控制人口学变量的前提下，探讨学历和职称这类学术水平因素对适应性的影响；模型 3 在控制人口学变量和学术水平因素的前提下，探讨理念适应、态度适应、能力适应、环境适应、行为适应这些个人适应因素对整体适应性的影响；模型 4 在控制人口学变量、学术水平因素和个人适应因素的前提下，探讨同事、领导这类团队因素对适应性的影响；模型 5 在控制人口学变量、学术水平因素、个人适应因素和团队因素的前提下，探讨学校和政策这类组织因素对适应性的影响。下表为多元回归分析的结果：

表 2: 多元回归分析结果

| 项目 | 模型 1 | 模型 2 | 模型 3 | 模型 4 | 模型 5 |
|---|---|---|---|---|---|
| 年龄 | -0.038 | -0.029 | -0.022 | -0.015 | -0.002 |
| 男性 [a] | 0.053 | 0.045 | 0.039 | 0.017 | 0.009 |
| 职称 | | 0.032 | 0.031 | 0.018 | 0.007 |
| 学历 | | -0.015 | -0.011 | -0.013 | -0.008 |

表 2： 多元回归分析结果 (续。)

| 项目 | 模型 1 | 模型 2 | 模型 3 | 模型 4 | 模型 5 |
|---|---|---|---|---|---|
| 理念适应 | | | 0.316*** | 0.270*** | 0.229*** |
| 态度适应 | | | 0.143*** | 0.133*** | 0.129*** |
| 能力适应 | | | 0.345*** | 0.285*** | 0.231*** |
| 环境适应 | | | 0.128*** | 0.097*** | 0.065*** |
| 行为适应 | | | 0.891*** | 0.601*** | 0.379*** |
| 同事应用氛围 | | | | 0.108** | 0.082** |
| 领导鼓励支持 | | | | 0.187*** | 0.143*** |
| 学校硬件设施 | | | | | 0.232*** |
| 学校评价体系 | | | | | 0.110** |
| 常量 | 2.156*** | 2.137*** | 2.559*** | 2.122*** | 2.232*** |
| 样本量 | 215 | 215 | 215 | 215 | 215 |
| R 平方 | 0.226 | 0.262 | 0.285 | 0.357 | 0.389 |
| 调整 R 方 | 0.222 | 0.241 | 0.273 | 0.345 | 0.374 |
| F 值 | 26.051*** | 27.414*** | 38.486*** | 41.256*** | 48.817*** |

注：(1) a：以女性为参考变量；(2) *P < 0.1，**P < 0.05，***P < 0.01

5 个模型的结果显示，人口学变量和学术水平因素对教师信息化教学适应性没有显著影响水平，说明年龄、性别、学历和职称对教师的适应性不形成影响作用。模型 3 显示，教师自身各个维度的适应状况对总体适应性有显著影响。

模型 4 显示，团队因素中同事应用信息技术形成的氛围、领导对信息技术应用的鼓励和支持均对教师适应性产生显著影响。表明同事越积极学习和应用信息化教学技术，教师的适应性就越高；领导越鼓励大家在教学中应用信息化教学技术，教师的适应性也越高。引入团队因素后，模型的解释力有了较大提升，能够解释 34.5% 的高校教师信息化教学适应性。

模型 5 显示，学校的硬件设施和教师评价体系对教师适应性产生显著影响。表明学校为教师学习和应用信息化教学提供的硬件设施越完善，教师的适应性就越高；学校越是运用政策将信息化教学作为年终考核或职称评定的内容之一，教师的适应性也越高。引入组织因素后，模型的解释力有了较大提升，能够解释 37.4%的高校教师信息化教学适应性。

**3. 定性研究结果**

为了能更全面地了解现状，发现问卷调查不能发现的问题，本课题同时采取面对面的深度访谈。访谈对象首先是 8 位一线高校教师，因为一线教师是信息化教学的直接实施者，对相关问题能有深切的体会和认识。其次是 3 位管理者（教务处工作人员、系主任），从管理的角度和组织的层面了解问题。

面向一线教师，根据调查问卷的五个维度，设计了以下访谈提纲：

1.1 理念适应：你愿意在教学中使用信息技术吗？你认为信息化教学会对你的教学产生什么样的影响？

1.2 态度适应：你了解信息技术在教育教学中的应用和发展吗？你是怎么应对信息技术带来的挑战？

1.3 能力适应：你所了解的信息化教学模式有哪些？你是怎样结合传统教学手段和信息化教学手段的？

1.4 环境适应：你了解国家和学校政策对教师信息化教学能力的要求吗？你与同事有针对信息化教学进行过交流和分享吗？

1.5 行为适应：你在疫情期间的网络授课中，是怎么具体运用信息技术的？你在自身信息化能力提升的过程中遇到的困难和问题有哪些？

面向管理人员，设计了访谈提纲如下：

A 你如何评价本校教师的信息化教学能力？你觉得他们的能力发展有什么特点吗？

B 你感觉教师们对信息化教学的态度是什么样的？

C 学校为提升教师的信息化教学能力制定了什么政策？开展过什么活动？实施过程有什么困难吗？

在实际访谈过程中，课题组成员根据实际情况增加一些有针对性的问题，对访谈对象进行追问，以便挖掘更多有价值的信息。每位访谈对象的访谈时间为 15 分钟左右，全程采用录音笔进行记录，过后转化为文字资料进行研究，全部访谈文字资料字数为 23200 字。以下为访谈内容的归纳和凝练。

首先与 8 位来自不同学科的一线老师进行了深度访谈，其中男教师 3 人，女教师 5 人，来自 5 所不同的高校。对他们的谈话内容归纳总结如下：

在理念适应方面，大多数老师一致表示乐意在教学当中使用信息化技术辅助教学。例如访谈对象 B 表示信息化教学可以在教学中更真实地植入各种学习场景，提高学生的学习兴趣和学习效果。访谈对象 D 认为通过多种信息化手段的运用，可丰富教学内容，便利教师备课，提高教学质量。访谈对象 E 则从教学环境、教师、学生三个层面谈论信息化教学对教学带来良好积极的影响。

在态度适应方面，访谈对象的反馈不一。其中访谈对象 C 表示面对快速发展的信息技术，唯有多学习多了解，才能更好地掌握它并运用于日常教学过程中。访谈对象 A、F 则表示不太了解信息技术的发展，同时表示学习和运用信息技术需要花费较多的时间和精力，对此有一定的抵触心理。

在能力适应方面，访谈反映出老师们的适应性水平不一。例如访谈对象 A 表示他只具备基本的信息化教学能力，课程讲授还是以 PPT 为主，同时结合黑板演示的方式。访谈对象 C 表示可以在说明指导下简单运用在线学习平台进行教学。访谈对象 D 表示能熟练掌握相关的电脑知识和操作技能，能制作课件，疫情期间能使用 WE LEARN，QQ 课堂等网络平台进行网络教学。访谈对象 E 认为自己能结合传统教学手段和信息化教学手段，但结合方式相对单一，不能无缝对接。访谈对象 F 表示自己还是比较适应传统教学，信息化教学方面能运用 QQ 视频进行讲授。访谈对象 G 表示对各种在线平台和共享资源运用较为娴熟。访谈对象 H 表示在疫情期间运用过腾讯会议等工具进行教学，但是恢复线下教学后还是以传统的教学方式为主，主要在课堂上运用 PPT 等传统工具，辅以 QQ 群布置任务。由此可见在信息化能力适应方面，教师们的适应表现较为参差不齐。

在环境适应方面，部分教师反映了解国家和学校有关信息化教学的政策和要求，部分教师反映不太了解。例如访谈对象 C 说知道国家鼓励大家运用信息技术进行教学，但是不太清楚具体要求。此外，大部分教师表示，在信息化教学方面，与同事之间的交流和分享并不多，大家平时的教学主要都是各干各的，集体备课的机会不是很多，针对信息化教学的交流也不是太多。

在行为适应方面，大多数访谈对象表示愿意积极使用信息化技术进行教学，也愿意通过参加学校的培训、向同事请教以及自学等途径来提高自己的信息教学能力，希望学校多组织此类的培训。遇到的困难，主要是学校网络遇到的问题，常常遇到网络拥堵。此外最大的问题就是个人技术跟不上。

在与管理人员的访谈中，他们从另外的角度提出了自己的看法。在提及教师的信息化理念适应方面，管理者 A 表示教师的信息化理念不是一朝形成的，要在不断的培训和强化中才能形成。在疫情之前，有部分教师们能够利用慕课等共享资源授课，也有部分年轻的老师积极参加学校组织的信息化教学大赛。这些老师能够很好地理解信息化教学的理念，也是乐意接受信息化教学的。

在信息化能力适应方面，管理者 C 认为，教师是在不断地学习和提升。首先学校每年都组织了各种信息化能力培训，主要是年轻教师参与较多，也有教师进行网络课程的建设。大部分教师都能开展一定程度的信息化教学。

在行为适应方面，管理者 B 认为，教师是能够积极面对挑战的。尽管会遇到技术上的难题，学校组织的培训能起到非常重要作用。此外，老师们也可以从同事那里寻求帮助，今后会进一步引导教师进行团队合作，共同解决遇到的问题。

管理者们也表示，在后疫情时代，教学恢复了面对面授课，不少老师由于惯性和惰性，还是喜欢采用传统的教学方式。如何激励教师自觉地将信息技术运用到教学中，实现深度融合，是学校和管理层面未来要重点考虑的问题。

## 总结与讨论

### 讨论

1. 西部民族地区高校教师对信息化教学的适应现状整体分析

在这次调查中，受访教师整体适应性均值为 3.172，得分不算太高，表明该地区教师对信息化教学的适应状况一般。适应性涉及的五个维度中，得分由高到低排列依次为教师的理念适应＞态度适应＞能力适应＞行为适应＞环境适应。

结果显示，受访教师在理念方面的得分较高，说明受访教师对于信息化教学还是有一定的了解和认可的。态度方面得分也较高，说明受访教师对信息化教学大体还是支持的，他们对信息化教学的意义有较高的认同度，也愿意为之尝试。能力适应方面，受访教师的得分一般。说明他们尚缺乏信息化教学的一些能力，心有余而力不足。行为适应方面，受访教师的得分同样一般。教师行为的改变与适应是信息化教学落到实处的关键所在。调查结果显示，受访教师行为适应状况不理想，在观念认同与行为实践方面存在一定的落差。这与访谈的数据相一致，不少教师反映，他们还是习惯采用传统的教学方法，不太愿意走出自己的舒适圈，此外，信息化教学要求投入更多的时间和精力，这些都成为教师采取行动的"拦路虎"。环境适应方面，受访教师的得分最低。教学环境是制约教师适应和积极应用信息化教学的重要因素，我们应该从团队、学校等不同层面提高环境对信息化教学的支持程度。

2. 不同群体教师适应信息化教学的状况

通过方差分析，本研究发现，不同年龄阶段、性别、职称、学历的教师在整体适应性方面不存在显著差异，能给整体适应性带来显著差异的因素是学科组和高校类别。

首先是学科组因素。研究发现，文科教师的适应性最强，其次是理科教师，再次是工、商、医和其他学科的教师，最后是农科的教师，其适应性很弱。这些组别之间的差异形成显著差异。文科教师的适应性最好，说明参与本次调查的高校里，文科教师的信息化教学适应

能力超过了其他学科。这可能主要得益于文科中的某些学科在教师信息化教学能力发展方面做得比较好。例如在所有文科课程中，大学英语属于最早开展网络教学改革的学科。由于学科的特点，高校英语教师对信息化教学具有较强的敏锐性，不少英语学科教师，能较好地适应了信息化教学，较好地将信息技术应用到教学中去。因此，在一定程度上说明了为什么文科教师的信息化适应性最高。其他学科由于课程的设置以及学科研究重心的问题，显示出不同的差异，其中农科的教师更多的精力是放在农业科研和实验方面，接触和应用信息化教学的机会较少，因此适应性较弱。

其次是高校类别因素。在能力适应方面，一本和二本教师的适应性较强，高职高专教师的适应性较弱，最后是三本院校教师，他们之间的差异形成显著性差异。一本、二本院校开展信息化教学改革最为热烈，对教师的信息化教学能力也有较高的要求。例如每年这些院校均组织教师参加各级各类信息化教学比赛，组织教师建设一流本科课程培育项目，鼓励教师参加各种相关培训。相应的，一本、二本院校教师的信息素养较高，适应性也较好。相比而言，高职高专和三本院校对教师这方面的要求较低。另一方面，这些院校的学生基础较弱，教师也许要花费更多的时间和精力来管理学生，在信息化教学方面力不从心，因此对信息化教学的适应性较弱。在信息化时代，信息化教学已经成为未来高校教学发展的必然趋势。各级各类学校的老师应该积极掌握信息化教学技术，这不仅需要教师提升信息化适应性和信息化能力，也需要学校通过制度、机制来进一步促进信息化教学的推广和有效应用。

西部民族地区高校教师信息化教学适应性影响因素分析

统计结果显示，人口学变量和学术水平因素对教师信息化教学适应性没有显著影响水平，说明年龄、性别、学历和职称对教师的适应性不形成影响作用。这与前面的方差分析结果吻合。

结果还显示，团队因素中，同事应用信息技术形成的氛围、领导对信息技术应用的鼓励和支持均对教师适应性产生显著影响。表明，同事越积极学习和应用信息化教学技术，教师的适应性就越高；领导越鼓励大家在教学中应用信息化教学技术，教师的适应性也越高。

此外，组织因素中，学校的硬件设施和教师评价体系对教师适应性产生显著影响。表明学校为教师学习和应用信息化教学提供的硬件设施越完善，教师的适应性就越高；学校越是运用政策将信息化教学作为年终考核或职称评定的内容之一，教师的适应性也越高。

以上研究结果能够为教师管理和教师发展带来很大的启示意义。本研究结合前期结果，根据教育生态学理论，按照微观、中观、宏观三个层次，从教师、团队、学校三个层面提出提升西部民族地区高校教师对信息化教学适应性的策略：

(1) 展开有针对性的培训

通过对调查问卷收集的数据进行深入分析，我们发现，在学科方面，农科教师对信息化教学的适应性最弱；在高校类别方面，三本院校的教师对信息化教学的适应性较弱。在未来的教师发展项目中，相关部门可以考虑重点对这些适应性较弱的教师群体展开有针对性的培训，以促进教师能力的均衡发展。

(2) 教师转变教育理念

在访谈中我们发现，不少教师由于惯性和惰性，还是喜欢单纯采用传统的教学手段，没能很好地利用微课、慕课以及其他信息技术和资源辅助教学。教学改革有效实施的根本动力在于教师教育理念的转变。教师需要主动适应时代的发展和教育的变迁，不断更新自己的教育理念，打破传统观念，走出舒适圈，以新的理念和态度实现教学的发展和自身的成长。

首先，教师要适应新时代的信息化教学，就需要树立教育改革与创新意识。在当今时代，教育信息技术的发展日新月异，教学方式也在不断革新，微课、慕课、人工智能、虚拟现实等等纷纷进入教学中。这样的时代呼唤变革型、创新型、智慧型的教师。高校教师应该在教学模式、教学方法、教学工具等方面推陈出新，智慧地运用好信息化教学，不断提高驾驭能力。

其次，教师需要树立终身学习的意识。适应是一项没有终点的活动。在这个飞速发展、充满变革的时代，教师会遇到各种新的挑战，需要适应教学不断出现的新特点、新变化。因此，教师需要具有终身学习的意识和行为，吸收新的教育理念，学习先进、科学的方法和技术，不断增强适应能力，满足教学和学生的实际需要。

(3) 教师提升信息化教学能力

通过问卷调查和深度访谈，我们发现，不少教师的信息化教学能力并不高，对信息技术和资源的利用仅限于课件的制作、QQ 群部分功能的利用等。在信息化时代，教师的信息化教学能力已经成为影响教育教学质量和教育现代化进程的重要因素。学术界对"信息化教学能力"的定义已经从"技术说"、"知识说"、"目的说"发展成为"组合说"，认为"信息化教学能力"是指教学人员充分利用现代信息技术和信息资源，科学安排教学过程的各个环节和要素，实现教学过程全优化的能力。教师对信息化教学的适应性是其信息化教学能力的重要组成部分。在信息时代，信息技术和资源已经多元化，教师应该主动适应这种变化，让自己的能力也多元化，让传统教学方式与新型信息技术实现科学的、深度的融合，相得益彰，以此实现学生的个性化需求，提升教学质量，促进学生学习和自身的专业发展。

(4) 重视团队建设

从数据分析中我们发现，在五个维度中，教师对环境适应的得分最低。此外，在访谈中，部分教师也反映，针对信息化教学与同事进行交流和分享的机会很少，大家主要还是各干各的。这样单打独斗的状态，除了会制约教师的能力发展之外，也会造成信息资源浪费、重复建设等问题。在今后的教师发展中，学院和学校层面可以加强教师团队的建设。例如构建教师信息化教学共同体，大家在学习共同体中，可以分享信息资源，讨论教学优化策略，取长补短，优化自身知识结构，相互学习，相互督促（沈国荣 & 李洁，2017）。学院和学校层面可以为老师们搭好这样的台子，引导大家展开交流与协作，共同提升信息化教学能力。

(5) 创建支持环境

研究中我们发现，不少学校对教师的信息化教学能力没有制定什么相关的政策和要求，导致部分教师没有提升自身信息化教学能力的压力和动力。在信息化时代，信息化教学是教学改革的重要组成部分，对提升教学成效、满足学生需求、促进学生发展等方面起到关键作用。学校应该加强信息化建设的质量与步伐，为教师营造良好的信息化教学硬件和软件条件，督促、鼓励教师采用信息技术进行教学创新，给予教师资源与政策的支持。此外，学校间还可以加强合作，为来自不同学校的教师提供互相探讨、学习和交流的平台，实现先进带动后进，共同进步。总之，要通过"压担子"、"架梯子"和"搭台子"，帮助和促进教师的专业发展。

**总结**

本研究综合运用了定性研究和定量研究方法，构建了新时代高校教师对信息化教学的适应性量表，在中国西部民族地区选取部分高校展开问卷调查与深度访谈，用 SPSS 软件对问卷调查的数据进行描述性分析、方差分析及回归分析，用文本分析法对深度访谈的数据进行了梳理，从而了解中国西部民族地区高校教师对信息化教学的适应现状，探究不同教师群体适应状况的差异以及适应性影响因素。

　　研究结果显示，该地区教师对信息化教学的适应状况一般。适应性涉及的五个维度中，得分由高到低排列依次为教师的理念适应＞态度适应＞能力适应＞行为适应＞环境适应。不同年龄阶段、性别、职称、学历的教师在整体适应性方面不存在显著差异，能给整体适应性带来显著差异的因素是学科组和高校类别。在学科组因素中，文科教师的适应性最强，其次是理科教师，再次是工、商、医和其他学科的教师，最后是农科的教师。在高校类别因素中，一本和二本教师的适应性较强，高职高专教师的适应性较弱，最后是三本院校教师。关于影响因素，人口学变量和学术水平因素对教师信息化教学适应性没有显著影响水平；团队因素中，同事应用信息技术形成的氛围、领导对信息技术应用的鼓励和支持对教师适应性产生显著影响；组织因素中，学校的硬件设施和教师评价体系对教师适应性产生显著影响。

　　本研究还存在一定的不足。首先是研究模型的构建。高校教师对信息化教学的适应性是多种因素共同作用的结果，本研究由于个人精力、时间、能力的限制，仅探讨了团队的氛围、领导的鼓励支持这两类影响因素，并未涉及更多的中介变量、调节变量等。其次是样本的收集。受疫情的影响，本研究在问卷的发放中，主要以网络问卷为主，而且是通过身边的同事与好友通过滚雪球的方式进行发放，在样本的随机性、样本的覆盖面上具有一定的局限性。

　　今后的相关研究可以考虑构建更为丰富、完善的模型，深化对教师适应性的认识。此外，可以考虑进行历时研究，选取教师展开个案分析，了解教师对信息化教学的适应过程以及各个适应阶段的特征，以便针对不同的阶段展开不同类型的培训。

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资源拼凑理论视角下的校企协同创新机制综述研究
# UNIVERSITY-INDUSTRY COLLABORATIVE INNOVATION MECHANISM FROM THE PERSPECTIVE OF RESOURCE PATCHWORK THEORY

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## 摘要

当前，资源的利用程度和水平已成为高校和企业协同实现创新目标的关键环节，然而资源拼凑本质上是创造性地利用手头资源克服资源约束、进行价值创造的资源利用方式。因此，本文在系统回顾和述评基于协同创新和资源拼凑理论的创业研究文献的基础上，通过整合现有相关研究和访谈高校、企业，发现校企两大主体间资源的拼凑过程实际上就是两者通过建立深度的协作关系的协同创新的过程，进而探索通过利用式资源拼凑和探索式资源拼凑，校企协同行为将盘活教学资源、实践资源、文化资源、社会资源等各类资源实现创新，构建资源拼凑视角下校企协同的创新机制，以供后续基于资源拼凑理论的创业研究参考。

**关键词:** 资源拼凑 校企协同创新

## Abstract

At present, the degree and level of resource utilization has become a key aspect of collaboration between universities and enterprises to achieve innovation goals. However, resource pooling is essentially a way of using resources to overcome resource constraints and create value by creatively using resources at hand. Therefore, based on a systematic review of entrepreneurship research literature based on collaborative innovation and resource pooling theory, this paper integrates the existing relevant studies and interviews with universities and enterprises, and finds that the process of resource pooling between universities and enterprises is actually the process of collaborative innovation through the establishment of a deep collaborative relationship between them. The innovative mechanism of school-enterprise collaboration under the perspective of resource patchwork is constructed for the reference of subsequent entrepreneurship research based on resource patchwork theory.

**Keywords:** Resource Bricolage, University-Enterprise Collaborative Innovation

## 引言

创新已经成为驱动社会经济发展的最主要引擎。全新的历史方位、全新的社会发展特点给大学生、企业和高校都提出了新的时代要求：高校需加强与企业之间的协同，释放校企双方的资源优势，实现校企协同创新，让创新创造的血液在大学生中自由流动，从而发展以创新

人才为依托的创新型经济，建设以科技创新为主体的创新型国家。可见，资源拼凑有助于校企之间更好地协同创新，培养创新创业型人才。

**1. 选题背景**

改革开放以来的 40 年，中国国内生产总值快速增长，年均增长 9.5%，平均每 8 年翻一番，远高于同期世界经济 2.9%左右的年均增速，在全球主要经济体中名列前茅，位居第二。长期持续的高速发展被称为"中国奇迹"，但是在发展过程中，同时存在着区域格局固化、二元结构扭曲、供需矛盾突出等结构性失衡问题。随着科技的不断深化，中国要实现高质量发展，就必须要不断创新。在中国共产党第十九次全国代表大会报告中提到：完善国家创新体系，解决创新资源获取重复、科研力量分散、创新主体功能定位不清晰等突出问题，提高创新体系整体效能。解决这个问题，涉及到方方面面：需要政府、高校、企业、金融机构、研发机构、中介机构等主体朝着资源共享、协同发展、分工协作的方向努力，致力于构建一个有机融合的创新链，形成中国特色的协同创新体系。中国多年来的实践证明校企协同创新是可行的。在政府的引导、调控和支持下，高校和企业实习了产学研的融合发展，可以促进创新资源高效配置和重组集成，实现产业结构调整和升级，推动经济发展模式转型升级。因此，校企协同创新是中国创新体系建设的重要组成部分。

美国、德国、日本等发达国家正是通过产学研协同鼓励科技创新和创业的方式实现技术研发的产业化，在全球市场占领了科技和产业前沿的战略制高点。基于此背景，2012 年教育部率先行动，开始实施高等学校创新能力提升计划（2011 计划）先后建立了两批共 38 个协同创新中心以推进高校同企业开展深度合作，建立协同创新战略联盟，促进资源共享。2015 年 3 月，国务院提交的《2015 年政府工作报告》中就明确提出"大众创业、万众创新"，李克强总理鼓励个人和企业要勇于创新创业，全社会要厚植创新创业土壤。从此中国迎来了 "双创"的时代潮流，伴随着互联网和全球化态势，各种新产业、新业态、新模式不断涌现，为经济发展注入了新的活力，成为整个社会关注的热点。2018 年 9 月，经李克强总理签批，国务院印发（新华社, 2018）《关于推动创新创业高质量发展打造"双创"升级版的意见》，旨在通过优化创新创业环境，推动形成线上线下结合、产学研用协同、大中小企业融合的创新创业格局；201 教育部办公厅 (2019) 印发《关于做好深化创新创业教育改革示范高校 2019 年度建设工作的通知》，通知指出这项工作需紧扣激发创业激情、提升创业能力、提供创业扶持等三个环节。国家一系列的创新政策，坚持持续地推进扶持，无不体现出国家对校企协同创新强力支持的战略导向。目前已初显成效：2019 年中国政府工作报告显示，中国科技进步对经济增长的贡献率已经从 2012 年的 52.2%提高到 2016 年的 57.5%，2019 年我国科技进步贡献率达到 59.5%，创新指数位居世界第 14 位。中国多年的实践证明，校企协同创新不仅有助于培养创新创业型人才，还能帮助企业提升创新绩效。

差强人意的是：尽管国家顶层设计已经意识到协同创新和资源拼凑的作用，政府和社会机构颁布了一系列创新政策鼓励和促进校企协同创新，旨在激发校企协同创新过程中资源的跨组织重组进一步提升大学生的创业能力，带动整个国家的科技创新水平和科技成果转化。但是高校和企业多数仍停留在浅层的合作行为，没有实现深度协同，没有让双方的创新资源实现流动和重组，更没有让同质资源产生差异化价值，从而更好地推动高校创业教育的跨越式发展，提高大学生的创业能力。具体表现在：一是大学毕业生创业情况并不理想。麦可思公司跟踪撰写的 2018 年、2019 年、2020 年《就业蓝皮书：2020 年中国本科生就业报告》中：2017 届、2018 届、2019 届本科毕业生毕业半年后的自主创业比例分别为 2.9%、2.7%、1.6%，2020 届毕业生受新冠肺炎疫情等多重因素影响，自主创业比例更低。与"美国大学生创业比例约为

28%，成功率约为 20%"的创业界传说相比，更是相距甚远。二是创业带动就业的优势未显。毕业生就业压力依然很大，就业形势复杂而严峻，不容乐观：2020 届高校应届毕业生总数 874 万人，2021 届大学毕业生预计 1000 万人左右，"黑天鹅"事件雪上加霜，疫情将毕业生的就业难度推向历史高峰，更为担忧的是这种就业难度高峰期一直会延后至 2021 届毕业生乃至更后。

**2. 问题提出**

　　　　如何推动高校和企业之间实现资源共享和深度协同？经过大量文献的学习，访谈相关学者和专家，加之笔者的实践探索，当前校企协同创新效果不佳的原因归结为：一是有利于提升大学生创业能力的各类资源各自为政、各求发展，没有深度融合形成合力。高校和企业面临创新资源匮乏或有限的情况时，更多地是重视挖掘新的创新资源，往往忽视盘活现有资源存量，重在关注资源投入的个性特征而忽视资源重组的效用最大化。二是重视各类创业型人才开发而忽视了创业型人才成长的特殊规律，最终虽然社会各界资源投入很大，但是同质性强、协同性差、合力弱化，导致高校创业教育普遍以政策性资源和理论教育性资源为主，大学生参与度低，动手能力弱，不能满足当前社会对创新型人才的要求。

　　　　资源拼凑理论为解决上述问题提供了有益借鉴。资源拼凑的过程中，创新协同双方发现创新机会或根据自身创新需求，利用外部资源，或者双方致力于开发同类资源的新用途、新功能，克服资源的约束性，不仅有利于实现创新目标，还能帮助参与协同活动的大学生获得创业能力。因此，资源拼凑理论的发展为校企协同创新影响大学生创业能力的研究提供了新的研究视角。

　　　　基于以上分析，提出了本研究的核心问题：校企协同行为如何盘活各类资源通过"资源拼凑"进行创新？校企协同过程中各类资源的拼凑是如何进行的？受什么因素影响？

## 研究目的

　　　　资源的利用程度和水平，已成为高校和企业协同实现创新目标的关键环节。学术界和实践界对于创新核心的两大主体如何破解资源难题，进而让参与协同的大学生受益，提高创业能力展开了讨论。

　　　　因此，本研究基于资源拼凑理论，以校企协同过程中的资源利用模式为核心，一是研究通过优化协同双方间的各类创新资源利用水平，发挥双方的资源优势，实现各类创新资源的价值最大化，打通创新链的各个环节。因此，研究社会团队资源拼凑行为是一个具有理论和现实意义的前沿科学问题，能从高校这一全新应用范畴出发，丰富和拓展资源拼凑相关研究。二是深入探究校企协同创新中校企协同行为与资源拼凑的关系，以及校企协同创新主体双方进行资源拼凑的动机基础，进而支持高校和企业获得更多的优势资源提高自身组织优势，丰富创业教育理论的研究视角。

## 文献综述

### 1. 校企协同创新的定义和内涵

　　　　"协同" 来自希腊语，指事物发展过程中各要素之间的有机结合。最早研究协同学理论的是德国物理学家。(Haken, 1993) 出版的《协同学导论》，在这本书中创立了他的系统理论 "协合学" 或 "协同学"，成为系统科学的重要分支理论。他的主要观点：一是我们所研究的对象都是许多子系统的联合作用，各个系统间存在着相互影响而又相互合作的关系；二是协同是许多不同的学科进行合作，来发现各种系统和现象中从无序到有序转变的共同规律和一般原理。慢慢地"协同"被广泛应用于组织理论的研究上，如 Campbell (2000) 的著作《战略协同》

中提出协同效应，即企业之间的深度融合会产生大于二者之和的效果，经常被表述为 "1+1>2" 或"2+2=5"。如果一个系统内部，人、组织、环境等各子系统内部以及他们之间相互协调配合，协同得好，系统的整体性功能就好。学者们强调"协同"与简单的"合作"是不同的，而是参与协同活动的各子系统之间更深层次的交流与合作。随着协同理论的发展，学者们发现协同效应的发生，通常都具备了四个条件，分别是：拥有共同的目标驱动，子系统资源的深度融合，子系统组织机制愿意协同目标改变，子系统组织之内植于协同意识。

随着知识经济时代的到来，企业普遍认识到"创新"是增强竞争优势、实现永续发展的关键。尤其是竞争越来越白热化、环境不确定因素增多、技术更新迭代速度日益增快的情境下，单个组织越来越难以依赖自身资源获得竞争优势，不得不从外部寻求资源来促进创新，追求协同效应逐渐成为企业的必由之路，协同创新成为组织提高创新绩效的重要途径。20 世纪 90 年代，产学研创新联盟逐渐成为全球产业界和学术界关注的热点，协同创新理论应运而生，逐渐丰富和完善。在已有研究的基础上，Chesbrough (2003) 提出了开放创新理论，他的主要观点是：未来知识的创新和扩散、高层次人才流动的速度都将会越来越快，因此企业与高校应该在外部知识源方面开展广泛的协同活动，在这一过程中双方之间内部和外部的创新资源进行整合，可以提高资源的价值创造能力。他认为开放创新必须是建立在复杂系统的协同活动中，才能发生创新的涌现效应。分别提出了开放创新和三螺旋理论，为从微观和宏观两个层面研究协同创新奠定了理论基础。Etzkowitz 和 Leydesdorff (1995) 提出了三螺旋理论，他的主要观点是：从产学合作的微观层面分析大学、产业和政府之间的关系，并强调大学、产业和政府三方在发挥各自独特作用的同时，应加强多重互动。基于此，可以判断协同创新是技术创新模式从封闭转向开放的必然结果，是系统科学思想在创新系统的顶层设计活动中的必然体现，是对美国学者 Chesbrough (2003) 的 "开放式创新" 和 Etzkowitz 和 Leydesdorff (1995) 的 "三螺旋" 理论的进一步提升。

近年来，协同创新得到了较为广泛的关注。学者们从协同创新的可能性逐渐深入到协同创新的层次、驱动力、模式、价值。区域创新理论的代表专家 Cooke et al. (1997) 认为高校和企业可以构成一个区域创新体系，在这个创新体系中高校和企业可以通过双方之间的合作和协同来支持创新活动，可以这样促进协同主体产生创新。还阐述了校企协同创新的目的是提高自身的创新能力。李涛和李斌 (2020) 基于动力学演化视角，构建校企协同行为 SD 模型，运用 Vensim PLE 软件对系统模型进行仿真后得到的数据表明：创新资本投入、知识要素积累、人力要素培养、科技成果转化直接影响创新效率的提升。Mancfied 和 Lee (1996) 深度挖掘了企业参与协同创新的内在驱动力，他认为企业在参与外部协同的过程中，可以通过协同挖掘新的市场、获取外部互补性的创新资源。他尤其还提到了企业与高校等科研单位构建协同体系，这样做可以提高企业的创新能力，有助于企业开发新的产品，并且使他的产品竞争力高于市场中的同类产品。而 Geuna 和 Nesta (2006) 深入研究了高校参与协同创新的内在驱动力，他认为高校在参与校企协同创新的过程中，双方的创新资源可以实现深度融合、重组，推动实践教学的发展，促进高校科研的实用性；同时还可以市场发展的了解市场发展态势和企业发展的真实需求，培养符合社会和企业需要的高层次创新型人才；他还提到校企协同创新活动有助于高校获得更多的科研经费，支持教师和学生的科研活动。雷怀英 et al. (2021) 基于知识创新视角构建了可转移的三螺旋博弈收益关系模型，以博弈分析中核、夏普利值和核仁作为度量指标，得出了大学是引导和创造协同作用的主要力量的结论。

关于高校参与协同创新的研究，国内专家学者主要围绕校企协同创新的发展过程、现状挑战、影响因素、理论模型、运行机制、评价机制及实践路径等几个方面展开。本研究认

同李忠云和邓秀新 (2011) 的概念：协同创新是高校内部以及高校与企业应主动响应国家创新发展驱动战略，用好政府的创新政策，围绕重大的发展需求和重大科技项目，积极参与协同创新活动，盘活各自的创新资源，发挥创新资源的最大化价值，有助于双方在在科学研究、技术研发方面取得重大进展和突破，解决行业关键和共性技术或者社会和企业发展的重大问题。杨世明 et al (2021) 梳理了对 1978 年以来的我国产学研协同创新国家层面的相关政策，发现产学研协同创新可以显著提高国家整体创新实力、区域创新模式和企业创新绩效。覃庆华 (2018) 的校企合作教育对创新型人才创造力的影响研究表明，学校校企合作行为、企业校企合作行为对创新型人才的创造力有显著影响。

目前，中国对校企协同创新的研究成果颇为丰富，不同学者从自己的研究视角出发对 "协同创新" 这一概念做出了不同的定义。陈劲和阳银娟 (2012) 从知识的研究视角出发，将协同创新定义为是企业、政府、大学、研究机构、中介机构和用户等为了实现重大科技创新的目标，通过开展大跨度整合的一种以知识增值为核心的创新组织模式。严雄 (2007) 从资源理论视角出发，认为产学研协同创新首先是一种协同活动，在这个活动中企业、大学、科研院所等协同主体主动投入自己的优势资源和组织能力，借助政府、中介机构等相关主体的支持，实现科技创新和技术攻关。项杨雪 (2013) 从组织管理学的视角出发研究校企协同的作用机理，认为校企协同创新是对开放式创新和知识创新理论的延伸。进一步阐述了校企协同创新是通过整合主体间系统内外部的创新资源和要素，促进高校与企业在科学研究、创新教育、产业化等创新活动方面的深度合作。邓志新 (2021) 从三螺旋理论视角出发，探索现代产业学院协同创新的困境根源、逻辑机理和实践路径，提出了"三方螺旋、四链融合、五业联动"的协同创新理念。还想武洋和徐治立 (2021) 通过分析清华大学"产学研医"校企协同创新的案例，总结案例成功的经验和规律，认为校企协同创新是高校和企业为了实现重大科技创新和新技术的市场化应用，从而开展的一系列多元合作活动。梳理上述研究后发现，经过多年来的理论和实践探索,学者们就校企协同创新已经达成了共识,本研究也是基于此共识开展调研：校企协同创新主要是指高校和企业为实现共同的创新目标，通过系列协同活动，促进创新资源的整合，突破创新主体间的壁垒，以达到创新实现的过程。

基于上述文献整理，本研究借鉴李奇峰 (2017) 的观点，将校企协同创新界定为：校企协同创新是指在创新驱动的作用下，企业、高校为实现关键性技术创新为目标，通过一系列深度协作行为，获取和拼凑各类创新资源，实现创新资源的跨组织流动的活动。校企协同创新可以大幅度提升高校科研成果的转化率，实现基础技术研究向产业化应用的转变，同时可以帮助企业突破 "卡脖子" 的关键性技术，提高产品和服务的科技竞争力。不仅如此，从宏观层面来看，校企协同创新还能达成 "培养创新型人才，实现互利共赢" 的目的，因为在这一过程中，企业可以通过关键性技术的创新而获得利润、储备科技人才，高校可以通过创新学习资源的流动而促进创新型人才培养，营造有利于创新的氛围，进一步推进科学研究和基础技术的研发。

## 3. 资源拼凑的定义和内涵

法国人类学家 Strauss (1968) 是最早开始研究资源拼凑的学者，他在专著《野性思维》中提出资源拼凑是一种建构主义的思维方式,认为人们在处理问题时要不断重新发现事物的内在属性,充分挖掘其内在价值。拼凑描述的是人类的一种行为方式，比如挖掘闲置或丢弃的资源的其他属性和潜在价值。通过上述阐述可以看出，资源拼凑不同于资源基础理论，它承认个体和组织对资源的依赖，但是更加强调行为方式的重要性，个体和组织应该通过重新识别、整合现有资源,开发现有资源的新用途的方式，有效面对新机会或新挑战。

Baker 和 Aldrich (2000) 尝试用拼凑的方式帮助创业者解决资源约束的困境，拼凑开始进入创业研究领域，并引起了广泛关注。 Baker 和 Nelson (2005) 通过分析 29 家创业企业的案例，首次界定了资源拼凑的概念和细化维度。他们认为在创业领域中资源拼凑是凑合着整合利用手头现有资源解决新问题或开发新机会的过程。通过 29 个创业企业案例，对资源拼凑有个更加具体的描述：立即行动、现有资源以及为新目的整合资源。这就是目前学术界普遍认可的资源拼凑的 3 个维度：立即行动、现有资源以及为新目的整合资源，进而形成了 3 个核心概念，即"凑合利用"、"突破资源约束"和"即兴创作"。

资源拼凑也深受中国学者的广泛认可，研究成果丰富，研究内容包括资源拼凑的起源、概念、维度、过程、影响因素、作用机制、情景因素和影响结果等方面，而研究领域也逐渐拓展到其他研究领域,如知识管理、社会创业、创业学习、双元创新、商业模式创新等等。如方勇 et al. (2019) 认为资源拼凑本质上是看待和收集资源的特别方式，强调地是创造性地利用手头资源克服资源约束、进行价值创造的资源利用方式。在可利用资源有限的情况下，依据不同主体的资源需，集合所有资源，用一种资源替换组合中另一种资源，开发资源的新用途、新功能，克服资源的约束性。刘振 et al. (2019) 从社会创业研究视野中，论述资源拼凑的理论背景、3 个独特属性：手头资源、将就使用、资源重构。黄艳 et al. (2020) 通过阅读 78 篇英文文献和 69 篇中文文献，整理归纳了资源拼凑的起源、研究脉络与理论框架，并且建议中国学者要加强中国情境下的资源拼凑研究。

在关于资源拼凑维度的研究中，与组织学习理论有着紧密的联系。March (1991) 提出组织学习理论，主要包括探索型学习与利用型学习。他认为组织可以利用探索型学习与利用型学习对组织的内外资源、环境、机会进行整体性的了解。探索型学习指对超越企业范围以外新能力和知识的学习；利用型学习指对扩展、发现并利用企业内部知识的学习。Zhao et al. (2001) 将创业情境下的组织学习分为探索型创业学习与应用型创业学习两个部分。随着组织学习理论的发展，方勇 et al. (2019) 将其引入资源拼凑的研究领域，对资源拼凑的维度划分：利用式资源拼凑和探索式资源拼凑。利用式资源拼凑是高校在已有的行为和认知模式下，对身边资源加以利用；探索式资源拼凑强调重新探索现有资源的新特征和新用途。

综述可知，资源拼凑是连接机会发现与资源开发的纽带，体现了对资源用途的选择以及将资源用途视为发现、创造和开发机会的方法途径（于晓宇 et al.，2017）。因此，本研究中将资源拼凑界定为：资源拼凑是校企双方基于协同创新的目标，通过主体间协同互动，在协同行为的作用下，创造性地利用各类资源促进大学生创业能力提升过程。并采用方勇 et al. (2019) 划分维度：维度划分：利用式资源拼凑和探索式资源拼凑。

**4. 文献述评**

通过梳理文献发现，校企协同创新已经成为学界和社会达成共识的创新模式，但是从资源拼凑视域出发研究校企协同创新的文献还很少。总体来看，校企协同创新的研究还有不足，还存在研究的空间。一是从资源拼凑视角出发研究校企协同创新的理论研究较少，大部分学者还是主要集中在研究创业者的资源拼凑对企业绩效和创新绩效的影响等方面，未形成真正有价值的理论成果。二是中国情境下校企协同创新的研究不多，协同主体之间是是什么关系？合作的基础是什么？通过什么样的路径来实现协同创新的？能否构建中国情境下校企协同创新的机制都是亟待研究的内容。

本研究将从资源拼凑视角出发，在校企业协同创新过程中，高校和企业之间是什么关系，分别发挥了什么作用，如何利用资源拼凑理论让高校和企业间的创新资源活跃起来，跨

界流动，挖掘资源的新作用、新用途 、新组合，发挥最大效用提升创新能力，探寻两者之间协同创新的路径，探究校企协同创新机制。

## 研究方法

**1. 文献分析法**

本研究对已有的研究文献进行收集和整理,再此基础上追踪校企协同创新和资源拼凑的研究起源、发展现状、研究前沿等相关问题，从而探索校企协同创新中资源拼凑的作用机理。

此次研究过程中，为了能够尽可能全面、系统地收集与研究问题相关的文献，先利用 Web of Science 和 CNKI 数据库，将 "Collaborative innovation" " Cooperation between School and Enterprise" "Collaborative innovation" "resource bricolage" "entrepreneurial bricolage" "协同创新" "校企合作" "资源拼凑" "创业拼凑" 作为关键词进行文献检索，检索出 106 篇文献；然后重点从权威期刊，如《Academy of Management Review》《Academy of Management Journal 》等管理领域顶级学术期刊，《Journal of Business Venturing》《Entrepreneurship Theory and Practice》创新创业领域顶级学术期刊，CNKI 中经济管理类、创新创业类 CSSCI 来源期刊论文进行了筛选，选取了 11 篇英文文献和 27 篇中文文献进行深入阅读，接着对文献进行归纳梳理，整理归纳校企协同创新和资源拼凑的研究起源、发展现状、发展趋势以及一些相关的新兴的研究主题，为本文研究问题的深化和理论分析框架的建立奠定基础。

**2. 深度访谈法**

根据本研究的理论分析框架，结合实证分析结果，以广西壮族自治区的 19 所应用型本科高校校企协同创新的案例作为访谈对象，开展半结构式访谈，探索影响校企协同创新的具体要素，识别在校企协同过程中资源拼凑对大学生创业能力的作用效果，为后续的实证研究提供概念框架。通过对企业高管、高校技术合作管理人员、技术研发人员以及高校领导、创业主管部门负责人、专职教师等进行面对面访谈，对高校、企业两个协同创新主体进行深入分析，并搜集相关内部资料和档案信息，深化对校企协同创新现状问题的认识，并探索解决当前问题的研究框架。

## 研究结果

**1. 资源拼凑视角下校企协同创新的逻辑机理**

1.1 校企协同创新中资源拼凑的重要作用

依据资源基础理论，我们得知不同类型的创新资源进行互补融合或重新建构是实现协同创新的关键环节。资源拼凑可以高效地实现创新资源、要素的优化配置和高效整合，有利于释放高校和企业的人才、资本、信息、技术等创新要资源的活力，实现深度协同达成创新目标。赵兴庐 et al. (2016) 在研究中发现资源拼凑有助于企业提升机会识别能力和资源整合能力。吴亮和刘衡 (2017) 研究发现资源拼凑正向影响企业创新绩效。

对于校企协同创新而言，就是要破除高校和企业的创新壁垒，激发各种创新学习资源通过融合和重构，挖掘创新资源的潜在价值和未发现的用途，整合创新链中的知识创新和技术创新过程，就是激发创新链中的参与主体的资源来获得突破，或者整合主体间的大量冗余资源，进行探索式的拼凑突破原来的资源浪费，形成新的优势创新资源和竞争优势。这就正是资源拼凑发生作用的机制。因此，资源拼凑对校企协同创新具有内在意义。

在本研究情境中，资源拼凑发生在高校和企业之间的一系列协同创新活动过程中，高校和企业所具有的各类资源也是通过协同活动实现了流动、共享和重构。也就是说，资源拼凑发生的过程就是高校和企业深度协同互动的作用过程，而在这一过程中资源拼凑的方式可以影响协同行为的效果，最终影响资源的有效整合。

### 1.2 校企协同主体实现资源拼凑的动力基础

基于利益相关者理论，高校和企业可以通过实施积极的协同创新活动来提高利益相关者的利益，进而支持高校和企业获得更多的优势资源提高自身组织优势。这就很好的解答了高校和企业协同创新的动力基础：一是校企协同可以提高利益相关者的利益，实现优势互补和价值创造，达到"培养创新型人才，实现互利共赢"目标。校企协同创新可以大幅度提升高校科研成果的转化率，实现基础技术研究向产业化应用的转变，同时可以帮助企业突破"卡脖子"的关键性技术，提高产品和服务的科技竞争力；高校可以通过创新学习资源的流动而促进创新型人才培养，营造有利于创新的氛围，进一步推进科学研究和基础技术的研发。二是资源拼凑有利于打破高校和企业固有的资源约束或资源冗余，让不同类型的创新资源通过拼凑形成新的资源形态和结构，以最低的成本提高利益相关者的利益。资源拼凑过程中，企业借助高校的技术和人才资源，在不增加投入的条件可能就会实现产品和服务的创新，或更好的融资渠道，从而获取竞争优势，提升企业价值促；高校借助企业的平台、设备和资金优势，可以丰富创新创业教育资源，提高教师从业水平和学生参与创业的热情，创新人才培养模式，获得国家和社会、企业好评，从而得到更多的外界支持来帮助学生提升创业能力，比如得到更多的项目和资金支持。对于外部利益者的国家而言，企业的创新活动是社会经济发展的动力，高校的创新创业教育水平的提升可以为国家提供创新型人才支撑，大学生的创业行为可以带动科技发展水平，还可以带来就业岗位缓解就业压力。

### 2. 校企之间进行协同创新的实现路径

根据校企协同创新过程和特征来看，创新资源是高校和企业实现自身发展和协同创新的关键。校企协同创新中拼凑的创新资源是来自于协同主体内部的教学资源、实践资源、文化资源、社会资源中。而存在于创新主体之外的政策、平台等虽然也常被部分研究者称为"资源"，但是它们并不是被创新主体所拥有，但是却能被创新主体所利用，通过自身资源起作用。

Senyard et al. (2011) 在研究中发现，在创业领域中团队成员之间的关系紧密度正向影响资源拼凑，而且异质性越高资源拼凑的效果就越好。高校与企业之间的协同创新行为就属于异质性主体间的资源拼凑。参与协同的高校和企业为了实现创新目标，在国家创新政策的支持下，通过深度协同行为，促进各类创新资源的跨组织拼凑，满足大学生创业能力提升所需的教育资源的一系列活动的总和。从这个定义看，协同行为回答了参与校企协同的目标、对象和结果。一是协同行为的目标："培养创新型人才，实现互利共赢"，分析高校参与协同的目标就是促进科研成果产出、创新人才培养和获取外部支持等；二是协同行为对象：主体间的各类资源；三是协同行为的结果：促进各类资源获取、重组，实现资源的最大化价值，从而提升学生的创业能力。从协同行为的目标、对象和结果中界定校企协同行为的概念，发现校企协同行为在校企协同创新过程中资源拼凑发生在一系列的协同行为中。Banerjee 和 Campbell (2009) 在研究中发现,组织创造能力和协作能力有利于资源拼凑的发生。在资源拼凑的过程中，校企协同行为是协同主体行使创新能力的动态表征，直接决定了资源拼凑的结果。

**3. 校企协同主体间资源拼凑的影响因素**

3.1 创新政策

校企协同创新是提升国家战略能力的重要途径。基于利益相关者理论，Freeman (1987) 认为政府作为外部利益相关者，它可以推进校企协同达到预期成效，实现创新目标。一个组织的外部利益相关者也可以影响其实现组织目标，因为校企协同创新的效果会直接影响国家的科技进步贡献率和创新指数，具体表现为：一是校企协同有助于培养大学生的创业意识，进而实现创业带动就业。自新冠肺炎疫情以来，全球经济受到冲击，导致原本就存在供需矛盾的就业形势更加严峻，而通过校企协同活动，可以培养参与其中的大学生的创新意识与创新精神，提升他们的创业能力，进而提高大学生的创业成功率。创业不仅可以将科技创意转化为实际生产力，还可以创造新的市场和就业岗位，为更多大学生提供更高质量的就业。二是随着国际竞争的日益激烈化，创新在其中所占比重越来越高。芯片等"卡脖子"技术、碳中和都已经成为了影响整个国家的社会经济发展的重要因素，普遍认识到创新是一个国家兴旺发达的不竭动力。高校和企业必须担负起相应的社会责任，创新不仅是内在发展的驱动力，而且是国家发展战略的要求。

3.2 校园创新氛围

从组织层面来看，组织内部氛围会影响参与人员的工作效率。而资源拼凑是发生在单个组织内部或者多个组织之间的活动，那么组织内部氛围同样对对参与主体是否采取资源拼凑行为具有重要影响。Ferneley 和 Bell (2006) 研究发现,组织培育的信任文化可以激励员工开展资源拼凑行为。从创新链上来看，高校和企业在这个过程中涉及到不同来源、不同层次、不同结构资源的识别、获取和重构问题，必然会受到创业环境对其的调节。古家军和沈晓斌(2019) 在研究中发现，组织创新激励、组织支持、外在导向等创业气氛的建立更有利于提高资源拼凑绩效。

从个体层面来看，Man (2012) 研究发现，外部社会环境通过影响创业者特性、技能和知识等方面对创业者能力的形成发挥重要的作用。赵兴庐 et al. (2016) 发现：组织学习氛围越浓厚，越能激发员工的创新行动。大学生对创业能力的需求不是一成不变的，随着创业活动的不断发展，不同类型的商业模式、创业不同阶段对创业能力的要求都是不一样的，外部的环境主要是校园创新氛围对其有重要影响。李良成和张芳艳 (2012) 通过对 600 名在校大学生和毕业 2 年以内的大学生进行问卷调查，对所得数据采用因子分析法，得出结论：商务支持、金融支持、创业教育、配套措施、创业文化五个因子对大学生创业能力的提升有明显的拉动作用。由此可见，学校对创业的态度和支持对大学生创业能力的影响是显而易见的。和谐的校园创新氛围有助于引导大学生树立正确的创业价值观，激发学生的创业兴趣，锻炼创新思维，提升创业能力。

**4. 资源拼凑视角下校企协同的创新机制**

校企两大主体间资源的拼凑过程实际上就是两者通过建立深度的协作关系的协同创新的过程。通过整理文献发现，学者们普遍认为参与协同创新的单个主体都会面临资源匮乏、不足或者同质性强等资源约束问题，任意一个创新活动也不可能具备所有所需的创新资源，因此要想实现创新目标就需要获取外部的异质性资源或者优质资源。而向外部组织获取或交换资源的协同行为又会受到资源拼凑方式的影响，采用利用式还是探索式拼凑资源会直接作用于资源的整合效果，这就是校企协同创新中资源拼凑发生的过程。也就是资源拼凑是在校企协同创新互动的一系列行为过程中完成的，协同主体深度协同互动的过程就是资源拼凑发生的过程。那么资源拼凑就是搭建校企协同创新机制的关键环节，如图 1 所示：
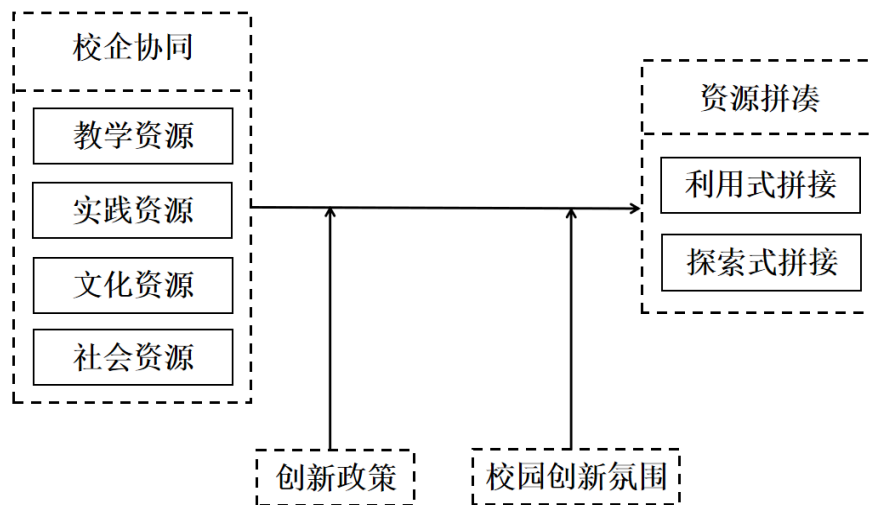
**图1：** 基于资源拼凑的校企协同创新机制架构

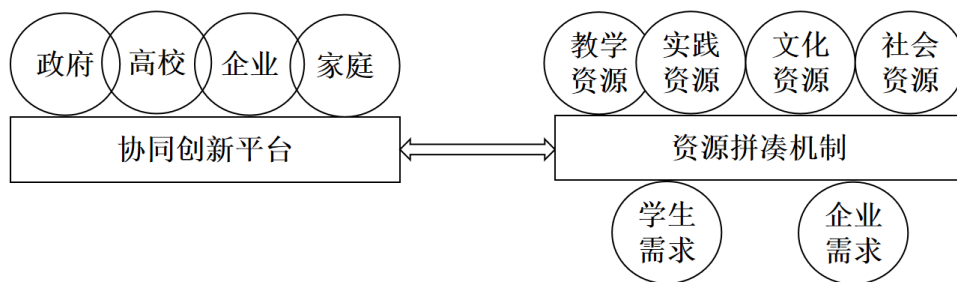通过利用式资源拼凑和探索式资源拼凑，校企协同行为将盘活教学资源、实践资源、文化资源、社会资源等各类资源实现创新，构建资源拼凑视角下校企协同创新机制，如图2所示：



**图2：** 开放式、集聚型校企协同创新体系架构

**总结和讨论**

本文通过回顾和述评基于协同创新和资源拼凑理论的研究文献，结合资源拼凑方式和协同创新相关情境因素，经过咨询相关专家、学者，分析了资源拼凑理论视角下的校企协同创新中创新创业教育资源价值实现机理。根据资源拼凑理论本身的特点和发展现状，后续研究可以在以下几个方面进一步深化。

一是研究范畴方面。以校企协同创新和资源拼凑作为单独变量的文献比较多，而且研究也比较深展开研究，两个变量放在同一理论框架进行研究的文献并不多，后续研究可以从管理学领域的资源拼凑"和教育学领域的"校企协调创新"关系入手，开展拓展学科交叉领域的研究。

二是研究方法方面。中国情境下校企协同创新的实证研究不多，因为难以具体量化，测量比较复杂，目前大多的研究都是基于理论层面探讨。如校企业协同创新的两大主体间资源

双向流动的交互过程是通过组织间的协同行为来实现的，还需要系统梳理协同创新和行为的概念和关系，重新界定协同行为的维度划分等，来丰富关于校企协同创新的实证研究。

三是研究系统性方面。尽管已有文献对高校协同创新的创新模式、影响因素、理论模型、运行机制、评价机制及实现路径等方面进行了研究，但总体研究还比较零散。比如校企协同创新的影响因素中，用创新政策来取代现有研究中政府政策、政府扶持、社会文化、外部支持等变量，将其引入校企合作领域是很新的思路，创新政策是对创新领域的扩展，值得继续深入研究。除此之外，校企协同创新过程中金融机构等中介平台的影响作用突显，在未来的研究中要考虑这些新型协同主体的作用研究。

四是研究视角方面。资源拼凑是创业领域的经典理论、创业模式，现有研究主要集中在研究创业者的资源拼凑对企业绩效和创新绩效的影响，还未有学者将资源拼凑用到创业教育研究中，值得继续深入研究。

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