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Policy

JCAS (Journal of China-ASEAN Studies) is an open-access, peer-reviewed bi-annual journal of China-ASEAN International College, Dhurakij Pundit University. It is the premiere forum for global researchers, teachers, policy makers, leaders, managers and administrators, interested in all aspects of Southeast Asian countries and China.

JCAS will publish two volumes in June and December annually, which aims to support and inform researchers, scientists, and scholars, administrators, educators, emerging and established researchers, and policy makers interested in all facets of business, education, tourism, and arts related to Southeast Asian countries and China through the publication of original research that advances knowledge, theory and practice in the field include, Thai-China, Business Innovation, Marketing, Business & Management, Finance and Accounting, Economics, Education & Teaching, Poverty in Education, Humanities, Arts & Design, Languages, Applied Science and Engineering and Social Sciences.

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JCAS aims to support and inform researchers, scientists, and scholars, administrators, educators, emerging and established researchers, and policy makers interested in all facets of business, education, tourism, and arts related to Southeast Asian countries and China through the publication of original research that advances knowledge, theory and practice in the field. *JCAS* publishes articles exploring concepts, strategies, approaches and issues related to China-ASEAN which contributes to theory and practice significantly and originally.

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- **Review article:** The manuscripts should be about 1500-3500. The manuscripts must include the current state of understanding on a particular topic about studies of Southeast Asian countries and China by analyzing and discussing research previously published by others

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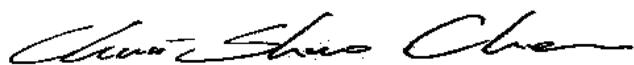
Dear Sir / Madam,

We are delighted to announce the release of the second issue of JCAS, Volume II. Despite the uncertainty, all JCAS members have remained dedicated to providing you with research that is relevant and impactful. In this edition, in connection with the ICBISS 2022 International Conference, we have gathered a number of outstanding articles to offer readers with valuable information.

Journal of China-ASEAN Studies (JCAS, ISSN (Print): 2730-4205), a double-blind, peer-reviewed academic journal sets to be published in June and December annually in Thailand, which is a new comprehensive and great journal addressing various fields of study including Future Workforce, Thai-China, Marketing, Business & Management, Wellness, Tourism, Hospitality, Leisure Studies, Information Technology, Finance and Accounting, Communication Arts, Economics, Education & Teaching, Humanities, Arts & Design, Languages, Applied Science and Engineering or so forth. This journal aims to provide a platform for scholars, practitioners and students to publish outstanding-quality conceptual and research paper bilingually (Chinese and English) based on both theoretical and empirical studies along with encouraging knowledge to be equally shared in the related fields as notably valuable academic contributions. JCAS, furthermore, serves as a leading platform, enabling readers to learn, communicate, and exchange pertinent knowledge pertaining to new studies and best practices.

JCAS is considered as a long academic journey and mission from nowhere in the past to somewhere at present. It, thus, without considerable efforts, sacrifices, contributions made by all related committee members, would never become a reality. The very first issue of the first volume of JCAS is officially published. Furthermore, we solidly sail and move towards the ultimate goal of being indexed in TCI 2, TCI 1, Scopus and SSCI or so forth. Once again, we'd extend our special thanks to all the authors who contributed and those who participated.

Your sincerely



Editor-in-Chief
Assist. Prof. Dr. Chun-Shuo Chen
Journal of China-ASEAN Studies

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Study on the Interaction between Regional Security Norms and National Form in Southeast Asia: An Intervention Cost Analysis

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Abstract

Normative research has always been a hot spot in international politics. Norms can not only drive the change of regional order, but also change the construction of national form in the region. Among them, ASEAN norms can be taken as a typical representative. ASEAN was established in the 1960s as a security norm practice in Southeast Asia, trying to change the cold war pattern in Southeast Asia after World War II. However, on the one hand, ASEAN norms established the form of sovereign states in Southeast Asia, on the other hand, they consolidated the relations among Southeast Asian countries in the pattern of the cold war. This paper attempts to start from the national form and security norms of Southeast Asia, and then explore the consequences of the evolution of the national form of Southeast Asia. Internally, ASEAN norms and the cold war pattern promote the stability of the national construction of Southeast Asian countries but limit their autonomy of free development. Externally, ASEAN norms ensure that its member states are free from the influence of major powers, so that Southeast Asia can form a security community. On the whole, Southeast Asian countries have experienced a series of processes from “colony” to “sovereign state”, and the interaction between Southeast Asian national construction and ASEAN norms has gradually played a role. This interactive process illustrates the characteristics of regional and national development in Southeast Asia and promotes the balanced strategy of ASEAN integration.

Keywords: ASEAN Norm, Safety Regulation, State Pattern

冷战时期东南亚区域安全规范与国家形态互动研究：一种干预成本分析

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摘要

规范研究一直是国际政治中的热点，规范不仅能塑造地区秩序，也会影响地区内国家形态的建构。其中，东盟规范可以作为典型代表，20世纪60年代东南亚国家联盟成立，作为一种东南亚的安全规范实践试图改变二战后东南亚的冷战格局。东盟规范一方面确立了东南亚主权国家的形态，一方面又稳固了冷战格局东南亚国家间的关系。本文试图从东南亚的国家形态与安全规范切入，进而探讨东南亚国家形态演变的后果。从内部而言，东盟规范与冷战格局促使东南亚各国的国家建构得以稳固，却又限制其自由发展的自主性。从外部而言，东盟规范确保了其成员国免于大国的影响，使东南亚能够形成一种安全共同体。整体而言，东南亚国家经历

了“殖民地”到“主权国家”的一系列过程，东南亚的国家建构与东盟规范的互动才逐渐发挥作用。这种互动过程说明了东南亚的地区与国家发展的特性，并推进东盟一体化的平衡战略。

关键词：东盟规范、安全规范、国家形态

1、绪论

规范始终是国际政治中的重要议题。早期理想主义主要追求的就是如何建立一个可以避免战争的国际社会。威尔逊的“十四点计划”揭示了道德、自由、民主等价值理念对于塑造和平的国际秩序的重要性，在此之后，多数国际关系学者开始着重于国际规范的研究。东盟作为东南亚地区一体化合作组织，主导着东南亚的政治、经济、文化等方面的秩序。根据建构主义理论观点，规则和规范在具有合法性的情况下使行为体认为它们有遵守这些规则的社会义务。换言之，一个合法的规则或规范有一个遵守推力 (compliance pull)。行为体可能会选择违反该规则或规范，但如果它保留了某种地位感 (sense of standing)，该规则或规范就能生存下去。遵守推力会导致违规行为体为自己的行为制定一种正当性策略 (justificatory strategy)。即使有人已经违反了它，它也会诱使行为体在未来遵守规则或规范 (Price, 2021)。本文采取该定义来检视东盟规范，东盟为了应对地区外的压力，建构了自身的规范。然而，东盟规范并非以正式制度为表现，因此对于东盟规范的讨论不绝于耳。本文所指的东盟规范综合了阿米塔·阿查亚对东盟规范和东盟方式的看法，将其定义为“一种以高度协商和共识为特征的决策程序，并自主、非正式和非对抗为基础的区域互动与合作过程，这种过程多用于不使用武力、和平解决争端、区域自主、集体自助等议题 (Acharya, 2001)”。针对东盟规范的研究目前大致可分为两类，一类是将东盟规范视为区域治理、地区主义的一部分，第二类是对东盟规范本身的研究。

在第一类研究中，主要关注的是东盟作为一个安全共同体是如何影响地区秩序。较早的研究如汉斯·英多尔夫 (Hans H. Indorf) 的《东南亚地区主义的障碍：东盟国家的双边障碍》，这本书以政治外交的双边出发，讨论了东盟发展过程中的双边障碍，但较少聚焦地区主义本身 (Indorf, 1984)。20世纪90年代后，诺曼·帕尔莫 (Norman D. Palmer) 的《亚洲和太平洋地区的新地区主义》可以算是地区主义的奠基之作，他将地区主义置于国际关系的研究议程中，并讨论这一表现是冷战后的一种潮流，同时他提出了“新地区主义”的说法，引起了广泛的讨论 (Palmer, 1991)。国际政治经济学的学者也对这一现象提出了看法，爱德华·曼斯菲尔德 (Edward D. Mansfield) 和海伦·米尔纳 (Helen V. Milner) 提出了“地区主义政治经济学”，将双层博弈的研究方法应用在地区主义研究中 (Mansfield & Milner, 1997)。比约恩·赫特 (Bjorn Hette) 等人编著了新地区主义研究五本系列书，梳理了全球地区主义的相关研究 (Hette, 1999)。埃罗·帕尔姆约基 (Eero Palmujoikei) 讨论了东南亚地区主义与全球主义互动的情况，涉及了经济、政治、安全等方面，并聚焦东南亚金融危机对欧亚关系的影响 (Palmujoikei, 2001)。上述学者分析了东盟作为地区主义的影响，但是缺乏对东盟规范与国家建构、国家安全之间的互动进行分析。

在东盟规范的研究方面，阿米塔·阿查亚 (Amitav Acharya) 以建构主义出发，讨论了东南亚的政治、经济与安全，并提出了“安全共同体”的概念。他认为认同和规范的建构使得东盟成为最成功的发展中国家地区组织之一 (Acharya, 2001)。肖恩·纳莲 (Shuan Narine) 与埃斯特雷利亚·索里顿 (Estrella D. Solidum) 的均以东盟为核心讨论了东南亚地区的政治经济历史变化 (Narine, 2002; Solidum, 2003)。色拉·伊斯顿 (Sarah Easton) 和理查德·斯塔布斯 (Richard Stubbs) 将新现实主义与建构主义的动力进行区分，并认为东盟的机制较为脆弱 (Easton & Stubbs, 2006)。川崎司以新自由主义的角度出发，认为东盟的形成原因是“集体利益

“所导致 (Kawasaki, 2006)。在东盟规范本身研究方面，马克·本森讨论了东盟方式的一些问题，有助于思考东盟规范的运行 (Beeson, 2009)。亚历克斯从和平学的角度讨论东盟安全管理的有效性和缺失，他认为东盟无法处理经济不景气导致的民族主义上升的问题 (Hsueh, 2016)。尼斯查克则认为东盟是一种规则共同体，而非身份共同体 (Nischalke, 2002)。上述学者从不同角度分析了东盟与东盟规范之间的联系，但缺乏对东南亚的不同时期安全规范的考察与东盟规范的传播动力的分析。

在国内研究方面，中国学者大部分聚焦于东盟地区主义的研究。肖斌的以理论与实证结合，讨论了东盟与欧盟互动 (肖, 2009)，但是较少理论、历史、现实综合的考察。王正毅以世界体系理论和国际政治经济学的角度，讨论了东南亚地区主义，并聚焦在地区主义“社会化转向” (王正毅, 1997)。赵晨和曹云华系统地考察东盟的运作方式 (曹, 2011; 赵, 1994)。王士录和王国平对东盟三十年的发展经历进行研究 (王士录与王国平, 2003)。廖少廉、陈雯、赵洪贺圣达、李勤、等人对东盟的地区经济合作进行了全面的讨论 (贺圣达与马勇, 1997; 李勤, 1999; 廖等, 2003)。韦民、王子昌、郭又新分别从民族主义、体系、利益观念和主权安全考察了东盟的地区主义 (王子昌与郭又新, 2005; 韦明, 2005)。中国台湾学者林若零则讨论了东盟形成安全共同体的政治、经济、社会等方面，认为东盟的形成是东盟经验虽然对共同体有着极大作用，但是东盟内部发展较为悬殊，东盟规范或遭遇瓶颈 (林若零, 2016)。卢光盛以国际政治经济学分析了东盟主导的地区经济合作。他认为东盟的经济合作有着特殊的规范与原则，目的在追求国家与地区利益 (卢, 2008)。李东纬则从治理的视角讨论了东盟区域化的现象，他认为东盟规范既尊重了个体的差异又实现集体的合作，以此推进了地区治理的方式对东亚共同体提供了经验 (李东纬, 2014)。郑先武综合考察东南亚的历史、理论与现实，为地区主义研究向区域间主义研究做出了贡献，并对区域研究前沿进行分析，他认为东盟规范更多是一种弱安全机制，但是这种机制是辅助与域外大国合作的强安全机制 (郑先武, 2009a; 2014)。刘舒天对东盟规范全面地研分析，并指出东盟规范的缺失为低制度性、过程导向和精英学习为主的表层社会化特点 (刘舒天, 2016)。江帆以理性主义的方式进行分析，他指出东盟规范的出现和改变是由于边际效益和效用最大化的追求所导致，东盟规范的作用有助于成员国间的政治联合与协调冲突 (江帆, 2013)。整体而言，国内学者弥补国外学者的研究的空缺，但是国内学者对于东南亚的分析缺乏对国家形态进行考察。多数学者将东南亚的国家形态视为相同的状态，而忽视了冷战的结构对东南亚国家建构的制约。

在国家形态方面，国家建构是 20 世纪六七十年代以来比较政治研究的核心概念，提倡重新重视国家研究的政治学分析框架。国家建构理论主要有内源型国家建构和外源型国家建构两个流派。内源型国家建构以查尔斯·蒂利为代表，这一派认为国家的形态是国家内部和社会互动的过程。外源型国家建构则以弗兰西斯·福山为代表，这一派认为国家的形态是因为国家学习外部的制度。然而，这些国家形态的研究都是以西方历史作为中心，并无法说明东南亚的国家形态的变化 (林华山与罗振建, 2019)。国内方面，任剑涛、张启威、黄其松、左光兵等人对国家建构中的要素进行讨论。任剑涛认为权力是区分古代国家与现代国家的指标，国家权力是否能受到限制是古代国家往现代国家发展的过程 (任, 2015)。张启威、左光兵认为国家的建构来自于国家行政能力，这种行政能力和国家能力的强弱进紧密关联 (张启威与左光兵, 2012)。黄其松则认为国家建构有赖于公民的授权，国家的制度、权力形成来源于公民的同意，因此公民必须对国家负起政治责任 (黄其松, 2010)。然而，对国家建构的争论始终没有定论。目前对于国家建构研究，仍缺乏与国际体系互动的研究。

综上所述，关于东盟的研究汗牛充栋无法全数回顾，不过仍然能发现东盟研究的大概趋势。先前研究集中在东盟的地区主义方面较多，但是对东盟规范研究较少。较少将国家形态与东盟规范结合分析，而这点却是探究东盟规范有效性的关键。目前学界也对东盟规范的效用看法不一，因此本文期望在前辈们的基础上，弥补现有研究较为忽视的环节，试图回答“东南亚地区的国家形态与东盟规范是如何互动，这种互动怎么使国家形态变化。

2、国际政治中的国家形态与安全规范互动

国际政治中国家形态一直是较为被忽视的方面，新加坡学者庄嘉颖在其《建国与国际政治》提出了外力干预与国家形态的模型。国家与国家形态是两个不同的概念，所谓“国家”，是指在特定地理空间与人口之中实行威迫力量的政治架构。凡是能影响这种政治架构运作的社会活动，国家都有权限制。国家权限程度，乃至这种权限实行方式，都取决于国家形态。所谓“国家形态”包含帝国、附庸国、殖民地、城市联盟、城邦和主权国家（庄嘉颖，2020）。判断国家形态的标准又可以从三个方面进行考察，分别是：“领土自治的程度”（territorial exclusivity）、“集权程度”（political centralization）、“外部自治程度”（external autonomy）。

“领土自治的程度”是指国家限制外力干预本土行政事务的能力。“集权程度”指政府将权力集中至单一、分层政治结构内的能力。至于“外部自治程度”则是指国家处理外交事务的能力（庄，2020）。当目标政体拥有极高的中央集权、外部自治、领土自治能力时，国家形态通常表现为主权国家与独立国家，则个别外力干预的预期机会成本极高，通常会选择放弃竞争、不干预；当目标政体高度中央集权、外部自治、领土自治时，国家形态通常表现为帝国，这时个别外力干预的预期成本较高，通常会与与其他外力共享对等介入、有限干预……以此类推，当目标政体的国家形态为城邦联盟、殖民地或者被并吞的状态时，个别外力可以对其完全干预（庄嘉颖，2020）。

表一 庄嘉颖：外力干预与国家形态模型

个别外力干预的预期 机会成本	阻止对手干预目标政体的方式	目标政体相对应的国家形态
极高	放弃竞争 不干预	极高中央集权、外部自治、领土自治（主权国家、独立国家）
高	与其他外力共享对等介入、有限干预	高度中央集权、外部自治、领土自治（帝国）
中	限制其他外力介入	中度中央集权、外部自治、领土自治（附庸国、邦联、城邦）
低	禁止其他外力介入	低度中央集权、外部自治、领土自治，或被并吞。（城邦联盟、殖民地、被并吞）

综上所述，本文认为自 16 世纪葡萄牙占领马六甲至二战后的四百多年里，东南亚地区安全规范由西方殖民国家主导，同时根据这一事实假定东南亚在这时的干预成本极低，国家形态大多属于殖民地的状态（刘念波，1999）。西方殖民国家多以世界帝国的形态呈现，从而造成东南亚区域安全规范与国家形态均被西方控制的情况。二战后，在国家形态方面东南亚国家试图将西方所传入的“民族国家”、“中央集权”等规范内化，推进了中央集权、外部自治、领土自治的成本上升。在安全规范方面，尽管东南亚国家努力争取，但部分国家独立后主权或是防务的归属仍非自身能掌控，因此国家形态与国际规范的互动呈现部分承认-支持部分不承认-

支持的情况。随着 1967 年东盟成立到涵盖整个东南亚地区，东南亚国家的自主性开始能够主导地区的安全规范，并确保国家形态的稳定。东盟以集体的力量促使整个东南亚在中央集权、外部自治、领土自治都属于高干预成本的状态，在国家形态与安全规范互动方面，东盟建构了“东盟中心”的规范与二战后东南亚国家主权独立的国家形态相互建构，逐渐呈现了整个东南亚承认-支持的情况，迫使域外大国外力干预的成本极高，无法有效左右东南亚政治秩序，确保了东南亚国家形态的稳定。如下表：

表二 国家形态-安全规范假设

时期	安全规范	国家形态	干预成本
19 世纪-1945 年	“均势”-势力范围	殖民地-附属国	低
1945 年-1959 年	“集体安全”-联合国	独立国家	中
1960 年-1966 年	区域一体化-东盟	独立国家	较低
1967 年-1997 年	东盟到缅甸加入	主权国家	高

3、1945 年之前的东南亚的国家形态与安全规范

自从地理大发现，欧洲人来到东南亚后，东南亚的地区秩序与国家形态都发生了翻天覆地的转变。二战前，整个东南亚经过西方 300 多年的殖民统治，其地区秩序的形塑基本已完成。东南亚国家大多数处于西方国家的“附属国”或者“被并吞”的状态。而西方的“均势”、势力范围等安全规范并不支持东南亚大部分国家的封建帝国的国家形态，而东南亚地区传统的封建帝国也不承认来自西方所谓的“均势”与民族国家的规范。最终便导致了大部分东南亚国家因战败而处于葡萄牙、西班牙等西方强国的殖民统治下，国家形态由封建帝国转变为附属国、殖民地。

首先，在中央集权方面，由于外部势力的入侵，大部分东南亚国家有原本中央集权程度极高的状态转变为中央权力被迫让渡的状态，中央政府的权力受到外部势力的影响；其次，在外部自治方面，作为殖民地，当时的东南亚国家并没有外交自主权，主导东南亚国家外交的基本是西方国家；最后，在领土自主方面，东南亚国家并没有能力阻止西方国家的殖民侵略，大部分国家都成为了西方国家的殖民地。不再完整的国家形态导致了干预成本的下降，这一时期东南亚安全与秩序的变动基本由西方国家掌控，而这反过来促使东南亚国家对安全规范的反对，试图瓦解安全规范与其支持的殖民地国家形态。

例如，1580 年由于西班牙吞并葡萄牙，共戴一君，形成垄断东南亚和美洲大陆贸易的霸权。为了打破这种独大的局面，英国与荷兰、东南亚的王国结盟，对葡萄牙和西班牙在东南亚的殖民贸易据点进行打击(霍尔，1982)。其次，1795 年，大革命中的法国为了扩大自身的力量进攻了荷兰，并在东南亚取代了荷兰建立法属巴达维亚，导致英荷结盟对抗法国，而英国也因此占领了原属荷兰的安汶和班达二岛(斯塔夫里阿诺斯，2006)。再者，1898 年美国为了扩展势力范围，同时避免美国在对外扩张中受到传统欧洲国家的制约，因此干预西班牙治下的古巴。最终，美西战争爆发，美国也在战后取得了菲律宾的主权，打破了由西班牙垄断美洲-太平洋贸易的局面(卡尔，2009)。这些涉及东南亚安全秩序变动的事件无一不是掌握在西方国家手中，也象征着东南亚国家无法掌控“外部自治”、“领土自主”、“中央集权”三方面的干预成本。

对于东南亚国家而言，摆脱殖民地国家形态与西方主宰的安全规范最直接的方式就是革命、抗争来提高干预成本，因此这时期的东南亚国家都陆续出现反殖民运动。例如，在越南，自19世纪法国殖民越南开始，就遭到越南不断的反抗。最早的抗法运动由当地土绅领导的勤王起义开始。1885年阮朝尚书尊室说为首的旧臣在顺化率先抗法，起义失败后又拥立咸宜帝向全国发出勤王檄文，标志着抗法勤王起义开始起义扩及全越南，1888年起义被镇压但许多零星的游击战仍持续进行(梁志明, 2010)，如1893年潘廷逢起义；安世农民起义。在缅甸，19世纪中叶以来数次的抗英运动以及20世纪初民族主义运动，都在追求改变缅甸的殖民地位。从1885年英国殖民缅甸后，英国先后派遣三名少将级将军率领4.5万名士兵，用了近5年时间，才将上缅甸、中缅边境、印缅边境的起义暴动全数镇压，反抗运动一直持续到1895年才逐渐平息(波巴信, 1965)。在印尼，由于地形破碎的原因，一直到1825年荷兰殖民当局采取了更为严厉的经济政策，1825年印尼才爆发了较大规模的蒂博尼格罗起义，且也彻底破坏了过去西方与当地土邦合作的情况。从国家形态与安全规范的互动来看，东南亚国家试图从“殖民地”国家形态向“主权国家”形态方向前进的变革过程中，引发了安全规范与国家形态互动由相互支持转变为相互反对，原本来自西方的“均势”、势力范围等安全规范不再被东南亚国家所接受，东南亚原殖民地国家开始通过起义、革命等手段进行国家形态的变革，进而逐渐提高外部势力对这一地区的干预成本。

然而，起义、革命等手段却依然无法改变干预成本低下的情况，导致大部分东南亚国家内部分裂为两派，一派认为与西方的关系可以采取合作的方式和平独立，另一派则仍试图暴力推翻西方统治完全摆脱西方枷锁，因此大部分的东南亚国家通过与西方合作的方式换取和平独立。在越南，1930年代由于大部分政治菁英相信殖民保守主义已经退潮，法国殖民当局开始和左派政党协商，并推动保障越南工人福利，改革政治分配等，法国承诺未来将承认越南独立。然而，这种承诺却只是法国的政治手段，并没有真正想让越南独立的打算(高夏, 2018)。在缅甸，1906年一部分知识分子成立“缅甸佛教青年协会”，他们试图以宗教的名义促进民族、语言、政治的团结并向英国提出对于缅甸殖民统治的改革，1930年代缅甸页不断出现民族运动，并提出“缅甸是我们的国家、缅文是我们的文字，爱我们的国家，尊重我们的文字”，并要求英国改善缅甸工人待遇(1983)。在南洋群岛，印尼则因地形破碎，民族主义尚有种族的色彩而非民族的认同，因此印尼仍与荷兰殖民当局进行合作来缺德荷兰对印尼和平独立的承认。

尽管二战前东南亚地区已经出现了国家形态的变革态势，并试图以此推动地区安全规范的转变，但大部分国家在国家建构与安全规范方面均无法自主，只能选择与西方殖民当局合作来取得和平独立。然而，从和平取得独立的实践来看，纵使东南亚国家积极与西方合作试图独立但成效有限，东南亚国家因而逐渐转向暴力的方式。由于“均势-势力范围”结构的制约，东南亚国家彼此没有自主权形成相互信任、合作的情况，反倒是受西方的殖民形成相互敌对的情况，从而导致东南亚国家逐渐朝暴力独立的方式前进。总体而言，东南亚的安全规范与国家形态互动符合假设，即二战前，由西方主导的“均势-势力范围”的安全规范结构与东南亚地区国家“殖民地”、“附属国”的国家形态相互支持，外部干预成本较低，东南亚国家只能被迫选择以合作的方式和平独立，随着二战结束东南亚国家自主性才逐步上升。

4、战后至冷战初期的东南亚安全规范与国家形态

二战后随着联合国的成立，世界不再以战争作为解决冲突的方式，对“独立自主”、“民族自治”、“集体安全”等原则的强调促进了东南亚的干预成本的快速上升。东南亚国家的自主

性一度得到了提升，推进东南亚地区的国家型态与安全规范朝正向运转。然而，在美国全面介入越战后，冷战的安全规范迫使东南亚干预成本再次下降，因而造成国家形态受制于安全规范的情况。

首先，在“外部自治”、“领土自主”、“中央集权”三方面，主权国家虽然成为东南亚新的国家形态，但是西方力量仍未完全脱离东南亚。主权归属的历史问题依然困扰东南亚的发展，东南亚国家试图建立中央政府来加强国族建设。例如，二战后法国与荷兰均试图重返东南亚，并保持某种程度对东南亚的控制。越南领导人胡志明在1945年9月已发表了《独立宣言》宣告越南独立，并于隔年召开第一届国民大会。面对法越双方的矛盾，两国在1946年3月进行谈判并达成协定。法国承认越南民主共和国，但是越南必须加入法兰西联邦并接受法国在国防上的保护。然而，新成立的越南民主共和国临时政府不希望这种情况发生，法越双随即爆发战争（梁英明与梁志明, 2005）。印尼方面，二战后苏加诺和哈达以印度尼西亚人民的名义宣布印度尼西亚独立，却遭到英国与荷兰的反对。在1945年10月荷兰重返印尼，并试图建立一个有自己掌控的印尼合众国导致荷兰印尼爆发冲突。战后双方签订林牙耶蒂协定 (Linggadjati Agreement)，荷兰承认印尼共和国，双方必须合作建立印尼合众国，该合众国必须加入荷印联邦 (Netherland-Indonesia Union)。然而，印尼并不愿意加入荷印联邦，荷兰也不愿意印尼完全独立，双方于1947年再次爆发冲突（李美贤, 2005; Bhattacharjee, 1976）。在缅甸，1947年1月英国与缅甸签订了《昂山-艾德礼协议》，英国承认缅甸独立，但缅甸必须加入英联邦，且英国要求继续由1935年法案，授权总督行政委员会来担任缅甸临时政府。该协议不被缅甸所接受，双方于1947年10月签订《吴努-艾德礼协议》，纵然缅甸无需再由总督行政委员会担任临时政府，但是仍必须加入英联邦并保留统治期间的法律和行政制度，同时缅甸与英国另立《英缅防御协定》主导缅甸的国防事务（姜帆, 2020）。

东南亚干预成本的上升，使其开始能拒绝西方国家安全规范结构下的干预行为。同时，东南亚国家以独立的国家政府与西方进行谈判进一步说明自主性的提高。东南亚的自主意识开始形成，试图建立一个排除西方影响的安全规范。1945年9月胡志明表达了建立一个“泛亚共同体”的愿望，其中包含了缅甸、泰国、法属支那、菲律宾、马来亚、印尼、菲律宾等国。1947年缅甸领导人昂山也表示将东南亚组成一个实体的远景，并在此基础上与中国、印度组建“亚洲联邦”（郑先武, 2009b）。1955年万隆会议上，印尼作为承办会议的东道主承担着引领第三世界国家自主性的重任，会后通过《亚非会议最后公报》，不但确立了东南亚议程自主性，更彰显以东南亚的群体优势发挥影响力打下基础（郑先武, 2015）。然而，由于外部冷战局势的影响，西方在很大程度上依然主导着东南亚安全规范。随着美国全面介入越战后，东南亚的干预成本又开始下降。美国的介入将冷战的安全规范引入东南亚，从而限制了东南亚国家型态的发展。东南亚被迫在安全规范上依赖西方国家，形成一种既属于西方势力范围又独立的“独立国家”。1952年美国国家安全委员会出台了《美国在东南亚的目标与问题方针》。同时美国国务卿杜勒斯的呼吁：“西方要立场一致防止共产党控制印度支那，要打造一个包含西方在内的集体安全体系”（郑先武, 2009b）。1954年在西方国家的推进下西方与东南亚国家签订了《东南亚集体防务条约》。其中内容将越南（南越）、柬埔寨、老挝纳入保护区，为美国介入越战的行动提供了合法性。面对来自西方以冷战为借口的不平等同盟关系，缅甸、印尼选择不参与任何区域组织，防止西方的安全规范干预获得独立的国家型态。

20世纪60年代，随着柏林危机以及越南战争的不断升级，象征冷战进入高峰期。美国为了加大对东南亚的干预，1960年中、苏两国加大对北越的战争援助以及南越在越战中的劣势使得美国决定直接介入越南战争。大部分东南亚国家在二战后获得了独立国家的地位，但在战

后仍旧受到西方安全规范的深刻影响，且尚未建立起统一的地区安全规范，冷战开始后更是成为两大阵营争夺的前沿地带。尽管这一时期的东南亚各国之间仍旧存在严重的不信任与地区争端，且地区安全规范由冷战格局主导，然而，冷战格局下地区内各个国家对于自身安全的担忧以及想要摆脱域外大国对地区安全事务干涉的愿望，使得东南亚各国开始试图构建自身的安全规范与机制。总体而言，这一时期的东南亚国家的安全规范开始逐渐由西方主导冷战两极安全格局转向东盟自身的“合作安全”等安全规范，推动着东南亚地区国家形态由形式上的“独立国家”向真正意义上的“主权国家”形态过渡。

首先，在领土自治方面，战后西方“新殖民主义”政策与东南亚国家的民族独立解放运动共同塑造着东南亚地区的安全规范。尽管大部分东南亚国家在战后取得了国际法地位上的独立，但仍无法摆脱原殖民宗主国的势力影响。20世纪60年代作为冷战的高峰时期，这一时期的东南亚国家呈现出明显的“弱国家”(weak states)特点，以越南战争为主要表现，越南的国家领土成为美、苏两大阵营的政治角力场，东南亚地区内的国家也逐渐分化为亲美派、亲苏派以及少数中立派，充当大国博弈的“排头兵”(宋, 2017)。其次，在集权程度方面，此时的大部分东南亚国家都处于内战或者军政府时期，战后的东南亚国家本身缺乏足够强大的社会政治凝聚力，殖民当局一手扶持的过渡政权普遍面临合法性危机，集权程度较低。最后，在外部自治方面，一些东南亚国家的传统殖民宗主国并未放弃对其外交权力的干预。1961年，由马来亚联合邦与新加坡、沙巴与沙捞越合并而成的马来西亚联邦成立后，英国与马来亚联合邦于1957年签订的《英马对外防御和相互援助协定》也扩大至独立后的马来西亚联邦，《协定》规定英国继续拥有在马来西亚地区驻军的权力，且可继续使用新加坡的军事基地，实际上是赋予了英国人治外法权。

然而，冷战格局下作为新独立的小国群体的东南亚国家在自身安全担忧下开始摒弃争端，寻求共识，试图建立自身的安全规范。与之前由帝国主义通过签订联合防御条约所建立的意识形态主导的反共军事同盟相比，这时期东南亚地区出现的区域合作组织已没有域外国家参与，完全由东南亚国家主导。合作目的也从国防、军事合作转为经济、社会和文化合作，标志着东南亚的政治结构逐渐进入了新的阶段。1961年，马来亚、菲律宾和泰国在马尼拉宣布成立三国合作组织，称为东南亚联盟(Association of Southeast Asia)。1962年“马菲印多”的第二次区域合作尝试，其背景是由于马来西亚与菲律宾关于沙巴的主权争议和印尼试图阻止马来西亚联邦成立，菲律宾希望建立一个包含菲律宾、文莱、新加坡、马来西亚等地马来人分布地的“大马来亚联邦”，反对英国在本地区的干涉(赵, 1994)。同时，文莱发生反对加入马来西亚的暴动，印尼政府也因反对马来西亚建立，从而宣布支持大马来亚联邦计划。1963年菲律宾总统马卡帕尔表示：“马来西亚不是按自决原则，而是殖民主义强加给东南亚人民的”(达尔, 1982)。尽管如此，三国最终仍在1963年7月达成协议，通过《马尼拉协调一致宣言》和《联合公报》，并规定三国就经济、文化、社会领域加强合作，为东南亚的稳定、和平和安全承担责任(考尔, 1978)。然而，各国政治信任的缺失导致这次合作的失败，我们仍可以看到，冷战格局下“防御性现实主义世界”结构依然影响着国家的行为。

从上述的国家形态与安全规范的互动，可以说明纵使二战后东南亚的国家形态发生改变，但是依然无法彻底根除西方在安全规范的影响。此外，由于东南亚主权国家的出现，致使国家形态与安全规范彼此出现冲突的情况，进一步推进东南亚自身联合的动机，试图建构东南亚国家形态与安全规范的状态。总体而言，二战后的东南亚国家的干预成本上升，导致国家形态与安全规范出现了冲突的情况。此时的东南亚国家试图打破旧的国家形态与安全规范的互动，并以自主的方式提升了东南亚的干预成本。纵使这时期仍有许多与西方争夺自主性的冲突，但已

经比战前的秩序更加稳定。可以说，二战后到 20 世纪 60 年代这段时间，东南亚地区原有的西方霸权国家“势力范围”的安全规范被不断排斥，联合国“集体安全”的安全规范与东南亚地区“独立国家”的国家形态开始相互支持，地区外部干预成本开始上升至中等状态。

5、冷战后期东南亚安全共同体与东盟规范形成

20 世纪 60 年代中期，随着东南亚局势放缓，特别是马、菲、印尼三国的关系的正常化，关于地区合作的问题再次成为关注的焦点。对于东南亚国家而言，要改善东南亚政治结构需要建立互信的关系，而这需要新的国际制度来推行来满足合作的刚需。在此背景下东盟建立意味着东南亚地区安全规范的转变，并带动着国家形态的变化，东南亚国家的自主性提高，成为真正意义上的“主权国家”，外部干预成本也随之提高。

在安全规范方面，1967 年东南亚国家联盟的成立及其扩大，标志着东南亚地区真正建立了以区域为中心的安全规范，并成功取代了大国殖民主义与冷战安全格局，成为该地区的主导安全规范。随着东南亚期望能够成为一个整体的呼声日益高涨，1967 年 8 月泰国外长塔那·科曼 (Thanat Khoman)、印尼外长亚当·马利克 (Adam Malik)、马来西亚副总理阿卜杜·拉扎克 (Abdul Razak)、菲律宾外长纳西绍·拉莫斯 (Narciso Ramos)、新加坡外长拉贾拉南 (S Rajaratnam)，在泰国曼谷签署了《东南亚国家联盟宣言》宣告东盟成立。各国领导人都表达了对东盟可以增进东南亚国家繁荣与和平的社会基础和强调东盟的安全自主性的期望，如 1966 年马来西亚总理东姑·拉赫曼 (Tunku Rahman) 表示：“我们.....认为.....对付.....威胁的最有效力量是东南亚国家联合起来，自己决定自己的未来”。泰国外长塔那·科曼 (Thanat Khoman) 也说：“.....我们要求自由，不想受任何人控制，不论其是大是小，我们不想依靠外部国家，我们想依靠是我们中的每一个人，我们努力解决彼此间的问题，我们不想被欧洲或是美洲，莫斯科或北京，以及任何其他人所决定” (王士录与王国平, 2015; Dahl, 1982)。东盟的成立，是东南亚国家在经历了战后的权力真空、大国的“新殖民主义”政策干预以及冷战格局影响后的第一次对于自主安全规范的建设，这一安全规范自建立以来不断支持着东南亚国家战后的“主权国家”形态建设，推动了东南亚地区内部的政局稳固以及外部干预成本的上升。有学者将“东盟规范”或者说“东盟方式”概括为“成员国同意限制使用武力来解决国家间争端”、“不干预主义”、区域自主以及协商取得共识等原则 (郑先武, 2009b)。而“东盟规范”的形成，主要是通过东盟成立后的几次代表性会议以及实践不断确立的。

东盟安全规范的最早确立，起源于对于东盟内部成员国冲突问题的解决。由于东盟成员国内部仍存在许多差异以及尚未解决的传统安全问题，东盟在 1972 年和 1976 年陆续通过了《和平、自由和中立区宣言》和《东南亚友好合作条约》来确保成员国间的合作，并试图以加强东南亚一体化的方式解决成员国之间的冲突问题。在《和平、自由和中立区宣言》就规定“该地区每一个国家尊重其他国家主权与领土完整”、“该地区不能用作国际势力斗争与冲突的战场”、“在重要问题上，东南亚国家应向大国提出集体看法”、“东南亚国家要设法和承担起责任，以确保它们之间的和平” (王子昌与郭又新, 2005)。在《东南亚友好合作条约》则规定“放弃使用武力谈判”、“互不干涉内政”、“用和平手段解决纷争”、“缔约国实行有效合作” (艾伦, 1981)。从上述宣言的内容可以看出，其共同点在于“非武力”“和平解决”成员国间的矛盾，显示东盟已逐步建立互信、互荣的机制，并将集体生存安全放在了首位。安全规范首先在正式条约内容上的确立说明东南亚已经出现了“更加规范的世界”结构雏形，同时国家合作不断向经济、文化等领域深化，地区安全形态也逐渐往“安全共同体”发展，并以自主的方式来协调与域外大国的关系。

在实践上，东盟规则的确立成功解决了印尼与马来西亚的领海问题、菲律宾与马来西亚的沙巴主权问题。在印尼与马来西亚的领海问题方面，1958年印尼在国际海洋会议上提出划定其范围的“群岛原则”，根据这一原则印尼的领海将可以拓宽66海里，包含了东马和西马间的广大海域。然而，在东盟成立后双方经过反复磋商最终在1981年达成协议，马来西亚承认印尼有东马和西马间水域的主权，而印尼则承认马来西亚在这片水域的自由航行权，同时“群岛原则”被所有成员国接受（王士录与王国平，2003）。在菲律宾与马来西亚的沙巴主权问题方面，自二战后菲马双方对沙巴的主权争执了20多年无果，但在东盟成立后，双方开始调整彼此的行为。菲律宾在马科斯总统上任后，在第二节东盟国家政府首脑会议上，主动放弃对沙巴的主权要求，并在1987年科·阿基诺总统时期删除了有关沙巴主权的内容，撤回了对沙巴的要求（郑先武，2009b）。

东盟规范真正成为整个东南亚地区主导的安全规范，是以东盟国家规模的扩大以及东盟国家开始以统一的东盟规范处理涉外关系的实践为标志的。从1984年开始，随着东盟的影响力逐渐增加，一些本来非成员国的东南亚国家也开始加入。在国家形态方面，东南亚安全共同体扩大并朝着“大东盟”的方向前进，尤其在提升干预成本方面，柬埔寨与缅甸问题的解决证明了东盟规范对非成员国一样具有安全规范效力，从而进一步提升了东南亚国家的干预成本。1978年越南大举入侵柬埔寨，并控制了柬埔寨大量领土，造成了对东盟规范的挑战。破坏了“和平解决争端”、“互不使用武力”、“不干涉内政”、“地区自治”原则，引起东盟国家不满与担忧。在处理柬埔寨问题上，东盟内部发生较大分歧。一派以泰国、新加坡等国为代表，认为由于现实安全问题，东盟规范需要调整，干预柬埔寨（李春霞，2017；刘舒天，2016）。另一派则以印尼、马来西亚为主，希望继续维持“地区自治”原则。以柬埔寨问题而言，若承认越南的侵略，则象征区域政治结构的倒退，可能退回到“防御性现实主义世界”。为了避免这种情况出现，1979年东盟外交部长召开一次特别会议，并发表声明几点原则：一，“东盟外长十分痛惜柬埔寨独立、主权和领土完整所遭受武装干涉”；二，“重申柬埔寨人民行使自决权过程不受外部势力影响或干涉的决定未来的权力”；三，“呼吁外国军队从柬埔寨撤军”；四，“敦促联合国安理会采取适当的措施恢复该地区的和平、安全、稳定”（Leifer, 1990）。随后，东盟开始推动柬埔寨王储西哈努克重建柬埔寨，经过东盟努力西哈努克同意参加由三方组成的民主柬埔寨联合政府（Coalition Government of Democratic Kampuchea, CGDK），同时东盟国家也展开对越南和柬埔寨的非正式会谈，试图以沟通的方式化解柬埔寨问题并使越南改变行为。1984年印尼和越南开始接触，印尼武装部队总司令奔尼·莫尔德尼（Benny Moerdanni）在访问完越南后表示：“印尼不认为危险来自越南”（江帆，2013；萧文轩等，2020）。1985年马来西亚和两个柬埔寨政府进行“毗邻会谈”（proximity talks）、1987年印尼和越南举行“鸡尾酒会”（Cocktail party），在通过东盟成员国的交流后，柬埔寨问题达成了某些共识。最终，在1991年巴黎会议上，东盟、联合国安理会、两个柬埔寨政府达成共识，和平解决柬埔寨问题（Narine, 2002）。在柬埔寨问题的处理中，东盟的“协商一致”、“和平解决争端”等规范已经能对非成员国进行影响，并协调东盟内部的分歧，在东盟规范的内容部分进行一定程度的调整。正如阿查亚所言，“东盟在柬埔寨冲突发挥的作用是以牺牲它所提出的地区问题地区解决的规范为基础的，尽管东盟能够在这种竞争中发挥孤立越南的作用，但是……东盟愿意政治解决冲突之前，东盟仍是全球层面事态发展的抵押品”（Acharya, 2001）。

东盟规范的又一次成功实践是缅甸问题，且在缅甸问题的解决过程中，东盟国家首次以“安全共同体”的身份为导向处理对外关系。1988年由于缅甸军政府镇压民主运动引起了西方的反感，美国取消了1600万美元的援助，并于隔年取消了关税优待。1997年美国克林顿政

府颁布 13047 号行政命令，要求美国公司减少新的对缅投资。1991 年欧盟也取消了与缅甸的国防合作，并对缅甸实行新的制裁。美国、欧盟和日本一致要求缅甸政府改善人权，并企图向东盟施压拒绝缅甸加入 (Acharya, 2001)。对此东盟内部也存在分歧，但是由于西方的制裁，以及担心以人权干涉内政的可能使东盟决定团结。在接纳缅甸的过程中，东盟采取“积极接触”的做法，要求缅甸军政府与反对派进行沟通，泰国也表示支持“积极接触”的做法。最终，缅甸政府与反对派达成共识，并于 1997 年东盟特别外长会议上与柬埔寨、老挝一起加入东盟(王子昌, 2011; 塞韦里诺, 2012)。如阿查亚所言，“东盟的积极接触不能被看做是严格的不干涉政策……它意味着对支持该政权一种特殊的干涉” (Acharya, 2001)。

不可否认冷战的两极格局在塑造东南亚国家地区冲突中起到了重要的影响作用，但是自 1967 年东南亚国家联盟建立开始，东盟的自主安全规范开始建立起来，并不断发展，逐渐取代西方新殖民主义。1991 年美苏冷战的结束以及巴黎会议上柬埔寨问题的顺利解决，实际上代表着东南亚国家外部安全结构束缚的消失与内部安全规范的成功建立，东南亚区域的安全结构发生了历史性的转变，也支持着东南亚地区“主权国家”形态的建立与稳定发展。首先，在领土自治方面，1984 年，文莱成为最后一个独立的东南亚国家，并在独立后迅速加入东盟，接受东盟安全规范，而东盟规范在沙巴主权问题、柬埔寨问题以及缅甸问题中的成功应用也表明了东南亚地区在新的安全规范下领土主权安全的提升。其次，在集权程度上，冷战结束后，东南亚国家基本都成立了民主制政府，集权程度进一步提升。最后，在外部自治上，随着东盟成立后影响力的扩大，东南亚国家越来越依托区域性组织的方式向国际发声，东盟也并不对各成员国外交权力进行约束，各成员国在保有外交独立的前提下，提升了区域内外对于东南亚国家的集体认同。

综上所述，从 1967 年最初的东南亚国家联盟成立一直到 1997 年缅甸问题解决以及缅甸顺利加入东盟，东盟以及东盟规范之所以能扩展影响力很大程度来源于东南亚对于区域和平、稳定的动力，东盟能在成员国间的传统安全问题发展出属于自己的一套安全规范，成功地固定为安全规范和国家形态稳定的结构，都证明了东盟的安全影响力扩大。此外，东盟的一体化也着实提高了干预成本，东盟也不再是一个单纯的区域合作机制，而是在国家形态与安全机制上发展为安全共同体，这些大体符合我们对这一阶段的假设。可以说，就是因为结构改变带动了安全机制的转变，进而影响国家形态的变化，东盟的冲突和不信任也因此快速减少。

6、冷战后期东南亚安全共同体与东盟规范形成

纵观三百年来东南亚地区的安全格局变动，可以看出由于该地区处于地缘战略要冲，极易受外部环境影响。在二战前，东南亚国家遭受了西方近三百年的殖民统治，其安全规范极度仰赖西方殖民宗主国的战略与外交关系。西方以“均势”为主导的安全规范使得东南亚地区成为延伸欧陆的权力斗争的领土，而非独立存在的区域或国家，干预成本极低。长久以来，东南亚地区国家整个政治结构处于安全规范与国家形态不断变动的状态，干预成本也并非是线性发展。从二战后到 20 世纪 50 年代末，西方无力再维持东南亚的权力，在联合国“集体安全”与“主权独立”的安全规范影响下，东南亚地区国家开始取得了国际法上的独立地位。然而，在西方传统的殖民宗主国“新殖民主义”政策与冷战的两极格局影响下，东南亚地区国家还无法形成自主的安全规范，领土主权、外部自治与集权程度都存在争议。随着外部环境改变，20 世纪 60 年代东南亚开始尝试由自身主导的安全规范，东盟和东盟规范逐渐成为了这阶段重要的特征，并影响着东盟最终走向涵盖东南亚的安全共同体。1967 年东南亚国家联盟成立后，东南亚国家的区域一体化进程不断发展，以“协商一致”、“和平解决争端”等为主要内容的东

盟安全规范在东南亚区域外的冲突问题解决中体现出的有效性以及在增强东南亚国家互信方面的独特作用使其逐渐取代了长久以来西方殖民主义安全规范在东南亚地区的主导地位。

冷战后期，长期笼罩在东南亚地区的安全阴影逐渐消散，为建立东盟地区安全合作提供了良好的契机，东盟规范与东南亚地区主权国家的国家形态呈现支持-承认的互动状态，东盟规范开始真正成为整个东南亚地区主导的安全规范。发展至今，尽管东南亚国家之间仍存在着不同程度的冲突与争端，东盟安全机制的碎片化以及弱机制化仍存在争议。然而，东南亚国家越来越呈现出“安全共同体”的结构特征，区域认同在东盟的理念与规模的不断扩大中被建构，东南亚国家的国家形态也不断稳固，干预成本提升，基本上在实质上摆脱了外部势力的干预，东盟自身的“协商一致”、“和平解决争端”、“区域自治”等安全规范也开始在南海争端等国际事件中产生外溢效应。

放眼当下，东盟国家在第十二届东盟峰会上提出的“东盟中心地位”的表述，是东南亚地区安全规范的又一次发展。东盟国家不仅将东盟规范局限于东南亚地区，且试图展现东盟在亚太格局乃至世界格局中的影响力，同时这一概念的建构仍包含着不受域外大国的战略干预的意义。特朗普在任期间提出的“印太战略”直接将东盟国家放在了其亚太战略构想的中心，试图呼应“东盟中心地位”的表述，将东南亚地区作为与中国在印太地区竞争的跷跷板，本质仍是将东盟放置在“选边站”的战略困境中。因此，随着中美竞争在印太地区的不断拓展，东南亚国家如何坚持自身在国际参与上的独立自主、以及东盟国家的团结一致，将成为后冷战时代东南亚区域一体化发展的题中之义。

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The Influence of Anchor Characteristics and Information Quality on Brand Loyalty: Exploring the Effects of Cognitive Needs and Brand Attachment

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Abstract

With the development of network technology, the sales method of live streaming has emerged, and the new marketing model has brought consumers a more attractive shopping experience. As the core consumer group, college students are naturally valued by businesses and scholars in this field. Therefore, this study uses the method of literature research to extract the factors that can affect consumer brand loyalty, and collects data through online questionnaires, and adopts the method of empirical research to analyze the characteristics of anchors and the quality of platform information in the live broadcast environment. Brand loyalty to consumers can have a greater impact, which is also the key research question proposed by this study. A total of 312 questionnaires were returned in this study. In the conclusion part of the research, the adjustment of cognitive needs between anchor interactivity and brand attachment in each variable is not significant, and the rest of the hypotheses are supported, among which the interactivity among anchor characteristics has the greatest impact on consumer brand loyalty. The ideas and conclusions put forward in this study lay the foundation for future research in this industry, and put forward suggestions for future research scholars in this industry.

Keywords: Anchor Features, Information Quality, Brand Attachment, Brand Loyalty, SOR theory

主播特征及信息质量对品牌忠诚度的影响：探讨认识需求及品牌依恋的效果

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摘要

随着网络技术的发展，出现了直播带货的销售方式，全新的营销模式给消费者带来更具吸引力的购物体验，大学生作为核心消费群体自然受到商家和该领域学者的重视。因此本研究采用文献探讨的方式提取对消费者品牌忠诚能够产生影响的因素，同时通过网络问卷来收集数据，采用实证研究的方法，分析出在直播带货环境中主播特征和平台信息质量哪一个对消费者的品

牌忠诚能够产生更大的影响，这也是本研究所提出重点研究问题。本研究共计回收问卷 312 份。研究结论部分，各变量中认识需求在主播互动性和品牌依恋之间的调节不显著，其余假设均得到支持，其中主播特征中的互动性对消费者品牌忠诚的影响最大。本研究提出的思路和结论为今后该行业研究奠定了基础，并且为今后的研究学者在该行业研究提出了建议。

关键词：主播特征；信息质量；品牌依恋；品牌忠诚；SOR 理论。

1、研究背景与目的

根据对以往学者的研究进行总结，本研究发现，在直播带货场景下主播表现和消费者对平台的信任水平都能够对消费者最终是否购物以及是否能够形成忠诚产生影响。王彤（2020）在研究中表示，不断发展的互联网络技术为直播平台的发展奠定了基础，在直播带货中应该关注直播内容对消费者购买意愿的影响。赵梦媛（2016）认为网络直播是一种新兴的具有高度互动性的视频娱乐方式。秦芳（2019）提到目前的直播带货中，主播展示的直播内容能够影响消费者的情感支持，最终互动性将对消费者的购买行为产生最大的影响。孟路等人（2020）也在研究中证明，不同类型的主播和直播类型能够影响到消费者的决策，其中影响最大的是主播的技能型和互动性。王彤（2020）在研究中阐述了在直播中，主播的专业素养对消费者品牌忠诚能够产生积极影响。除了主播本身的因素，更应该考量消费者对于平台所提供的信息质量看法，平台提供的信息质量不同，消费者采取的态度也会有所差别。李存超（2014）发现当平台提供的信息质量水平达到了消费者的预期的时候。消费者能够展现出更强烈的购买意愿。陈蕾（2016）也表示平台对消费者传递的信息能够影响消费者自身态度的形成。Thomson (2005) 指出消费者品牌依恋能够影响到消费者的重复购买以及溢价购买行为，而溢价购买证实消费者品牌忠诚的体现。陈虹（2018）提出当消费者信任平台提供的信息的时候，他们会通过各种方式表达自己的品牌忠诚。胡建（2019）也在研究中表示，消费者享受到的品牌体验将影响消费者品牌依恋，最终影响消费者品牌忠诚的形成。尚鹏飞（2021）消费者对于信息质量是否认同能够影响消费者对品牌的忠诚。范晓屏等人（2013）通过实证研究发现，在互联网场景下不同认识需求的人接受到的信息，受到的影响程度是不同的。具备高认识需求的消费者更愿意针对信息花费自己更多时间和精力进行分析（王建亚，2021）。SOR 理论是本研究建立理论框架的重点理论支撑，Zeithaml (1988) 对 SR 理论进行了深入探讨，总结出了 SOR 理论。在 SOR 理论中，S 代表刺激，O 代表机体，R 则是反应，理论重点在于解释人类接受到外部信息等刺激后做出的生理和心理反应，最终反映在人类的具体行为上。

结合以往研究，学者们将主播带货场景下的研究限定在对消费者购买意愿的影响，同时并没有人真正分析消费者究竟是因为主播特征还是平台所提供的信息质量让他们购买产品，因此本研究的理论意义在于发现消费者态度受影响因素的大小，同时建立主播特征和信息质量进行考量，在 SOR 理论模型下分析出究竟是哪一个因素对消费者态度的形成产生的影响更大，正好填补了目前中国这方面研究的空缺。

结合以上内容，本文研究动机与目的分为以下三点：第一点，通过对以往学者研究结论和目前直播带货的现状进行分析，提取直播带货场景下全日制中国大学生群体品牌忠诚形成的影响因素；第二点，以 SOR 模型和精细加工可能性模型为理论基础，构建以主播特征和信息质量为自变量，消费者品牌忠诚为因变量的研究架构，研究出对消费者品牌忠诚影响最大的因素是什么；第三点，通过发放问卷的方式收集数据，样本对象为中国就读全日制学历的大学生，验证本研究提出的假设以及影响水平高低，为商家或厂商在今后的经营中提供参考。

因此结合本研究的目的和 SOR 理论, 将建立主播特征和信息质量为自变量, 品牌依恋为中介变量, 品牌忠诚为因变量, 认识需求为调节变量的模型, 反映在 SOR 理论中, S 代表“刺激”, 即本研究的主播特征和信息质量, O 为“机体”, 代表的是品牌依恋, R 是“反映”, 代表的是品牌忠诚。

2、文献探讨与研究假设发展

2.1 主播特征和品牌忠诚的关系

陈倩月与余明阳 (2015) 表示电子商务中平台和消费者之间的互动性能够对消费者品牌忠诚产生积极的正向影响。黄敏学等人 (2015) 通过研究发现, 不同的互动体验能够影响消费者行为和消费者品牌忠诚的产生。王彤 (2020) 表示电商直播过程中, 包括主播的互动性、优质内容和意见领袖等均会对消费者品牌忠诚的形成产生正向影响。刘千越等人 (2021) 提到提高主播的专业素质能够有效增加直播带货商业效果, 促进产品的销售, 同时能够对消费者态度形成产生积极影响。孔欢欢与张月莉 (2021) 则认为, 在直播带货场景下, 应该根据不同的产品选择不同的主播, 因为每一名主播都有自己擅长的领域, 更加精准选择能够有效帮助消费者品牌忠诚的形成。基于上述本研究提出假设 1 如下:

H1: 主播特征对品牌忠诚具有正向的影响

H1a: 主播特征中的互动性对品牌忠诚具有正向的影响

H1b: 主播特征中的专业性对品牌忠诚具有正向的影响

2.2 信息质量和品牌忠诚的关系

Kim et al. (2008) 证明了信息质量水平对消费者的行为影响在互联网环境中同样适用。赵卫宏与王东 (2013) 表示, 系统信息源于信息的可靠性和便捷性, 这两者能够帮助消费者更清楚了解产品的特性, 通过让消费者进入社区陷入而产生品牌忠诚。陈虹 (2018) 表示消费者如果信任平台为他们提供的信息, 那么消费者会通过购买商品和追踪物流等方式表达他们的忠诚方式。辛璐琦与王兴元 (2018) 表示, 平台的信息质量通过消费者情感价值对消费者品牌忠诚产生正向影响, 高信息质量能够提高消费者的情感价值, 最终提高消费者对品牌的忠诚。也有学者通过研究证明, 只有顾客对平台产生高度的信任, 才会长期在网络平台直播中购买和消费 (华进, 2021)。Amine et al. (1996) 也说过具备品牌忠诚的消费者会通过各种方式和品牌保持亲密的联系, 并且进行积极的口碑传播。影响消费者品牌忠诚产生的不是消费者的满意度, 而是消费者对于信息质量水平的认同, 以及消费者对平台的信任。因此基于上述本文提出本研究的假设 2 如下:

H2: 信息质量对品牌忠诚具有正向的影响

2.3 主播特征和品牌依恋的关系

刘忠宇等人 (2020) 将主播的专业性分为三个方面, 分别是内容产出、赋予含义和选品能力。在直播带货环境中, 消费者和观众能够和带货主播进行即时互动, 那么这个时候他们之间的关系和互动已经对比传统营销模式得到了加深。强烈的品牌依恋往往是建立在双方的互动基础上的(姜岩、董大海, 2009)。梦非 (2012) 指出, 提供信息的人展现出来的互动性、专业性都会影响消费者的购买意愿, 这种意愿包括溢价购买。当互动中传递的信息激活了消费者自我效能和感知有用性时, 消费者会形成对品牌的依恋。方超 (2018) 指出, 主播展现的专业程度

将影响消费者态度的产生，能够促进消费者依恋的形成，引导消费者进行商品购买。韩箫亦（2020）在研究中提出，主播所展现出来的专业素质能够影响消费者意愿的形成，帮助消费者的购买意愿形成。

而主播本身的专业性更加能够支撑消费者或者观众的信心，他们大部分消费者更加愿意相信更加具备专业性的主播。消费者更愿意向专业人士咨询购买意见 (Bansal & Voyer, 2000)。沈宝钢（2020）提到，增加主播的专业水平和加强对主播的监管，对消费者积极态度的形成将产生重要作用。刘军跃（2020）则通过对消费者行为的研究发现，主播的意见将通过消费者对主播的专业认可影响消费者的态度，对消费者购买意愿具备一定能够的导向作用。董超（2021）的研究中发现，主播自身具备的个人表现能力和专业素养能够对消费者的购买意愿产生积极影响，增加消费者的购物满意度，最终能够影响消费者品牌依恋。基于以上文献，本研究提出假设 3 如下：

H3：主播特征对品牌依恋具有正向的影响

H3a：主播特征中的互动性对品牌依恋具有正向的影响

H3b：主播特征中的专业性对品牌依恋具有正向的影响

2.4 信息质量和品牌依恋的关系

消费者在直播带货这种全新的营销模式没办法和厂家或者经销商进行直接的沟通，因为存在这种信息的不对称性，消费者需要通过观看不同直播来对品牌进行了解。王高山等人（2014）在研究中表示平台的信息质量水平能够对消费者态度的形成产生积极影响，当平台提供的信息质量得到了消费者的认可，那么消费者愿意采信平台提供的信息，促进消费者购物。董晓舟（2015）通过研究发现，平台购物提供的信息质量水平能够正向影响消费者品牌依恋，信息内容的真实性、全面性和及时性能够反映出信息质量，同时对消费者积极行为的产生具有正向作用。魏利平（2020）通过实证研究得到结论，消费者获取的信息质量水平将对消费者品牌依恋产生积极的正向影响，因为高质量的信息能够促进消费者和品牌之间的融入程度，同时消费者对品牌的涉入程度在信息质量和消费者品牌依恋之间起到了中介作用。魏利平（2020）还证明了高质量的信息会强化消费者和品牌之间的联系，促进消费者对品牌的信任，构成消费者和品牌之间的情感联系。根据上述内容，本研究提出假设 4 如下：

H4：信息质量对品牌依恋具有正向的影响

2.5 品牌依恋的中介作用

徐景（2011）认为品牌依恋能够在品牌危机对品牌忠诚的影响中起到中介作用。高翔（2012）通过对品牌忠诚进行深入研究，证明了品牌依恋在框架中的中介作用，也证明了消费者行为中品牌依恋到品牌忠诚的作用机理。高翔（2012）认为消费者品牌忠诚的产生主要是消费者品牌涉入，帮助消费者品牌依恋的形成，最终影响到消费者品牌忠诚的产生。周孝宇（2017）表示平台提供的信息质量水平和消费者对平台的整体信任水平对消费者行为具有积极作用，能够有效帮助消费者态度的形成。陈国平等人（2018）在针对消费者品牌感知对品牌忠诚的研究中发现，品牌依恋在其中能够发挥中介作用。秦芳（2019）也表示，消费者在观看直播的过程中，有效互动和主播的专业素质能够影响消费者的购买意愿，促进消费者积极态度的形成，可以让消费者愿意和品牌保持长期的关系。基于上述本研究提出假设 5 如下：

H5：品牌依恋在主播特征和信息质量对品牌忠诚的影响中具有中介作用

2.6 主播特征、信息质量、品牌依恋和品牌忠诚之间的关系

王高山（2014）表示平台提供高水平的信息，能够有效帮助消费者态度的形成，消费者会因为对品牌的信任而产生购买行为。方超（2018）证明了更具备专业性的主播，在消费者购物后更容易形成品牌依恋。在主播特征对品牌忠诚的文献中，王彤（2020）明确表示直播内容的优质内容和主播的互动水平能够促进消费者之后的品牌忠诚形成。孔欢欢与张月莉（2021）也表示主播展现出来的互动水平和专业水平如果得到消费者的认可，那么消费者就愿意溢价购买，反映在消费者身上就是品牌忠诚的形成。信息质量对品牌依恋的影响研究中。魏利平（2020）通过实证分析得知，消费者获取到的信息质量水平能够对消费者品牌依恋的形成产生积极正向作用，因为高质量的信息能够促进消费者的信任水平，让他们愿意和品牌保持长期的关系。品牌依恋对消费者最终的行为会造成正向影响，比如说重复购买、溢价购买等(Thomson et al., 2005) Dick & Basu(1994) 指出消费者溢价购买就是品牌忠诚行为的体现。也有学者提出，消费者和组织或者品牌之间的情感联系在建立忠诚的过程中起到了重要的预测作用(Yim et al., 2008)。上述内容证明了品牌依恋对品牌忠诚的影响。因此本研究提出假设 6 和 7 如下：

H6：品牌依恋在主播特征对品牌忠诚的影响中具有中介作用

H6a：品牌依恋在互动性对品牌忠诚的影响中具有中介作用

H6b：品牌依恋在专业性对品牌忠诚的影响中具有中介作用

H7：品牌依恋在信息质量对品牌忠诚的影响中具有中介作用

2.7 认识需求的调节作用

范晓屏等人（2013）通过以认识需求为调节的消费者行为研究发现，尽管网站吸引力和互动性能够影响消费者积极态度的形成，但是具备不同的认识需求的消费者受到的影响程度是不同的，具有高认识需求的消费者在接受到信息后会对信息进行加工，在态度形成上和不具备高认识需求的消费者具有一定的差异。甘哲娜（2016）在研究中说明，在网络在线场景下，不同的认识需求的消费者具有不同的涉入程度，不同人数需求的人会产生不同的消费态度。不同认识水平的消费者面对信息的处理情况具备差异，同时对消费者购买意愿也会形成差异（侯海青与龚雅静，2021）。王建亚等人（2021）通过对消费者消费习惯的研究发现，具备高认识需求的消费者更愿意花费更多的精力和金钱对自己的需求进行付费。同时该学者也证实了具备高认识需求的消费者会采取中枢路径对信息进行加工，这一类消费者会积极主动寻找相关信息对自己接收到的信息进行分析，并且在过程中理性思考。因此本研究提出假设 8 和 9 如下：

H8：认识需求在主播特征对品牌依恋影响中起正向调节作用

H8a：认识需求在互动性对品牌依恋影响中起正向调节作用

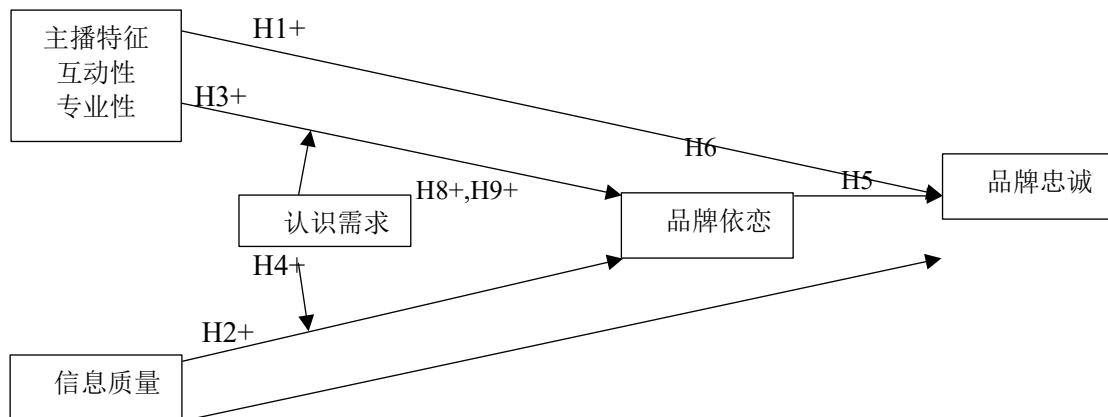
H8b：认识需求在专业性对品牌依恋影响中起正向调节作用

H9：认识需求在信息质量对品牌依恋影响中起正向调节作用

3、研究方法

3.1 研究框架

根据前文提到的研究背景、动机和假设，结合 SOR 理论作为基础，设计研究框架如下：主播特征和信息质量为自变量，品牌依恋为中介变量，品牌忠诚为因变量，认识需求为调节变量。



注：(+) 表示正向影响

图 1 研究框架图

3.2 变量操作型定义和衡量

该部分将归纳以往学者对变量的定义，并且结合本研究的实际情况，对本研究的变量提出新的操作性定义。“互动性”量表参考了 Etemad (2016)的交互性量表，共有 4 个题项。“专业性”借鉴目前已经成熟的梦非 (2012) 的量表，结合本文实际情况进行改进，共计 4 个题项。“信息质量”借鉴目前已经成熟的 Kim *et al.* (2008)的量表，共计 7 个题项。“品牌依恋”结合 Kevin (2001) 和 Thomson (2006) 成熟的量表进行改进，共计 6 个题项。“品牌忠诚”结合 Yoo and Donthu (2001) 提出的量表，共计 4 个题项。“认识需求”采用 Cacioppo *et al.* (1986) 较成熟的量表，共计 4 个题项。本研究将采用李克特五点量表进行衡量，1 表示非常不同意，5 表示非常同意。

表一 变量操作型定义

变量	定义	来源
互动性	直播中消费者能够通过带货主播展示的直播内容获取品牌信息，同时可以和带货主播进行高效及时的互动来了解品牌相关信息。	熊晓元 (2014)
专业性	带货主播在带货的品牌相关领域具有一般观众不具备的专业知识，其中包括对品牌相关领域具有一定的知识储备和专业能力，同时在该领域中该主播具备一定的领导地位和带货经验。	梦非 (2012)
信息质量	平台提供正确，可靠并且能够满足消费者购物需求的信息，使消费者感到满意。	秦芳 (2019)
品牌依恋	消费者和品牌之间的情感联系，消费者会觉得这个品牌不仅仅是一个品牌，而是让自己沉迷的东西，消费者对该品牌能够一直保持热情和期待。	高翔 (2012)
品牌忠诚	消费者在众多品牌中会认为自己喜欢的品牌是自己的首选，消费者在网络购物中也会对自己喜欢的品牌进行溢价购买。	Dick and Basu (1994)

认识需求 消费者在接收到信息后,因为个人知识水平和逻辑判断能力的不同而对信息采取的不同态度,高认识需求的人群更愿意对信息进行思考并且从思考中获取满足。 张梦雅与王秀红 (2018)

资料来源: 本研究整理

3.3 抽样方式和研究方法

因为本研究的研究群体具备显著特征,因此采用判断抽样的方式 (Roger, 2016) 主要是研究者根据自己的研究目的进行判断,针对目标人群进行访问,具有资料回收率高等优点。在问卷数量上,吴明隆 (2010) 提到研究中的样本数量应该保证在问项的 5-10 倍。因此根据测量题目内容和数量,因为本研究题目共计 29 题,因此最终回收至少 290 份有效问卷进行统计软件分析 (吴明隆, 2010)。在本研究初步发放问卷阶段将发放 500 份问卷。每一个变量将至少保证 3 个问项,为了内部一致性结果最好,本研究将采用李克特 5 度量表进行测量 (Symonds, 1924)。1 表示“非常不同意”,5 表示“非常同意”,同意程度依次递增。本研究借助秦芳 (2019) 的研究,对无效问卷的判断标准包括: (1) 问卷漏题过多; (3) 填写问卷时间不超过 3 分钟; (3) 同一个 IP 下的问卷; (4) 不符合研究对象特征的问卷。

本研究将采用文献综述、问卷调查和实证分析的方式,做到研究结果的客观性。本研究将通过 Cronbach's α 系数判断样本一致性,通过 AVE 和 CR 判断模型聚合程度以上标准全部达标后进行下一步检验,分别是相关性分析、回归分析、中介和调节作用分析,中介作用主要采用 BootStrap 检验,观察回归系数 95% 置信区间是否包含 0,而调节作用主要观察变量之间交互项是否显著。以上检验全部完成后得到本研究的结论。

4、 实证分析

4.1 数据回收

本研究通过问卷星平台发放问卷,回收 425 份。然后通过制定的筛除标准对无效问卷进行筛除,最终得到有效问卷 312 份,有效问卷率 73%,具体筛除标准参考了秦芳 (2019) 的研究: (1) 问卷漏题过多; (3) 填写问卷时间不超过 3 分钟; (3) 同一个 IP 下的问卷; (4) 不符合研究对象特征的问卷。在有效样本数据中,男性共 154 人,占比 49%,女性 158 人,占比 51%。年龄段上 18-22 岁居多,共 207 人,占比达 66%。

4.2 可靠性和有效性分析

根据对数据进行可靠性分析,主要采用 Cronbach's α 系数进行判断,本研究各变量的 Cronbach's α 系数均高于 0.8 (互动性为 0.891, 专业性为 0.896, 信息质量为 0.894, 品牌依恋为 0.899, 品牌忠诚为 0.833, 认识需求为 0.892),说明了各变量具有较高的可靠性和内部一致性 (Fornell & Larcker, 1981)。同时为了保证模型拟合程度,本研究同时通过 Amos 对模型进行拟合验证,对变量进行两两交互后得到结论如下:发放自由度 $1.250 < 3$, $RMSEA = 0.028 < 0.07$,根据 Hair et al. (1998) 的标准, $CFI = 0.983$, $TLI = 0.981$, $NFI = 0.919$,以上均高于 0.9。说明了模型拟合程度较好,可以接受。聚和效度上,各变量 AVE 高于 0.5, CR 高于 0.7, 模型具有良好的聚和效度 (Formell & Larcker, 1981) 在区分效度上,如果某变量的 AVE 平方根大于该变量与其他变量之间的相关系数,且均呈现该现象,说明具有区分效度,因此从表二看,各变量对应的 AVE 平方根均高于各变量与变量之间的相关系数,说明本研究变量之间具有良好的区分效度。

胡荣 (2021) 表示相关性分析主要是用于研究定量数据之间的关系情况, 该方式可以判断变量之间是否有关系, 关系紧密程度情况等, 根据表 2 看, 各变量之间均在 0.01 水平上呈现正相关, 变量之间的相关性得到了基本验证。

表二 区分效度和相关性

	互动性	专业性	信息质量	品牌依恋	品牌忠诚	认识需求
互动性	0.819					
专业性	0.07***	0.825				
信息质量	0.07***	0.085***	0.742			
品牌依恋	0.063***	0.071***	0.078***	0.775		
品牌忠诚	0.079***	0.09***	0.085***	0.075***	0.748	
认识需求	0.065***	0.082***	0.084***	0.076***	0.077***	0.825.

注: *: $p<0.05$; **: $p<0.01$; ***: $p<0.001$

4.3 假设检验

本研究将会采用回归模型的方式进行假设验证, 在加入控制变量的基础上验证本研究提出的假设。根据表四的 M4 到 M9, 主播特征的互动性($\beta=0.462$)和专业性($\beta=0.306$)对品牌忠诚具有显著的正向影响($p<0.001$), 平台的信息质量($\beta=0.419$)对品牌忠诚同样具有正向影响($p<0.001$), 因此本研究 H1, H1a, H1b 和 H2 得到支持。根据表四 β 值, 本研究的研究目的之一得到结论, 在以中国全日制大学生作为研究群体的基础上, 对消费者品牌忠诚影响最大的是直播带货场景下主播的互动性, 影响最小的是主播的专业性。

根据表 3 中 M2 的测试结果, 互动性($\beta=0.394$)和专业性($\beta=0.214$)对品牌依恋的影响显著 ($p<0.001$), 因此可以证明主播特征的专业性和互动性能够显著正向影响消费者的品牌依恋, H3, H3a 和 H3b 得到支持。根据 M3 中信息质量($\beta=0.496$)对品牌依恋的影响同样显著 ($p<0.001$), 因此证明直播带货场景下平台的信息质量能够正向影响消费者的品牌依恋, 本研究 H4 得到支持。

在互动性对品牌忠诚的影响在加入品牌依恋作为中介之后, 从原来的 0.462 降低为 0.377, 专业性从 0.306 降低到 0.260, 信息质量从 0.419 降低到 0.253, 但以上数值的 p 值均小于 0.001, 因此得到结论, 主播特征的互动性和专业性, 以及平台的信息质量不仅能够正向影响消费者品牌忠诚, 还能够在品牌依恋的中介作用下影响消费者品牌忠诚, 品牌依恋的中介作用得到证明, H5 得到证实, 同时本研究的 H6, H6a, H6b 和 H7 得到支持。

根据表 5 中的 M12, 互动性和认识需求的交互项并未显著 ($p=0.135>0.05$), 这种情况根据温忠麟 (2020) 所解释, 即不存在交互作用。也就是互动性到品牌依恋的影响中, 不会受到认识需求的调节影响, 因此交互项不显著。本研究的 H8a 没有得到支持。根据 M14 中专业性和认识需求的交互项可以看出显著 ($p=0.012<0.05$), 因此认识需求在专业性和品牌依恋之间起到了调节作用, 本研究 H8b 得到支持。最后根据 M16 中信息质量和认识需求的交互项看出同样显著 ($p=0.017<0.05$), 因此认识需求在信息质量和品牌依恋之间的调节作用得到证实, 本研究 H9 得到支持。最后观察各表中的 VIF 和 DW 值。VIF 为容忍度的倒数, 所以只需要观察 VIF, 一般认为 VIF 不大于 10, 说明自变量和自变量之间的共线性不强, 可以接受 (陈春梅, 2013)。

表三 直接效应回归分析

	品牌依恋					
	M1		M2		M3	
	β	VIF	β	VIF	β	VIF
性别	-.052	1.000	-.037	1.005	-.060	1.000
年龄	.045	1.000	.031	1.001	.050	1.000
互动性			.394***	1.051		
专业性			.214***	1.056		
信息质量					.496***	1.001
品牌依恋						
R^2	.005		0.242		.250	
调整后 R^2	-.002		0.232		.243	
ΔR^2	.005		0.237		.246	
F	.727		24.501***		34.268***	
DW			2.019			1.949

注: *: $p < 0.05$; **: $p < 0.01$; ***: $p < 0.001$

表四 中介效应回归分析

	品牌忠诚											
	M4		M5		M6		M7		M8		M9	
	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF
性别	-.061	1.000	-.039	1.005	-.067	1.000	-.036	1.003	-.031	1.006	-.047	1.005
年龄	-.013	1.000	-.031	1.001	-.009	1.001	-.034	1.001	-.038	1.001	-.025	1.003
互动性			.462***	1.051					.377***	1.254		
专业性			.306***	1.056					.260***	1.115		
信息质量					.419***	1.001					.253***	1.331
												1.334
品牌依恋							.461***	1.003	.216***	1.313	.335***	
R ²	.004		0.372		.180		.216		.408		.264	
调整后R ²	-.003		0.364		.172		.208		.398		.254	
ΔR ²	.004		0.368		.176		.212		.404		.260	
F	.599		45.500***		22.494***		28.207***		42.129***		27.512***	
DW			1.989		1.859		2.031		2.013		1.946	

注: *: p<0.05; **: p<0.01; ***: p<0.001

表五 调节效应分析

	品牌依恋											
	M10		M11		M12		M13		M14		M15	
	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF
性别	-.052	1.000	-.884	1.001	-.849	1.001	-.030	1.004	-.020	1.011	-.050	1.001
年龄	.045	1.000	.749	1.001	.744	1.001	.035	1.001	.026	1.006	.046	1.000
互动性			7.574***	1.047	7.732***	1.102						
专业性							.202***	1.067	.215***	1.077		
信息质量											.377***	1.168
认识需求			7.984***	1.047	8.132***	1.104	.407***	1.062	.432***	1.102	.313***	1.169
互动性*认识需求					.074		1.135					
专业性*认识需求								.128*	1.068			
信息质量*认识需求											.125*	1.278
R^2	.005		.336		.341		.251		.266		.334	.346
调整后 R^2	-.002		.328		.330		.241		.254		.325	.336
ΔR^2	.005		.332		.005		.246		.015		.329	.012
F	.727		38.908***		31.703***		25.695***		22.200***		38.506***	32.434***
DW					2.031				1.988			2.007

注: *: $p < 0.05$; **: $p < 0.01$; ***: $p < 0.001$

5、研究结论和建议

5.1 研究结论

根据本实现进行实证分析得到结论看，主播特征和互动性和专业性都能够正向影响消费者品牌依恋和品牌忠诚。且在主播特征对品牌忠诚的影响中，互动性的影响系数高于专业性，主播展现出来的互动性越高，那么观众和潜在消费者对品牌产生依恋和忠诚的可能性也就越高。信息质量对品牌依恋和品牌忠诚也具有显著的正向影响，也就是说当平台提供的信息质量水平达到了观众和潜在消费者需求的时候，他们会对目标品牌产生依恋和忠诚。根据结论总结，平台提供的信息质量是否是高水平的，观众和潜在消费者的态度有所不同。在主播特征和信息质量对品牌忠诚的影响途径中，影响最大的是主播特征的互动性，最低的是专业性。通过对中介变量品牌依恋的分析，最终得到结论。主播特征和信息质量不仅能够直接影响消费者品牌忠诚，还能够通过品牌依恋的中介作用影响到品牌忠诚。在调节作用分析中，认识需求能够在专业性和信息质量对品牌依恋的影响途径中发挥调节作用，但是在互动性到品牌依恋的影响途径中并没有发挥调节作用。

5.2 研究建议

5.2.1 加强主播在直播过程中的互动性

在商家或者平台今后的网络直播带货营销过程当中，应该更加关注主播展现出来的互动性，因为观众在观看带货直播的时候，最核心的目的就是了解自己感兴趣的品牌。比如作为平台，可以增强主播的互动能力，在提高主播对品牌的解说能力同时，优化直播间弹幕滚动，将具有“效果”、“性价比”以及“价格”等具有关键词的弹幕进行处理，让主播能够更加清晰看见这一类提问，从而提高主播对观众弹幕的回复速度。

5.2.2 打造明星主播

观众和潜在消费者最关注的就是主播是什么人，主播的影响力、知识水平等越强，那么观众和潜在消费者展现的信任水平也就越强，因为根据前文的结论看，主播的互动性和专业性都能够正向影响消费者品牌依恋和品牌忠诚。因此首先是提高主播的知识水平；其次是将主播在品牌相关领域的影响力进行公关，从而提高主播的影响力；最后是作为平台应该积极吸纳具有丰富经验的商家，让品牌涉及到的商家直接进行带货，这样也能够让观众直接了解到品牌的相关信息。

5.2.3 提高品牌质量，注重平台信息

信息质量对品牌忠诚的影响高于通过品牌依恋的中介作用产生的影响，因此作为平台应该更加注重信息的可靠性、及时性等，在具体做法上，首先作为平台应该将当天的直播带货内容通过电子海报等方式提前一天进行展示，让观众能够提前了解到这是否是自己关注的品牌；其次在平台提供的信息整体质量上，平台应该着重强调信息的真实性，让消费者购买产品后能够明确和平台宣传的内容一致；最后是平台应该学会通过促销等方式进行宣传。

5.3 研究限制和对未来研究的建议

在研究意义上，本研究已经提出了新颖的视角，将直播带货过程中主播的水平和平台提供信息同时作为自变量进行考量，但是不足的是，直播带货毕竟是最近两年新起的行业，存在文献数量不多，因此本研究只能通过变量之间的相互作用推理出对应的框架和假设，但是本研究的思路也为今后的研究打开了一个方向；另外是样本数量不多，今后学者继续研究的时候可以适当扩大样本数和样本种类，不一定将研究对象限定在大学生群体；最后，今后学者可以试着分析消费者在因为主播带货而进行冲动消费后，这类人群是否还是会对品牌产生忠诚。

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The Impact of Short Video Content Marketing on Customer Citizenship Behavior: Exploring the Different Roles of Perceived Value, Product Involvement, and Internet Word of Mouth

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Abstract

In view of the continuous development of Internet information technology, traditional media is losing its influence on consumers. Enterprises need to use high-quality marketing content on short video platforms to encourage customers to spontaneously generate corresponding recommendations, feedback, help and other customer citizenship behaviors to improve corporate marketing effectiveness. In view of this, this paper builds a theoretical model of short video content marketing, perceived value and customer citizenship behavior based on the SOR theory, and uses the short video content marketing customer group as a sample through a questionnaire survey to conduct empirical analysis to study the short video content marketing of enterprises. The influence relationship on customer citizenship behavior, perceived value plays a mediating role, and it verifies the moderating role of product involvement and Internet word-of-mouth, and puts forward corresponding suggestions according to the results.

Keywords: Short Video; Content Marketing; Perceived Value; Customer Citizenship Behavior; SOR Theory.

短视频内容营销对顾客公民行为的影响 ：探索感知价值、产品涉入度、网络口碑的不同作用

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摘要

针对互联网信息技术的不断发展，传统媒体正在失去对消费者的影响力困境，企业需要通过短视频平台上优质的营销内容来促使顾客自发产生相应的推荐、反馈、帮助等顾客公民行为进而提高企业营销效果。鉴于此，本文以 SOR 理论为基础构建短视频内容营销、感知价值与顾客公民行为间的理论模型，通过问卷调查的方式以短视频内容营销顾客群体为样本，实证分析来研究企业短视频内容营销对顾客公民行为的影响关系，感知价值在其中起中介作用以及验证产品涉入度与网络口碑所起的调节作用，并根据结果提出了相应建议。

关键词：短视频；内容营销；感知价值；顾客公民行为；SOR 理论

1、研究背景与目的

如今随着移动互联网络时代的发展和新媒体技术的不断进步，移动短视频成为人们获得信息咨询的重要途径之一。艾媒咨询（2021）报告中提到 2020 年中国短视频市场规模达到 1408.3 亿元继续保持高增长姿态，2021 年预接近 2000 亿元，短视频内容浏览和消费习惯的普及使得短视频内容流量所带来的价值与商机得以不断扩宽与发觉，越来越多的企业和组织开始关注短视频领域并利用短视频来进行内容营销。尽管内容营销成为大部分企业的战略选择并将其运用到短视频等新兴媒体领域，但事实上很多企业并未收获到应有的效益，内容营销的本质尚未得到完全真正的理解，为此企业开始反思需要什么样的内容营销策略、为什么有部分受访者认知和感觉某些内容营销效果一般或者较低。如何精准有效地传递营销信息、挖掘用户诉求、拓展用户传递将成为未来短视频营销市场的核心要素。Angelis et al. (2005)对感知价值进行研究发现专业的服务、有效的沟通和营销的效率是顾客感知价值的驱动因素，其中在营销效率的情况下客户享有更高的感知价值。感知价值作为顾客行为和感知的影响因素，也是企业在内容营销时不可忽视的重要部分。胡红利（2019）认为企业在进行内容营销时，需要用优质的内容选题去刺激用户主动分享内容，当顾客的分享形成后，企业营销主题的搜索指数就会变更高，学会利用用户积极行为来塑造企业品牌，这在当今竞争激烈的商业环境中显得极其重要。关辉与陈治政（2020）认为在电商竞争加剧，营销成本不断攀升的背景下，顾客公民行为成为企业考虑的关键要素，顾客公民行为不仅能让其他顾客产生回报也能让企业产生收益，进而推动企业的发展。内容营销相较于其他营销模式不仅仅只是企业作为信息发出者来发布产品的相关信息，更多的是希望用内容来影响顾客，通过顾客进一步的积极反馈、宣传以及推荐等行为提升产品的影响力。另一方面产品涉入度和网络口碑也是企业内容营销时要考虑的因素，Zaichkowsky (1994)认为涉入度指的是消费者基于自身的特定需求、价值观和兴趣所产生的对某一特点事物产生的重要感知。罗汉洋等人（2019）认为网络口碑中往往包含对产品的属性特征、对产品以及企业的各种表现评价，越良好客观的网络口碑越能有效的表明产品的实际情况与企业的产品营销内容相符合，从而提高消费者对企业的营销内容所感知的真实与可信度。本研究认为消费者在基于自身需求、价值取向、兴趣爱好等方面对某一产品重要性的涉入重视程度，产品涉入度在内容营销对顾客感知价值和行为的影响的过程中起到重要的作用，同时顾客也可以借助网络口碑信息来快速了解产品或服务的基本内容，建立起对企业或产品的印象感知。

本文研究动机与目的分为以下三点：

第一点，通过对短视频内容营销维度与价值的探索，构建短视频内容营销—顾客公民行为的理论模型，进一步探索不同类型内容营销对顾客公民行为的影响与差异，使企业或者短视频平台在进行短视频相关内容营销的时候能更好的激发和促进顾客的公民行为。第二点，将感知价值作为中介变量，研究短视频内容营销对顾客公民行为的影响路径中感知价值所起到的中介作用来完善研究框架路径模型。第三点，企业在考虑内容营销对顾客行为影响的同时，还需要考虑一些外在因素的影响问题，所以通过对产品涉入度与网络口碑的影响探讨，帮助企业结合这些外在影响因素运用合理的策略来提高营销效果并为企业与顾客提供更多的价值。

2、理论与假设发展

2.1 刺激-机体-反应理论

Mehrabian and Russell (1974) 提出“刺激-机体-反应”理论模型简称 S-O-R 理论模型，如

图2.1所示,该理论模型来源于Watson (1913)研究心理学所提出的“刺激-反应”理论模型简称S-R理论模型。S (Stimulus) 代表刺激物, O (Organism) 代表机体,R (Response) 代表反应,“刺激-反应”理论模型侧重于对个体在收到外界环境刺激之后所表现的行为进行解释,却无法表达出机体在受到外界刺激后的心理状态变化,而“刺激-机体-反应”理论模型则在次基础上进行了补充和完善,也得到了在学术界的广泛认可与运用。在营销学领域, S-O-R理论常被用来解释顾客行为与意愿。理论模型中刺激指的是外在的刺激因素,直接对消费者的行为变化以及后续的意图造成影响,机体指的是内在的变化过程以及状态,包含情绪和认知因素等,反应指的是消费者内心和状态变化后的行为反应或结果。本研究以“刺激-机体-反应”理论为研究基础。本文将短视频内容营销作为一种外在刺激,感知价值作为机体状态,顾客公民行为作为反应结果放入框架中,建立完整的S-O-R模型进行研究。

2.2 假设发展

2.2.1 内容营销对顾客公民行为的影响

企业通过在社交渠道上进行内容营销来影响顾客,顾客在心理或生理上会产生一定的反应,这种反应会推动顾客产生相应的公民行为。Groth (2005)将社会交换理论运用到营销领域中解释了顾客公民行为的形成机理以及相关因素,认为当个体从他人那里受益时,个体会产生相应的回报责任感以及公民行为,而这种关系也可以扩展到顾客与企业之间,当顾客在企业所提供的产品内容或者服务中获得价值与感到满意时,顾客会产生自愿进行顾客公民行为的倾向。张梦倩 (2017)在研究中指出内容营销是一种关注价值体验创造的策略,在内容营销下,品牌创造的内容能够让顾客得到帮助,能够提升顾客心中对品牌产品的喜爱,进而影响顾客产生推荐、积极反馈、帮助其他顾客等顾客公民行为,这些公民行为有利于品牌产品长远发展。傅慧芬与赖元薇 (2016)对社交媒体上的内容营销策略进行了探究,并基于社交货币概念提出人们在社交媒体上进行分享、帮助他人、反馈意见等公民行为的原因有很多,例如第一是因为营销内容有价值,值得分享;第二是希望展示自我形象,能引起别人的关注;第三是自我表达能力和知识面的局限性,想借营销中的内容表达自己的观点等等原因,而社交媒体上有价值的内容营销具有吸引受众关注的特性,其中的信息型、娱乐型、情感型等内容属性符合顾客的不同需求,顾客在这些因素影响下会积极参与内容营销,企业产品的内容营销会促使顾客主动进行宣传推荐、反馈等公民行为来使顾客得到不同动机驱使下的满足。因此,本文提出假设1如下:

H1:内容营销对顾客公民行为具有正向影响

H1a:内容营销中的信息型内容对顾客公民行为具有正向影响

H1b:内容营销中的娱乐型内容对顾客公民行为具有正向影响

H1c:内容营销中的情感型内容对顾客公民行为具有正向影响

2.2.2 内容营销对感知价值的影响

企业感知价值是顾客在获取产品或服务时对感知利得与感知付出进行权衡后从中感受到的价值,且受到多种因素的影响。Porter and Donthu (2008)认为向顾客提供高质量有价值的内容信息可以使顾客感受到企业的诚意,顾客很留意有价值的内容,在此基础上增加趣味性,将会给受众带来更高的感知价值。Cao *et al.* (2005)通过对电子商务网站进行研究认为与消费者有关有内容的营销更能满足消费者的需求,并且信息质量、服务质量和系统质量等内容对顾客感知价值的影响发挥重要作用。王琦 (2019)从消费者角度进行考虑,发现只有提升消费者对内容的满意度,企业的内容营销才能达到预期的效果,企业通过完善内容营销策略会很好的提升消费者的感知价值。因此,本文提出假设2如下:

H2:内容营销对感知价值具有正向影响

H2a:内容营销中的信息型内容对感知价值具有正向影响

H2b:内容营销中的娱乐型内容对感知价值具有正向影响

H2c:内容营销中的情感型内容对感知价值具有正向影响

2.2.3 感知价值对顾客公民行为的影响

黄京华等人 (2016)从品牌社区的角度来系统性的研究企业微博,发现娱乐价值、社交价

值、目的价值等感知价值会正向影响微博认同，同时也会对企业发布的内容进行点赞、转发、评论反馈等顾客公民行为。Brodie *et al.* (2013)认为企业激发消费者的情感共鸣能够满足消费者在情感方面的感知需求，进而促使消费者进行非商业驱动的推荐与传播行为。孙乃娟与李辉（2015）基于社会交换理论中的互惠原则，顾客在感知到企业提供物为其所创造的价值和益处之后，顾客出于回报和互惠动因做出有利于企业的亲社会行为。因此，本文提出假设3如下：

H3: 感知价值对顾客公民行为具有正向影响

2.2.4 感知价值的中介作用

根据 Mehrabian and Russell (1974) 提出刺激-机体-反应理论模型将受众从接受到刺激到做出反应这一过程分为三个阶段进行解释，第一个阶段是接收刺激阶段，即接收内容营销阶段，第二个阶段为机体认知阶段，即感知价值阶段，第三个阶段为反应行为阶段，即顾客公民行为阶段。前一阶段分别作为前因变量对后一阶段产生影响，感知价值阶段又作为整个过程的桥梁与中介承接接受刺激与反应行为阶段。史伟与陈信康（2015）认为面向顾客的企业行为本质上是知识的内容载体和表达形式，企业所传达的价值观与经营哲学等营销内容，帮助顾客构建相应价值感知与认同，从而实现基于互惠与情感的顾客角色内化，来促使顾客通过顾客公民行为这一角色表达形式向他人传递内容。胡茜（2021）认为感知价值在企业营销对消费者行为的影响中起到中介作用，企业通过营销为消费者提供信息刺激，提升顾客感知价值来影响消费者行为。杨宁与陈慧（2019）认为在网络媒体环境中，当顾客获得所需的信息等资源或契合自身需求的产品时，会促使顾客感知其中多方面的价值和利益，在这些所感知的价值驱动下顾客会做出相应的贡献，从而产生顾客公民行为。因此，本文提出假设4如下：

H4: 感知价值在内容营销对顾客公民行为的影响中发挥中介作用。

H4a: 感知价值在内容营销的信息型内容维度对顾客公民行为的影响中发挥中介作用。

H4b: 感知价值在内容营销的娱乐型内容维度对顾客公民行为的影响中发挥中介作用。

H4c: 感知价值在内容营销的情感情内容维度对顾客公民行为的影响中发挥中介作用。

2.2.5 产品涉入度的调节作用

自从涉入度的概念被延伸到营销领域后，产品涉入度便成为了研究消费者行为的重要影响因素。Petty *et al.* (1983)提出精细加工可能性模型 (ELM) 认为涉入度是决定信息如何被加工处理的关键因素，涉入高时消费者会采用中枢路径的处理方式，采用中枢路径的消费者会投入更多精力在产品相关内容信息上，对于企业产品相关营销内容会更加认真检查和感知处理相关信息以及做出相关行为，而涉入度低时消费者则采用边缘路径的处理方式，采用边缘路径的消费者不会投入太多的认知资源来进行感知与决策，对获得的信息进行简略的处理。张锋等人（2016）认为在市场营销领域，产品涉入度越高说明产品使用结果越符合消费者对其形成的期望，越会发现产品有趣，这种趣味感主要来自消费者对此产品能够满足自身价值观和追求目标的感知。宋明元等人（2014）认为品牌营销所传递的信息及其内容会吸引和引导消费群体的感知质量与价值，其中对于高产品涉入度的群体来说，他们会主动关注品牌的各种传播信息，并对产品内容有着强烈、明确的感知和评价，而对于低产品涉入度的群体，消费者则缺乏强烈的动机注重产品品牌信息与品牌营销内容，对产品等要素以及价值感知较少。关思琦（2018）认为涉入度在一定程度上会对受众的广告信息处理过程产生作用，用户的产品涉入度越高则用户对于广告的注意和感知水平越高，相应的认知态度和情绪越积极。因此，本文提出假设5如下：

H5: 产品涉入度正向调节内容营销与感知价值之间的关系。

H5a: 产品涉入度正向调节信息型内容与感知价值之间的关系。

H5b: 产品涉入度正向调节娱乐型内容与感知价值之间的关系。

H5c: 产品涉入度正向调节情感情内容与感知价值之间的关系。

2.2.6 网络口碑的调节作用

李巍与王志章（2011）认为网络口碑在一定程度上可以调节信息发布平台对消费者因果推论和产品感知判断所产生的影响，消费者在面对网络产品时更多的倾向于通过网络平台上的相关产品网络口碑信息来进行了解，来帮助形成产品感知判断从而减少决策风险。吴林武（2017）

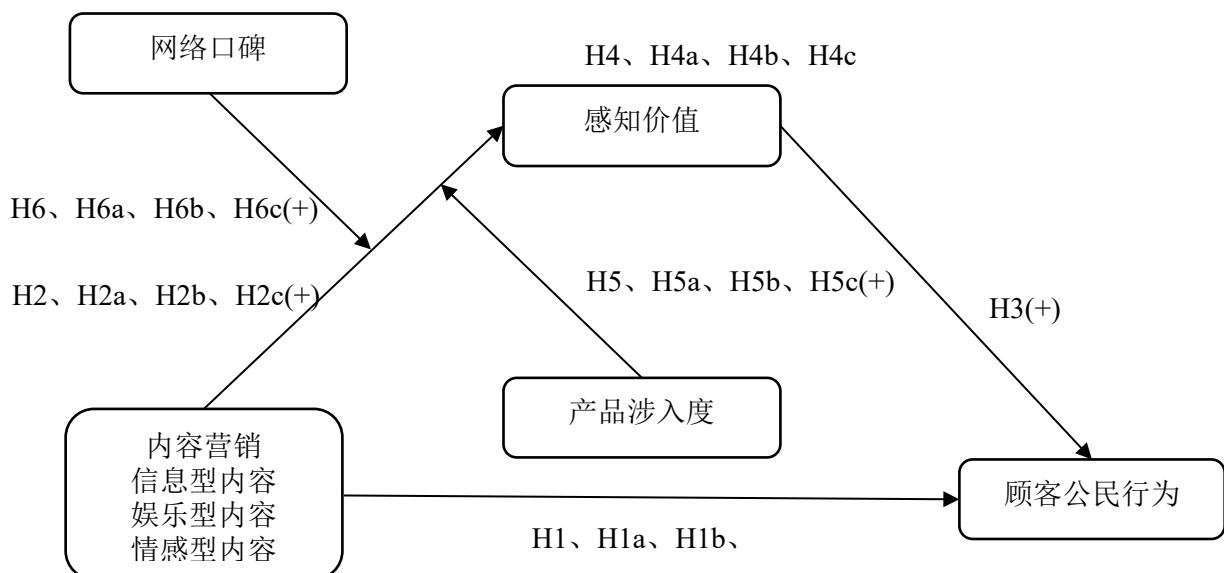
发现高质量的网络口碑能为企业带来正面的影响，也会影响到顾客的感知价值，良好的感知价值来源于正确的网络口碑。王建军等人（2019）指出企业管理者将网络口碑有针对性地应用在广告营销、在线评论系统等方面，可以更好的促进消费者理解与感知产品，同时口碑也会影响消费者对产品的价值评估。高芳（2021）认为网络口碑对企业的品牌发展具有重要作用，顾客在参与营销过程中所获得的营销信息的内容和质量的感知与期望值受到外部信息的影响，而网络口碑属于外部信息的一种，当顾客了解到负面的网络信息时，顾客将会怀疑企业所提供的商品或服务信息，从而降低对营销内容的期望值与对应的感知价值。因此，本文提出假设 6 如下：

H6：网络口碑正向调节内容营销与感知价值之间的关系。
 H6a：网络口碑正向调节信息型内容与感知价值之间的关系。
 H6b：网络口碑正向调节娱乐型内容与感知价值之间的关系。
 H6c：网络口碑正向调节情感型内容与感知价值之间的关系。

3、理论与假设发展

3.1 研究框架

本文以短视频为媒介的内容营销出发，把内容营销分为信息型内容、娱乐型内容、情感型内容三个部分，感知价值作为中介变量、产品涉入度和网络口碑作为调节变量，顾客公民行为作为因变量。具体研究框架模型如图一所示。



注 1：+表示正向影响

图一 研究框架

资料来源:本研究整理

3.2 变量的操作性定义与衡量

3.2.1 变量的操作定义

表一 操作性定义

变量	定义	资料来源
内容营销	企业从顾客的需求角度来创建和分发有价值、相关且一致的内容以吸引和获取受众的战略营销方法，其目标是推动有利可图的客户行动。	Content Marketing Institute (2015)
感知价值	网络用户在浏览和参与到企业所发布的能吸引受众的有价值、相关的营销内容时，对内容总体效用的主观评价与认知。	Zeithaml (1988)
顾客公民行为	顾客在浏览与参与到企业所发布的能吸引受众的有价值、相关的营销内容后，自愿自发实施的利于促进提升企业内容营销效果的有利行为。	Groth (2005)
产品涉入度	顾客对于营销中涉及到的相关产品的关心程度以及个人赋予相关产品的自我意识与认知程度。	王家玮等人 (2021)
网络口碑	网络用户通过自媒体平台同其他网络用户分享他们关于某产品、服务、品牌以及企业的正面或负面的非正式和非商业性的评价。	侯海青与龚雅静 (2019)

3.2.2 衡量

关于内容营销的测量项目，本研究结合孙天旭（2016）的量表设计了共 12 个题项的内容营销量表。关于感知价值的测量题项，本研究结合王琦（2019）的量表设计了共 7 个题项的感知价值量表。关于顾客公民行为的测量题项，本研究结合 Groth (2005)的量表设计了共 10 个题项的顾客公民行为量表。关于产品涉入度的测量题项，本研究结合 Zaichkowsky (1994)的量表设计了共 6 个题项的产品涉入度量表。关于网络口碑的测量题项，本研究结合 Cheung *et al.* (2008)、李佳（2015）的量表设计了共 7 个题项的网络口碑量表。本问卷采用的是李克特 5 点量表的测量形式，各项回答分别用 1-5 表示“非常不赞同”、“不赞同”、“无意见”、“赞同”、“非常赞同”等不同层级。

3.2.2 控制变量

为了验证所进行的抽样是否具有代表性根据王晓晖等人（2015）评估样本代表性的基本方法是考察部分变量在样本中的分布与总体中的分布是否相近，这里将进行受访者的性别、年龄、学历、收入、短视频使用频次、短视频使用时长、短视频使用时间段等相应变量的填写来与艾媒咨询（2021）发布的《2020-2021 年中国短视频头部市场竞争状况专题研究报告》和中国广视索福瑞媒介研究（2021）所发布的《短视频用户价值研究报告》行业报告中的相关统计数据进行对比，通过看样本数据是否结构相似、是否服从正态分布来验证调研样本的合理性，并为后续数据分析提供支持和重要依据。

3.3 抽样设计

3.3.1 抽样目标

本研究的主要针在短视频平台参与内容营销的顾客群体，所以本研究将问卷作答对象选定为浏览与关注过“抖音”短视频应用上的企业产品内容营销相关活动与话题的顾客，这样选择主要是基于艾媒咨询（2021）发布的《2020-2021 年中国短视频头部市场竞争状况专题研究报告》中提到：（1）2020 年“抖音”短视频在中国短视频平台月活排名排第一，头部平台优势明显（2）“抖音”短视频拥有庞大用户基础，且男性与女性用户占比分别为 48.7% 与 51.3% 比

例较为均衡，其中 24 岁以下占比为 49.4%，24-40 岁占比 44.3%，对年轻用户群体覆盖明显，能有效占据用户与消费主力。(3) 短视频应用增长发展迅速，逐渐成为国内外标杆产品，同时在内容丰富性、商业化探索方面也处于行业领前，适合开展内容营销等商业活动。

3.3.2 抽样方法与样本量

本文结合研究情况采用判断抽样的方式对研究对象进行抽样，根据研究者主观经验从总体样本中选择那些被判断为最能代表总体的单位作样本。Taherdoost (2016)判断抽样是探索研究设计的理想抽样方法，适合针对某研究群体进行研究。本研究具体实施抽样步骤为：通过委托问卷星软件平台的提供样本服务，在问卷星的 260 万样本数据库中筛选出符合要求的母体样本范围抽样框，再进行问卷的发放。同时在发放问卷前为了避免后续所产生的共同方法偏差 (CMV) 以及对数据结果的影响，进行过程控制，发放问卷时应采用告知调查者的填写答案严格保密且匿名的方式措施减少调查者的顾虑，来降低共同方法偏差的影响。

关于样本数据量部分，根据 Bentler and Chou (1987) 关于结构方程建模分析的样本容量建议，采用问卷的形式对研究对象进行调查时，应满足测量题项与被测量样本之间的比例至少为 1:5，最优比例 1:10，且样本数量要达到 200 以上的条件。本研究有 42 道题项，为了保证样本的有效数量，本研究将在网络上回收 400-500 份问卷作为研究样本。为了辨别不合格样本，本文借鉴傅慧芬 (2016) 的标准，将不合格样本评判标准定为：量表题目选项中 90% 以上都是同一个数字的；问卷中答题时间小于 200 秒的；填写结果有逻辑错误的。

3.3.3 数据分析方法

本研究运用 SPSS 和 AMOS 等工具软件对收集到的样本数据进行处理分析。用 Cronbach's α 值检验本文变量的测度是否满足一致性要求，用 AVE 和 CR 值检验收敛效度，用 AVE 的平方根和相关系数检验判别效度，用逐步回归分析检验假设。

4、 数据分析

4.1 样本说明

本研究共收回 484 份问卷，剔除掉无效问卷 65 份，还剩下有效问卷 419 份，正式调研的有效问卷合格率为 86.6%。样本特征为：男女比例较为平衡且年龄集中在 19-35 岁年龄段，受教育程度基本受过大学教育在专科、本科及以上，大部分收入在 3000-10000 元区间，短视频使用习惯为每日半小时至两小时时间段，且有使用时长有增长趋势。基本符合本文的研究对象统计说明，因此该样本具有一定代表性可进行后续数据研究。

4.2 信度和效度分析

信度分析即可靠性分析，信度分析主要用于衡量问卷调查所收集数据的可靠性程度，判断问卷的可靠性，以确保后期发放大样本的问卷的正确性。本研究采用 Cohen(1960) 提及的 Cronbach's α 系数来检验问卷整体和各维度的一致性，吴明隆 (2010) 指出在通常情况下，如果 Cronbach's α 系数高于 0.8 以上表明问卷信度高。本研究的检验结果表明，各变量与维度的 Cronbach's α 系数均大于 0.8(信息型内容为 0.814，娱乐型内容为 0.824，情感型内容为 0.827，感知价值为 0.909，顾客公民行为为 0.930，产品涉入度为 0.908，网络口碑为 0.921)，表明各量表信度较高，信度检验的良好结果保证了本次研究能够继续进行。

问卷的效度主要指问卷的各个题型是否准确反映研究对象，同时验证测量方法是否有效的体现问卷测量的目的。在对问卷进行因子分析前，需要验证样本是否适合进行因子分析，通常从内容效度和结构效度两个方面进行。

温忠麟等人 (2004) 内容效度主要是衡量测量内容的适当性和逻辑性，即测量内容是否与测量结构相符合，本研究在设计问卷题项时参考了大量相关文献并借鉴相关学者的成熟量表来制定问卷测量项目，因此研究的科学性和规范性得以保证，本研究的内容效度符合要求。结构效度分为收敛效度和区分效度，其检验目的是为了测量量表结果与理论依据的一致程度。

验证性因子分析用来检验量表内部题项的收敛效度和区分效度，反映的是测量数据与理论架构的适配性程度，本研究采用 AMOS 软件进行验证性因子分析，分析由各个变量构建的模

型及其拟合指标，验证因子模型与实际数据之间的拟合程度。在检验之前，本文通过验证性因子分析得出本文模型拟合指标数值，根据温忠麟等人（2004）的判断标准，卡方自由度比值为1.629小于3，RMSEA值为0.039小于0.05，SRMR值为0.046小于0.05，CFI值为0.95、TLI值为0.947、IFI值为0.951均大于0.9，表明拟合较好；GFI值为0.859、NFI值为0.883、PCFI值为0.882、PNFI值为0.819虽未均达到良好适配标准0.9，但均大于0.8达到可接受标准。综合来看以上数据均满足标准水平表明该模型结构符合。

收敛效度是用来检测衡量变项是否能有效反映其衡量潜在变量的构念，在测量相同变量的两个以上有效测量项具有高相关性则认为收敛效度较好，根据 Fornell and Larcker(1981)的判断标准，信息型内容、娱乐型内容、情感型内容、感知价值、顾客公民行为、产品涉入度、网络口碑的 AVE 均大于 0.5，且组合信度 CR 值均大于 0.7，表明本文各变量的聚合效度较好。

区分效度是检验变量之间是否存在差异，区分效度的测量指标包括变量之间的相关系数以及每个变量的平均变异数抽取量 AVE 的平方根，根据 Fornell and Larcker(1981)的判断标准，在对区分效度的测量中采用平均变异数抽取量 AVE 的平方根值与两个不同变量间的相关系数进行对比，要求相关系数的数值要低于平均变异数抽取量 AVE 的平方根值，说明具有良好的区分效度。具体结果如表二所示，可以看出各变量之间均存在显著的相关关系，并在与所有因子的相关系数对比后，AVE 平方根皆大于该因子与其他因子的相关系数，表明该量表具有良好的区分效度。

表二 区分效度检验和相关系数

	IC	AC	EC	PV	CCB	PI	IW
IC	0.726						
AC	0.454***	0.738					
EC	0.372***	0.579***	0.738				
PV	0.351***	0.596***	0.543***	0.768			
CCB	0.398***	0.534***	0.598***	0.544***	0.756		
PI	0.222***	0.294***	0.156***	0.413***	0.265***	0.789	
IW	0.244***	0.390***	0.369***	0.609***	0.336***	0.323***	0.791

注 1: *P<0.05, **P<0.01, ***P<0.001

注 2: IC 表示信息型内容，AC 表示娱乐型内容，EC 表示情感型内容，PV 表示感知价值，CCB 表示顾客公民行为，PI 表示产品涉入度，IW 表示网络口碑，对角线是 AVE 的平方根

资料来源：本研究整理

4.3 假设检验

本研究收集的数据采用逐步回归分析来验证假设。建立逐步回归模型来检验假设，假设检验结果如表三和表四所示。

根据表三可以看出，在模型 4 中内容营销的信息型内容、娱乐型内容、情感型内容 ($\beta=0.155$ 、 $\beta=0.245$ 、 $\beta=0.358$, $p<0.001$) 均正向显著影响顾客公民行为，即假设 H1、H1a、H1b、H1c 均获得支持。在模型 2 中内容营销的娱乐型内容、情感型内容 ($\beta=0.354$ 、 $\beta=0.274$, $p<0.001$) 均正向显著影响感知价值，信息型内容 ($\beta=0.085$, $p>0.05$) 未显著影响感知价值，即假设 H2b、H2c 获得支持，假设 H2a 未获得支持，假设 H2 部分获得支持。在模型 5 中感知价值 ($\beta=0.513$, $p<0.001$) 正向显著影响顾客公民行为，即假设 H3 获得支持。根据 Baron and Kenny(1981)验证中介效应的检验步骤和判断标准，自变量对因变量的回归系数达到显著；自

变量对中介变量的回归系数达到显著；中介变量对因变量的回归系数达到显著；加入中介变量后，自变量对因变量的影响变小或者变为没有显著影响，则如果自变量对因变量的影响变小为部分中介，如果自变量对因变量的影响变得不显著，则为完全中介效应。其中信息型内容未显著影响感知价值，感知价值在信息型内容对顾客公民行为的影响中未发挥中介作用，即 H4a 未获得支持，在模型 4 到模型 6 中，在加入感知价值后娱乐型内容对顾客公民行为的显著影响从 0.245 下降到 0.155， $p < 0.001$ ，情感型内容对顾客公民行为的显著影响从 0.358 下降到 0.288， $p < 0.001$ ，即假设 H4b、H4c 获得支持，假设 H4 部分获得支持。同时马雄威（2008）各模型中的 VIF 值均未达到共线性标准且 D-W 值在数字 2 附近，说明模型不存在多重共线性问题且通过自相关检验。

根据表四和表五可以看出，在模型 9 中信息型内容与产品涉入度的交互项对感知价值未起到显著影响 ($\beta=0.072$, $p>0.05$)，即 H5a 未获得支持；在模型 11 中娱乐型内容与产品涉入度的交互项对感知价值起到显著影响 ($\beta=0.108$, $p<0.01$)，即 H5b 获得支持；在模型 13 中情感型内容与产品涉入度的交互项对感知价值起到显著影响 ($\beta=0.159$, $p<0.001$)，即 H5c 获得支持；H5 部分获得支持。在模型 16 中信息型内容与网络口碑的交互项对感知价值 ($\beta=0.080$, $p<0.05$)，即 H6a 获得支持；在模型 18 中娱乐型内容与网络口碑的交互项对感知价值 ($\beta=0.041$, $p>0.05$)，即 H6b 获得支持；在模型 20 中情感型内容与网络口碑的交互项对感知价值 ($\beta=0.110$, $p<0.001$)，即 H6c 获得支持；H6 部分获得支持。同时马雄威（2008）各模型中的 VIF 值均未达到共线性标准且 D-W 值在数字 2 附近，说明模型不存在多重共线性问题且通过自相关检验。

表三 直接效应和中介效应的逐步回归分析

	感知价值						顾客公民行为					
	M1		M2		M3		M4		M5		M6	
	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF
性别	0.055	1.011	0.043	1.012	-0.013	1.011	-0.021	1.012	-0.041	1.014	-0.032	1.015
年龄	0.018	1.132	0.041	1.135	-0.050	1.132	-0.031	1.135	-0.060	1.133	-0.041	1.137
学历	-0.081	1.127	-0.033	1.136	-0.056	1.127	-0.006	1.136	-0.015	1.134	0.003	1.137
收入	0.114	1.247	0.111	1.251	0.013	1.247	0.016	1.251	-0.045	1.260	-0.012	1.27
时长	0.000	1.039	-0.026	1.051	-0.052	1.039	-0.076	1.051	-0.052	1.039	-0.07	1.052
趋势	-0.010	1.012	-0.014	1.016	0.032	1.012	0.035	1.016	0.037	1.013	0.039	1.016
信息型内容			0.085	1.216			0.155***	1.216			0.134**	1.227
娱乐型内容			0.354***	1.424			0.245***	1.424			0.155***	1.618
情感型内容			0.274***	1.345			0.358***	1.345			0.288***	1.46
感知价值									0.513***	1.018	0.254***	1.544
R ²	0.018		0.352		0.010		0.366		0.268		0.408	
Adjust R ²	0.003		0.338		-0.004		0.352		0.256		0.393	
ΔR^2	0.018		0.334		0.010		0.356		0.258		0.398	
D-W			1.778				1.904		1.921		1.943	
F	1.227		24.702***		0.715		26.244***		21.54***		28.118***	

注 1 : *P<0.05 , **P<0.01 , ***P<0.001

资料来源：本研究整理

表四 产品涉入度调节效应的逐步回归分析

	感知价值											
	M7		M8		M9		M10		M11		M12	
	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF
性别	0.055	1.01	0.048	1.01	0.042	1.01	0.035	1.01	0.035	1.01	0.047	1.01
年龄	0.018	1.13	-0.004	1.13	-0.007	1.14	0.020	1.14	0.02	1.14	0.002	1.14
学历	-	1.12	-0.067	1.12	-0.065	1.12	-0.048	1.13	-0.04	1.13	-0.036	1.13
收入	0.114	1.24	0.109	1.25	0.107	1.25	0.090	1.25	0.082	1.25	0.1	1.25
时长	0.000	1.03	-0.040	1.04	-0.038	1.04	-0.041	1.04	-0.048	1.04	-0.012	1.04
趋势	-0.01	1.01	0.005	1.01	0.002	1.01	-0.017	1.01	-0.024	1.01	0.004	1.01
信息型内容			0.244**		1.05	0.268**		1.16				
娱乐型内容							0.455**		1.07	0.473**		1.11
情感型内容											0.426**	
产品涉入度			0.321**		1.05	0.313**		1.06	0.253**		1.08	0.306**
信息型内容*产品涉入						0.072		1.13				1.03
娱乐型内容*产品涉入										0.108**		1.04
情感型内容*产品涉入												0.159**
R^2	0.018		0.207		0.212		0.342		0.353		0.327	
Adjust R^2	0.003		0.192		0.195		0.329		0.339		0.314	
ΔR^2	0.018		0.189		0.005		0.324		0.011		0.309	
D-W					1.781				1.783			1.779
F	1.227		13.411***		12.227***		26.642***		24.807***		24.882***	
												24.615***

注 1: * $P<0.05$, ** $P<0.01$, *** $P<0.001$

资料来源: 本研究整理

表五 网络口碑调节效应的逐步回归分析

	感知价值													
	M14		M15		M16		M17		M18		M19			
	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF	β	VIF
性别	0.055	1.01	0.005	1.02	0.004	1.02	0.002	1.02	0.002	1.02	0.010	1.02	0.012	1.02
年龄	0.018	1.13	0.010	1.13	0.011	1.13	0.026	1.13	0.028	1.13	0.015	1.13	0.017	1.13
学历	-	1.12	-0.064	1.12	-0.058	1.13	-0.049	1.13	-0.048	1.13	-0.041	1.13	-0.034	1.14
收入	0.114	1.24	0.148	1.25	0.145	1.25	0.126	1.25	0.126	1.25	0.137	1.24	0.139	1.25
时长	0.000	1.03	-0.012	1.04	-0.011	1.04	-0.017	1.04	-0.018	1.04	0.009	1.03	0.005	1.04
趋势	-0.01	1.01	0.037	1.01	0.038	1.01	0.014	1.02	0.017	1.03	0.031	1.01	0.039	1.02
信息型内容			0.193		1.06		0.216		1.15					
娱乐型内容										0.367**	1.14	0.382**	1.31	
情感型内容												0.323**	1.12	0.351**
网络口碑			0.526**		1.06		0.526**		1.06	0.441**	1.15	0.445**	1.16	0.465**
信息型内容*网络口							0.080*		1.10					1.13
娱乐型内容*网络口											0.041	1.21		
情感型内容*网络口													0.110**	1.18
R^2	0.018		0.369		0.375		0.452		0.453		0.427		0.437	
Adjust R^2	0.003		0.357		0.361		0.441		0.441		0.416		0.425	
ΔR^2	0.018		0.351		0.006		0.434		0.001		0.409		0.010	
D-W					1.805				1.843				1.854	
F	1.227		30.015***		27.277***		42.197***		37.625***		38.196***		35.299*	

注 1: * $P<0.05$, ** $P<0.01$, *** $P<0.001$

资料来源: 本研究整理

5、 研结论与讨论

5.1 结论

短视频内容营销中信息型内容、娱乐型内容、情感型内容均正向影响着顾客的公民行为，在三个维度中情感型内容对于顾客公民行为的影响最大，其次是娱乐型内容，最后是信息型内容。同时感知价值在娱乐型内容和情感型内容对顾客公民行为的影响中发挥中介作用，但信息型内容对感觉价值以及感知价值在信息型内容对顾客公民行为的中介作用影响并不显著。网络口碑在信息型内容和情感型内容对感知价值的影响关系中起到正向调节的作用，并且相对于有低网络口碑的产品而言，有高网络口碑的产品，其信息型和情感型内容对顾客感知价值的影响更为显著，顾客初期会根据网络口碑对企业产品进行判断，客观、正确的网络口碑会使顾客在接触到产品内容时拥有良好的感知价值。产品涉入度在娱乐型内容和情感型内容对感知价值的影响关系中起到正向调节的作用，并且相对于产品涉入度低的顾客而言，拥有高产品涉入度的顾客，娱乐型和情感型内容对顾客公民行为的影响更为显著，高产品涉入度的顾客会对产品内容有着更强烈、明确的感知和评价，更容易花时间去感知产品的内容和比较不同品牌的差异，而对于低产品涉入度的群体，顾客则缺乏强烈的动机注重产品品牌信息与品牌营销内容，对产品等要素以及价值感知相对较少。

5.2 贡献

本文将内容营销的概念扩展到短视频媒体，深化了内容营销研究所运用的理论范围，使相关研究更加完整。同时本研究提出了以感知价值为中介的内容营销与顾客公民行为的概念模型。将感知价值作为中间变量来解释内容营销对于顾客公民行为的影响，虽然在目前国内外关于感知价值对消费者相关行为的研究较多，但关于内容营销相关的研究中则较少涉及，通过实证分析也可以看出感知价值在内容营销对顾客公民行为的影响中起到部分中介作用，所以本文建立的短视频内容营销、感知价值与顾客公民行为的互相关联模型为其他学者提供参考与思路，丰富内容营销的理论研究，进一步完善了内容营销和顾客行为之间联系的相关研究。最后本文提出了产品涉入度和网络口碑来作为调节变量，探究产品涉入度和网络口碑在内容营销对感知价值产生影响的过程中会产生何种程度的影响，通过实证分析也证明了产品涉入度和网络口碑等外部因素以及顾客的自身特征会对这个过程正向影响，这些外部环境以及顾客自身特征因素的探索分析，为其他学者在相关领域的外部因素考虑方面研究提供了参考。

5.3 管理建议

传统的营销模式正在失去其效用，而凭借短视频媒体优势进行有吸引力、实用、经济的短视频内容营销模式，日益受到广大企业与顾客的关注与青睐。企业应该学会运用短视频内容营销以取得更好的营销效果。结合本文的研究结果来看，短视频内容营销会正向影响顾客公民行为，说明企业可以合理的利用和结合短视频内容营销中的信息型、娱乐型、情感型等不同内容来引发顾客的公民行为，在帮助其他顾客、分享产品经验以及为企业提供反馈等方面的帮助，在扩大企业营销效果的广度的同时也会扩大营销效果所带来的深度，同时根据不同类型内容的影响程度来看，情感型内容对于顾客公民行为的影响最大，其次是娱乐型内容，最后是信息型内容，因此企业在制定内容营销策略以及内容时，不要像传统营销模式一样过度注重信息型内容的传递，因为现阶段信息型内容的发布率较高，同样顾客浏览到的信息型内容也较多，对顾客提供的价值与吸引力相对较低，所以尽量侧重于内容营销中的娱乐与情感因素，企业制定的营销内容需考虑顾客的需求，提供差异化的价值，让顾客产生好奇与兴趣，一定程度满足顾客娱乐休闲、打发时间以及逃离现实，同时用没有距离感的方式让受众感受到品牌所要传递的情

感, 让顾客情感共鸣、直击人心以及感同身受, 这些内容会让顾客从企业短视频内容营销中所感受到的价值以及企业的重视, 会进一步促使顾客参与到企业的营销内容中, 产生相应的回报责任感或把短视频产品内容当成社交货币并产生自愿进行顾客公民行为的倾向。

企业在考虑短视频内容营销本身的策略与内容的同时, 还需要考虑网络环境以及顾客特征等外在因素。结合本文的研究结果来看, 产品涉入度是进行营销策略时的重要考虑因素, 拥有高产品涉入度的顾客更愿意投入更多的精力在产品相关内容上, 对产品与内容的价值感知就越高, 因此企业在短视频投放内容选择目标人群时需要进行考虑, 对于那些初次接触或者对产品了解程度不高的顾客, 需要采用相应措施提升顾客对产品的了解程度与关注度。而对于那种重视产品对产品了解程度较高的顾客, 在短视频内容营销中侧重于娱乐型和情感型内容能对顾客感知价值的提升效果更明显。同时环境因素中网络口碑也是不可忽视因素, 产品拥有低网络口碑时, 顾客对短视频内容营销的感知价值明显低于拥有高网络口碑的产品, 所以企业需要通过各种网络渠道加大对产品的网络口碑宣传与推广, 并且注重网络口碑的信息质量来保障企业短视频内容营销效果。

5.4 研究局限和前景

通过研究已经证明短视频内容营销是种有价值的战略营销方式, 但是时至今日内容营销的学术研究还落后于内容营销的实践与应用, 因此有必要引起更多学者的关注, 就本文的研究尚且存在一定的局限性还需要未来进一步探索。第一, 本文未对顾客公民行为进行维度的划分与分析, 并不能细致的区分出短视频内容营销的信息型内容、娱乐型内容、情感型内容对于顾客公民行为的不同维度的具体影响情况, 后续研究可以针对这部分进行划分维度来展开分析。第二, 可能存在调研误差, 本研究所针对的调研对象为在短视频平台参与内容营销的顾客群体, 虽然在问卷开始设置了甄别题, 但是也不排除会存在一些没有接触过内容营销的人参与问卷的填写, 同时也不能保证每个被调研对象诚实的回答问题, 可能会导致调研数据存在误差。

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Resilience Mediates the Relationship between Hope and Subjective Well-being: Applying of Broaden-and-Build Theory of Positive Emotion in the Chinese Cultural Context

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Abstract

The Broaden-and-Build theory emphasized the significance of positive emotion which facilitates to construct the personal resources and flourishing. Based on the theory, this study examines the mediating role of resilience played in the relationship between hope and subjective well-being. Participants include 337 undergraduates recruited from X universities of ShaanXi Province in China. Data is collected by using the Satisfaction with Life Scale, the Dispositional Hope Scale and the Brief Resilience Scale. The results analyzed by SPSS indicated that resilience has no role of mediation between hope and subjective well-being. And hope was a negative predictor to subjective well-being.

Keywords: Subjective Well-Being, Hope, Resilience, Broaden-and-Build Theory

1. Introduction

Subjective well-being has been widely studied in the domain of educational psychology in the recent years. The research of it has been explored in many domains with a rising tendency of positive psychology which mainly focused on the human strength, virtues, best qualities and flourishing in life (Seligman, 2002). Subjective well-being is termed as human's feeling and cognition of their lives, and generally considered as a reflection of one's satisfaction with life (Diener, 2000). It is characterized by poly-dimensional conceptions which regards global assessment of individual's own life in light of cognitive aspects embracing general life satisfaction and affective aspects concerning to the presence of pleasant affect and absence unpleasant affect (Seydi, 2016).

The variables in the domain of gender, social rank, parents raising, and income are the contributors to subjective well-being, (Vera-Villarroel et al., 2012). The other factors such as positive emotions and negative emotions predicates the well-being (Avey et al., 2011). The consider of subjective well-being is investigated in terms of identity speculations, social differing qualities and person variables (Diener et al., 2002). Fredrickson (2001), in any case, who proposed the broaden-and-build hypothesis of positive feelings as a structure for considering subjective well-being and flourishing, puts forward that encounter of positive feelings can broaden people's thought-action, which by turns encourages to set up their enduring individual assets, from physical and mental assets to social and mental assets (Fredrickson, 2001). To predication the broaden-and-build hypothesis, she comes up with 10 positive emotions that made a difference to set up the strong assets.

One of the ten positive emotions is Hope. Whereas most positive emotions arise in circumstances appraised as safe, hope is exception. Hope occurs in bad situation in which people hunger for better (Lazarus, 1991). Creating the urge to draw on one's own capabilities,

it builds continuous resources containing optimism and resilience to adversity (Fredrickson, 2013). The daily experiences of positive emotions positively fuel to trait resilience, which are by turns related to improving life satisfaction (Cohn et al., 2009). Be in accordance with this view, studies have shown that people who experience positive emotions during mourning have a tendency to design plans and goals that will be the predictor to greater psychological well-being (Folkman, 1997). Accordingly, based on the preliminary evidence, Fredrickson (2001) concludes that positive emotions build psychological resiliency and triggers upwards spirals towards improved emotional well-being.

The broaden-and-build theory has been utilized in some domains of diverse culture. A little study associated with the theory has conducted in the Chinese college sample. Different from western contextualization, well-being is conceptualized differently in the context of China.

By employing the structure of broaden-build theory, the current study investigates the role that resilience plays between the hope and subjective well-being in the community of Chinese college as an empirical study, which will enrich the construction of positive emotion in diverse culture and provide implications for the exploration of positive emotion from the oriental perspective.

2. Literature Review

2.1 Broaden-and-Build Theory

Fredrickson (2001) proposes the broaden-and-build hypothesis to show how good emotions might broaden the process in light of affections and cognition, idealizing individual activities. Happy emotions in individuals act as a fuel for delivering additional positive feelings, as well as strengthening resilience and life contentment (Cohn et al., 2009). In any event, negative emotions breed additional negative emotions, as well as a proclivity for unfavorable outcomes (Matthews & MacLeod, 2002). According to the notion, certain positive emotions can boost an individual's action and be good for changing behavior (Teidorlang et al., 2018), resulting in the development of personal competences such as competencies, assets, and inventiveness.

To be specific, Fredrickson (2005) explored that the adaptability fostered by positive emotions help individuals comprehensively develop their competencies to establish interpersonal connections. (Waugh & Fredrickson 2006). Related studies have indicates that positive emotions is beneficial for solving problems, keeping long-term memory, and going up productivity in the means of integrating massive information (Talarico et al., 2009). Besides, increasing positive emotions produce patterns of thought featured by adaptation, creation and integration (Isen, 1987). By fostering positive emotions, people will accept reactions and criticisms given by others (Raghunathan & Trope, 2002) and actively be involved in problems solving (Kahn & Isen, 1993). Frisch (2000) points out that individuals filled with happiness or thriving, will be content with life, be more resilient to stress, be skilled at problem-solving, and be excellent at job working. The broaden-and-build theory widens a new view to explore the positive psychology and develop thought and behavior in a well-rounded way. It is employed to indicate that positive emotion counts then predicting the well-being of finance in the context of United States (Enete et al., 2022)

2.2 Subjective Well-Being

In the field of psychology, subjective well-being has a lengthy history. In a nutshell, it is a person's self-described state of happiness, and it is frequently viewed as a person's assessment of his or her quality of life (Zubin & Spring, 1997). Be Subjective well-being, also known as "happiness," reflects an individual's cognitive and emotional judgements of life fulfillment

(Diener, 2002). Whereas passionate appraisal is focused on feelings, cognitive appraisal is based on a person's overall evaluation of their life. Most analysts agree that life fulfillment is a consistent component of subjective well-being that is likely to remain consistent across time (Diene et al., 2006). Subjective well-being extends individuals' views and let them construct more assets. Hence, it makes a difference to clarify why people perform well regardless of the diffuseness of stressors in life. It is worthy to be explored further since it not only optimizes human's cognition and affection but helps individuals broaden more resources around them in a positive way.

2.3 Hope

As a mental trait, hope is the cognitive preparation that allows people to have a positive desire to attain what they want and to believe that their goals can be achieved (Seydi, 2016). It's been described as "a cognition based on a sense of successful agency (goal-directed determination) and routes (planning to achieve goals)" (Snyder et al., 1991). In this way, hope is composed of three components: (a) objectives which mention anything that a person includes a wish to urge or reach, (b) pathway considering which refers to creating diverse or conceivable ways to realize these objectives and (c) autonomous considering that alludes propensity to create and keep motivation to fulfill one's wanted objectives, and having vitality to utilize pathways to achieve objectives (Snyder, 2002).

Snyder (2002) suggests that hope is a key component for those who are unhappy, and that it is linked to psychological well-being and physical health. Hope has also been linked to life satisfaction, positive affection, negative affect, and happiness in recent studies (Demirl et al., 2015). Furthermore, hope was found to be positively related to increased self-esteem, optimistic notions, optimism, psychological well-being, physical health, and resilience, while being negatively related to depression (Karairmak, 2007; Snyder, 2002; Snyder & McCullough, 2000). As a result, hope is significantly linked with numerous elements in the diverse culture as a predictor. It is investigated as a predictor of life happiness in a group of Chinese college freshmen who had experienced intimate violence (Li et al., 2021).

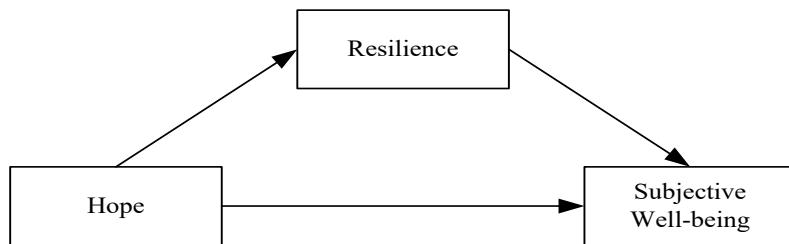
2.4 Resilience

Psychological resilience has been the concentration for many researchers to explore since it is an interesting domain for conducting study. It can be termed in diverse way. It can be clarified as the method of effectively adjusting when confronting with troublesome or debilitating circumstances (Tugade, 2004).

Based on these definitions, Resilience urged people to live boldly in the face of adversity. It addresses dealing with adversity (Dumont & Provost, 1999) as well as achieving life satisfaction (Cohn et al., 2009). Yıldırım (2020) investigated whether there is a link between resiliency and subjective well-being in Turkish college students. As a result, resilience may play an important role in the influence of hope on subjective well-being.

The current applies the framework of broaden-and-build theory to examine the role that resilience plays between hope and subjective well-being in the context of Chinese college. The hypothesized framework of research is shown as below (Figure 1). Three variables are chosen from the Broaden-and-Build Theory of Positive Emotion. According to the upward spiral created by Fredrickson and Cohn (2008), positive emotion can be broaden to build resilience, interpersonal support and finally increase one's flourishing and well-being.

Figure 1
Hypothesized Mediated Model



Based on the mediated model, the hypothesis are proposed:

H1: Hope will significantly predict subjective well-being.

H2: Hope will significantly predict resilience.

H3: Resilience will mediate the relationship between hope and subjective well-being.

3. Methodology

3.1 Procedure

The data collection instruments are assigned to students in different lessons and students are notified that participation is voluntary. The items of scale are accomplished by 450 college undergraduates but the responses of 17 participants are excluded as their questions are remain unanswered. The samples are collected through internet, and data analysis are processed by software SPSS22.0.

3.2 Participants

The survey is conducted with 337(285 female, 52 male) university students in Shaan'Xi Province, a region located in the west region of China, as ShaanXi is very prominent in its education performance in China. Participants are full-time undergraduate students from the four grades of higher education. The questionnaires are administered to students through online. The participants are not given any reward. The questionnaires are remain anonymous.

Within the study group, 3% of participants are students of the Faculty of Science and Engineer, 84.6% attend the Faculty of Economics and Humanity, 13.9% of Faculty of Arts &Sports. 70% of participants are freshmen (first year), 11.9% the second year, 17.8% the third year and 3% are fourth year students. (As shown in Table 1&2 below)

Table 1

The Percentage That Each Grade Takes

Grade	Frequency	Percentage (%)
First year	236	70
Second year	40	11.9
Third year	60	17.8
Fourth year	1	3
Total	337	100

Table 2*The Percentage That Each Faculties & Majors Takes*

Faculty	Frequency	Percentage (%)
Science & Engineering	1	3
Humanism and Economics	285	84.6
Arts and Sports	47	13.9
Others	4	1.2
Total	337	100

3.3 Instruments

3.3.1 Subjective Well-Being

Subjective well-being is assessed by Positive and Negative Affect Schedule (Watson et al., 1988) and Satisfaction with Life Scale (Diener et al., 1985). The PANAS is developed to evaluate affective elements of the subjective well-being. The PANAS is composed of two 10-item sub-scales; positive affect (PA) and negative affect (NA), appraised on a 5-point Likert scale (1 = very slightly or not at all to, 5 = extremely). The Chinese version of PANAS is adopted by Qiu (2008), with Cronbach alpha coefficient 0.85 and 0.84 for PA and NA, separately. In the present study, the Cronbach alpha is 0.93 and 0.91 for PA and NA.

The SWLS is planned to assess cognitive development of the subjective well-being. The SWLS comprise of five items (e.g. If I could live my life over, I would change almost nothing). Reactions are made on a 7-point Likert scale (1 = strongly disagree and 6 = strongly agree). Higher scores show more fulfillment with life. The Chinese form of SWLS is embraced by Wang (2015) with worthy reliability (Cronbach alpha: 0.87). The Cronbach alpha of current study is 0.81.

3.3.2 Hope

Hope is assessed by Dispositional Hope Scale (Snyder et al., 1991) which is formulated to assess an individual's common or characteristic level of hope. The DHS could be a 12-item containing four items survey that produces scores based on two sub-scales: agency and pathway. Reactions are appraised on an 8-point Likert scale. Higher scores represent more hope. The Chinese version of DHS was embraced by Ren (2009) with the worthy reliability (Cronbach alpha: 0.80). As for this study, the DHS has worthy Cronbach alphas: 0.77 (0.76, 0.70, for organization and pathway separately).

3.3.3 Resilience

Resilience is evaluated by Brief Versatility Scale (BRS; Smith et al., 2008) which is created to assess the capacity to get over from stress. BRS is a 6 items scale and Reactions are planned based on a 5-point Likert scale. Higher scores indicate more prominent resiliency. The items of the scale are translated into Chinese. Since the deciphered surveys initially have been conducted in a non-English speaking country, back translation is done to create beyond any doubt that the interpretation still hold the initial meaning. The BRS of current study has a worthy Cronbach alpha 0.64.

3.4 Confirmatory Factor Analysis (CFA)

Before the formal testing, the confirmatory factor analysis (CFA) is available. According to result of factor analysis, some factors of DHS have been deleted as the factor loading they own is lower. Being adjusted, the Cronbach of DHS is 0.77(6 items), BRS 0.64, 0.93 and 0.91 for PA and NA respectively and SWLS 0.81.

4. Research Results

4.1 Correlation and Descriptive Statistics of Variables

The mean score of three variables is 67.40, 44.44, and 22.37 respectively. ($SD=11.82$, 8.15, and 4.93) Correlation analysis is conducted in order to decide the relationships between the research variables. Table 3 shows descriptive statistics for the variables. As seen in Table 3, three variables have correlated each other. It is found that hope negatively predicts subjective well-being. There is a positive relationship between hope and resilience. Resilience can negatively predict subjective well-being. The result provides a solid foundation for the following mediation test.

Tables 3*Intercor-Relation and Descriptive Statistics of all Variables in Study*

Measure	1	2	3	Mean	SD	α
1. Subjective well-being	---	-.331**	-.1.63**	67.40	11.82	0.81
2. Hope	---	---	.641**	44.44	8.51	0.77
3. Resilience	---	---	---	22.37	4.93	0.64

(Note. $N=337$, ** $P<0.01$.)

4.2 Mediation Test

As is indicated in Table 4, the result of mediation test finds that the mediation affects is not significant ($B=-0.085, T=1.262, P=0.208$). In addition, 95% confidence interval (CI) =-.168-.549. Therefore, the mediation of resilience is not significant in the test. The relationship between hope and subjective well-being is in negatively significance ($B=-0.385, T=-0.574, P<0.001$). Hope can positively predicts resilience ($B=.641, T=15.305, P<0.001$). Hope explains 44% ($R^2=0.44$) variance of resilience and 11 % ($R^2=0.11$) variance of subjective well-being.

Table 4*Result of Regression and Mediation Test*

	R^2	(ad) R^2	F	B	T
Hope to SWB	.110	.107	41.529***	-.331	-.423***
Hope to Resilience	.441	.410	234.23***	.641	15.305***
Hope to Resilience to SWB	.441	.109	41.462***	-.385 -.085	-.547*** 1.262

4.3 Discussion

According to the previous study, hope is an important predictor of subjective well-being. Research has built up that hope directly related with positive results, adjustment and subjective well-being (Snyder, 2002). A few studies has explored that hope positively predicates well-being and it can indicate for subjective well-being such as positive affect, negative affect, forgiveness, quality of life and prospering (Demirli et al., 2015).

But contrary to the previous studies, the current study finds that hope can negatively

predict subjective well-being, greatly different from the conclusion of the previous study. This is because the uniqueness embodied in the Chinese social and cultural contextualization leads students in China to go through great stress (Chen, 2018). Rooted in Confucian culture, Chinese society is featured by putting an exceptionally emphasis on education; consequently, students are instructed to compete for high scores in various tests in order to be enrolled into top universities (Feng, 1995). Affected by this culture, the students may take a lots pressure during the daily study life in university because they not only want to acquire excellent grades in academy but also prepare for the fierce completion in all affairs. They have plenty expectations and hopes for the future, but in turn they suffer less satisfaction about the university lives with intensive competition.

The current study also indicates that the resilience plays no role of mediation between hope and subjective well-being. One factor that should be discussed in defining resilience outcomes is culture, which is often overlooked (Rigsby, 1994). The Chinese culture tends to place greater emphasis on harmony and moderation, so the resilience is not statistically significant.

4.4 Implications

According to the result of the current study, there is a need to further explore the reasons that cause the negative relationship between hope and subjective well-being in the different context of China. And future research should proceed to conduct more empirical studies by using other positive variables under the framework of broaden-and-built theory in the Chinese community.

5. Conclusion

The study has explored that the mediation role of resilience between hope and subjective well-being was not significant in a sample of community of Chinese university undergraduates. Considering that positive psychology was basically started for deciding the components which may contribute to subjective well-being, the present study has offered more understandings enlightening for both researchers and practitioners. The way Chinese pursue happiness is different from that in the West. The theory initially proposed in the western culture should be empirically verified in the different contextualization to enrich the theoretical framework.

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APPENDIX

Dispositional Hope Scale

1. I can think of many ways to get out of a jam.
2. I energetically pursue my goals.
3. I feel tired most of the time.
4. There are lots of ways around any problem.
5. I am easily downed in an argument.
6. I can think of many ways to get the things in life that are important to me.
7. I worry about my health.
8. Even when others get discouraged, I know I can find a way to solve the problem.
9. My past experiences have prepared me well for my future.
10. I've been pretty successful in life.
11. I usually find myself worrying about something.
12. I meet the goals that I set for myself.

Brief Resilience Scale (BRS)

1. I tend to bounce back quickly after hard times
2. I have a hard time making it through stressful events.
3. It does not take me long to recover from a stressful event.

- 4. It is hard for me to snap back when something bad happens.
- 5. I usually come through difficult times with little trouble.
- 6. I tend to take a long time to get over set-backs in my life.

PANAS Scale(descriptor)

- 1. Enthusiastic
- 2. Interested
- 3. Determined
- 4. Excited
- 5. Inspired
- 6. Alert
- 7. Active
- 8. Strong
- 9. Proud
- 10. Attentive
- 12. Afraid
- 13. Upset
- 14. Distressed
- 15. Jittery
- 16. Nervous
- 17. Ashamed
- 18. Guilty
- 19. Irritable
- 20. Hostile

Satisfaction with Life Scale

- 1. In most ways my life is close to my ideal.
- 2. The conditions of my life are excellent.
- 3. I am satisfied with my life.
- 4. So far I have gotten the important things I want in life.
- 5. If I could live my life over, I would change almost nothing

Construction of the Model of Factors Affecting Chinese College and University Students' Learning Behavior during the COVID-19 Pandemic

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Abstract

This paper carries out a study on the changes in the learning behavior, academic performance, learning psychology, and development expectation of Chinese university and college students due to the online teaching method during the COVID-19 pandemic through criterion sampling. The model of factors affecting students' learning behavior during the COVID-19 pandemic was built based on grounded theory and iceberg theory through a semi-structured interview with 20 students from different universities and colleges in Guizhou, Guangxi, and Guangdong, China. This study obtained data by completing the determination of research direction, proposing interview outline, signing interview agreement with interviewees, simulating interview training and formal interview. This model includes the core coding of "explicit behavior and implicit behavior", the associative coding of "learning ability", "practical ability", "development capability", "learning feeling", and "personality and intrinsic motivation", and open coding of 21 items such as attention, observation power, and memory.

Keywords: COVID-19 Pandemic, Online Teaching, Students, Learning Behavior, Model of Factors

1. Problem Statement

NOVEL CORONAVIRUS PNEUMONIA, NCP, as a public health emergency, has caused serious impact and changes on the physical health, mental health, social adaptation, and moral health of people all over the world (Guo & Li, 2001). For this reason, all countries in the world introduce corresponding policies on health, economic construction, education development to cope effectively with the COVID-19 shocks. According to UNESCO statistics, by May 25, 2021, schools in 164 countries have been closed because of the COVID-19 pandemic, affecting 445 million students.

On February 4, 2020, the Ministry of Education of the People's Republic of China issued the Directive Opinions on the Organization and Management of Online Teaching for Colleges and Universities during the COVID-19 Prevention and Control Period, requiring adopting the "government-led, university-subject, and society-participated" method, to jointly implement and guarantee online teaching in colleges and universities during the pandemic prevention and control period, to realize "class suspended without stopping teaching and studying" in the social context of the whole nation under home quarantine.

Ma et al. (2020) believed that my country has ushered in the OMO era, and through the organic combination of online and offline teaching activities, blended teaching is carried out, but to improve the ability of Chinese universities and colleges to cope effectively with the

organizational behavior of teaching and reduce the impact of emergencies on the students' learning behavior and effectiveness in a large extremely passive closed situation, scholars have carried out the research on students' learning behavior and effectiveness during the pandemic and have not stopped now.

This research team found by literature collection that existing research results pay more attention to the analysis of students' online learning behavior, attitude, and motivation, instead of the research on the factors affecting students' learning behaviors during the pandemic and special period, failing to explain accurately the question of "the factors affecting the students' learning behavior during the pandemic" in detail. To improve the learning behavior and effectiveness of university and college students during the pandemic and cope with unknown risks in the natural development, the research team believes that it is necessary to carry out systematic and in-depth research on the factors affecting university and college students' learning behavior.

2. Basis of Preliminary Research

2.1 Preliminary Research on the Factors Affecting the Students' Learning Behaviors

Centering on the factors affecting the students' learning behaviors, scholars made in-depth research on the external factors such as learning environment and social environment and internal factors such as self-efficacy, learning attitude, and satisfaction by different research methods from multiple perspectives.

In terms of external factors, Govaerts et al. (2011) believed that the learning environment is also an important variable for students' learning behavior and there is a positive correlation between students' learning behavior and learning environment. However, Saenz et al. (1999) believed that students' learning behavior is related to the educational level of their parents. In addition, some studies also show that student performance depends on many factors such as learning facilities, and sex and age differences (Hansen, Joe B., 2000). Lillian Smyth et al. (2016) believed that students are driven, learning outcomes are affected not only by their character and learning environment but also by the social environment they perceive. Wan Kun (2021) found that the external influencing factors of students' online learning engagement are mainly reflected in the learning environment, the roles of teachers, and students' social interaction at present. In addition, some researchers pay attention to students' self-efficacy, learning attitude, learning satisfaction, and other personal internal factors. Roselainy Abdul Rahman (2012) believed that students' self-motivation and background knowledge are important factors affecting students' learning behavior. They found that students' self-efficacy can affect their choice of online learning activities and personal efforts and persistence in the activities.

2.2 Preliminary Research on Chinese Students' Learning Behavior in the Context of the Pandemic.

At present, the research on affecting students' learning behavior in the context of the pandemic mainly focuses on the analysis of learning effectiveness and learning behavior, the feeling of learning, and learning motivation. The more common research mode is the combination of theoretical and empirical research and the integration of multiple methods, and the method used is mainly questionnaire survey method and behavioral event interview.

In terms of learning effectiveness and behavior, Ma et al. (2020) analyzed the main reason for affecting the outcome of learning from online teaching, specifically, students' self-discipline ability, the efficiency to learn from videos and guidance, and the ability of teachers to solve problems and give feedback. Wu et al. (2020) found that what the research university

students are concerned about is teaching strategies and teaching contents of teachers, but the applied university students pay more attention to the functions and technical service support of online course platforms and teachers' energy in the class. In terms of research on students' self-regulated learning behavior, Li and Zhou (2020) studied the students' self-regulation in online courses based on the basic theory of self-regulated learning behavior and concluded that online learning platform for students and their self-regulation affect their learning effects. Zhu et al. (2020) believed that the students' intention to participate in an online course is directly affected by their attitude to online learning. Wang et al. (2020) believed that learning activities are the result of their learning motivation and there is a close relationship between the strength of students' learning motivation and learning effects.

3. Construction of the Model of Factors Affecting Students' Learning Behavior

3.1 Research Object

Considering the representativeness of research objects and the feasibility of carrying out the research, so "criterion sampling" for qualitative research is used to select interviewees. This study set the standards and conditions for sampling according to regions, schools, and grades. Finally, the interview research was conducted with junior students who experienced online teaching of COVID-19 in Guangdong Teachers College of Foreign Language and Arts, Guizhou Institute of Technology, and Guangxi Arts University, including 11 women and 9 men. According to Lincoln and Guba, (1985) showed that the sample size for the interview purpose should be more than 12. The number of valid interview samples in this research is 20, meeting the requirements of carrying out research.

3.2 Research Method

3.2.1 Grounded Theory Method

Grounded theory is a qualitative research method proposed by Anselm Strauss and Barney Glaser in 1967, a method of not setting up theoretical assumptions in advance, but summarizing, refining concepts and categories from the original data, and gradually building the corresponding theory. This method is perfect for the analysis of interview data.

The grounded theory emphasizes that theories come from data, researchers must go to the field in person and perform scenario analysis and textual analysis for data collected. Furthermore, this theory has a strict operating procedure, including the following steps: 1. record the data level by level; 2. ask generative theoretical questions related to concepts; 3. establish connections between concepts; 4. systematically encode data; 5. build a theory. There are no special provisions on the sample size in theoretical sampling. Once the theory reaches saturation, sampling will be stopped (Song & Fu, 2017).

The most important link of the grounded theory is to code data level by level, this study includes coding of three levels. Level 1: open record; level 2: associative (axial) record; Level 3: core record (Yu & Liu, 2019). In this study, the grounded theory guided the collection and analysis of 20 semi-structured interviews.

3.2.2 Iceberg Theory Method

Iceberg theory comes from psychology. Sigmund Freud compared the psyche to an iceberg, considered the conscious level and the subconscious level as the tip of the iceberg emerging from the water and a huge part hidden under the water respectively, emphasizing the individual level of consciousness. According to Satir iceberg theory, the part of an iceberg emerging from the water represents human behavior, namely, a coping model, and the part of the iceberg hidden under the water is the coping methods, feelings, views, expectations, desires, and self, analyzing the experience level, emphasizing what we have experienced (Wu, 2016).

According to American psychologist McClelland (1973), the ability and quality also show a state similar to an iceberg. The explicit factors affecting students' learning behavior during the pandemic period can be highlighted and meantime the implicit factors can be discovered through the analysis of iceberg theory.

3.2.3 Semi-Structured Interview

Based on the purpose of this interview, the research team adopted the method of the semi-structured interview when designing the interview, and the interviews were conducted in three universities according to the convenient sampling method (see Table 1 for the interview sample). The interview time of each interviewee is about 60 min, except very few in-depth interviews take 80 min (Dunkerley, 2014). During the interview, the interview's alternative questions are changed in time according to the interview outline and the answers of the interviewees. The interview focused on students' learning in the context of the COVID-19 pandemic, and we understand the changes in students' learning behavior in the 2020 spring semester through the interview.

Table 1
Basic Information of Interview Samples

No.	Sex	Age	Grade	Interview location	Major	The only child or not	Family background	Length of interview (min)
A1	Female	20	Junior year	Guangdong	Environmental Art Design	Y	Parents are employees of public institutions	62:52
A2	Female	20	Junior year	Guangdong	Art Design	N	Parents are self-employed individuals	65:21
A3	Female	21	Junior year	Guangdong	Music Education	N	Parents are businessmen	68:53
A4	Male	20	Junior year	Guangdong	Product Art Design	N	Coming from rural areas, parents are farmers	63:34
A5	Male	21	Junior year	Guangdong	Preschool Education	Y	His father is a businessman and his mother is a teacher	66:58
A6	Male	20	Junior year	Guangdong	Digital Media Art	N	Parents are migrant workers	71:37
B1	Male	21	Junior year	Guizhou	Environmental Engineering	Y	His mother is an employee of a public institution and his father is a civil servant	68:21
B2	Female	20	Junior year	Guizhou	Biopharmaceutical	Y	Her father is a businessman and her mother is a civil servant	64:45
B3	Female	20	Junior year	Guizhou	Hydraulic and Hydro-Power Engineering	Y	Parents are civil servants	70:52

No.	Sex	Age	Grade	Interview location	Major	The only child or not	Family background	Length of interview (min)
B4	Female	20	Junior year	Guizhou	Mechatronic Engineering	Y	Her father is an engineer and her mother is a leader of a state-owned enterprise Parents are distillery technicians	63:45
B5	Male	20	Junior year	Guizhou	Brewing Engineering	N	Parents are civil servants	73:35
B6	Female	21	Junior year	Guizhou	Traffic Engineering	Y	His father is a civil servant, and his mother is a teacher	67:03
B7	Male	20	Junior year	Guizhou	Civil Engineering	Y	Parents are migrant workers	62:48
C1	Male	20	Junior year	Guangxi	Sculpture	N	Parents are employees of public institutions	65:36
C2	Female	20	Junior year	Guangxi	Industrial Art	Y	Parents are employees of state-owned enterprises	65:12
C3	Male	21	Junior year	Guangxi	Musical Performance	Y	Her father is a businessman and her mother is an employee of a public institution	66:37
C4	Female	21	Junior year	Guangxi	Product Design	N	Parents are businessmen Her mother is a media and communication worker	69:48
C5	Female	20	Junior year	Guangxi	Dance Performance	Y	83:06	
C6	Female	21	Junior year	Guangxi	Cultural Industry Management	Y		63:44

3.3 Procedures

In the preliminary preparation stage of this study, a research direction is determined, an interview outline is proposed, an interview agreement is signed with interviewees, and interview training is simulated. In terms of the research direction, through a lot of literature, the research gradually focuses on the changes of university and college students in learning behavior, academic performance status, learning psychology, and even career expectations after the pandemic. Thus, a semi-structured interview outline is proposed, consisting of the following questions: What impact do you think the COVID-19 pandemic has had on learning? What impact do you think the COVID-19 pandemic has had on the learning in the practical course? “What impact do you think the COVID-19 pandemic has had on your academic development during the COVID-19 pandemic?” “What changes do you think you have in learning psychology during the COVID-19 pandemic?” “Do you think the COVID-19 pandemic will affect your career direction?” The interview training was simulated through the internal practice of the research team.

The formal interview is divided into two stages. To ensure the internal consistency of coding in the follow-up study, the research team first conducted in-depth interviews with two interviewees based on the principle of proximity, and then conducted open precoding on the two interview materials, and took the high-frequency words in the original materials (or words with different expressions but similar meanings due to personal habits) as keywords to form the basic coding and extract concepts, and finally the Coding Dictionary was formed for this study. After that, we conducted one-on-one in-depth interviews with 18 formal interviewees to obtain rich basic data as much as possible.

In the two-stage interview, five team members for interview training generally give the interview outline to the interviewees one day before the interview, and interview with interviewees according to the prepared interview outline within the agreed time to ensure the research norms and obtain effective information as efficiently as possible. The length of the interview is generally controlled at about 1h, and the recorded data are transcribed into the text after the interview to form the main basic data source of this study.

In sorting out the interview results, it is found that the feedback of students mainly focuses on the changes in personal attention, understanding ability, practical operation ability and expectation for future development caused by the change of learning environment and learning method. The research team adopted grounded theory to present the text data in the form of three-level coding. Level 1 coding is open coding, the formal coding of 20 copies of text data according to the Coding Dictionary sorted out in the first stage (Liu, 2019). After sorting and merging, Level 1 coding of 21 items such as attention, observation power, memory, understanding ability, practical ability, executive ability, cooperation ability, and integration ability is formed, and the coding of Chinese college and university students' learning behavior is formed in the context of the COVID-19 pandemic. As associative coding, Level 2 coding compares and refines the concept of Level 1 coding, sorts out the correlation and dimensional relationship between Level 1 coding, and summarizes the dimensions of learning ability, practical ability, development capability, learning feeling, personality and intrinsic motivation. As core coding, Level 3 coding is a further induction and summary of associative coding, and a systematic theoretical construction is formed. At this stage, the research team summarizes two types of core coding, namely, explicit behavior and implicit behavior, according to the iceberg theory.

3.4 Findings

According to iceberg theory, the research team formed a code table of factors affecting the college and university students' learning behavior in the context of COVID-19 based on the three levels of coding, as shown in Table 2.

Table 2

Code of Factors Affecting University and College Students' Learning Behavior in the Context of the COVID-19 Pandemic

Core coding	Associative coding	Open coding	Number of persons referred	Number of times referred
Explicit Behavior	Learning Ability	Attention	18	68
		Observation power	19	73
		Memory	20	85
		Understanding ability	19	82
		Expressive ability	17	88

Core coding	Associative coding	Open coding	Number of persons referred	Number of times referred
Explicit behavior	Practical Ability	Practical ability	17	89
		Executive ability	15	67
		Cooperation ability	13	56
		Integration capability	12	48
Implicit behavior	Development Capacity	Innovation ability	16	65
		Imagination	14	57
		Logical thinking ability	15	46
		About schools	20	41
Implicit behavior	Learning Feeling	About courses	20	65
		About teachers	20	33
		About environments	18	24
		Independent consciousness	16	53
Implicit behavior	Personality and Intrinsic Motivation	Desire for knowledge	19	85
		Self-control ability	15	49
		Achievement needs	20	67
		Goal pursuit	19	96

3.4.1 Explicit Behavior

In this study, explicit behavior affecting university and college students' learning in the context of the COVID-19 pandemic can be summarized into two core elements, namely, learning ability and practical ability.

3.4.1.1 Learning Ability

In this study, the associative coding is mainly to explore students' behavior involved in learning professional theory. This item has been mentioned 396 times in total, and its open coding is arranged as follows in order of the number of persons and times referred: expressive ability (the number of persons and times of referring to students' ability to express and describe personal opinions in the process of theoretical learning is 17/88 respectively), memory (the number of persons and times of referring to the students' impression of the key knowledge or important links they have learned after a period of time is 20/85 respectively), understanding ability (the number of persons and times of referring to the students' understanding of key knowledge in the process of theoretical learning is 19/82 respectively), observation power (the number of persons and times of referring to the sensitivity of students to the detailed observation of theoretical knowledge in the learning process is 19/73 respectively), and attention (the number of persons and times of referring to whether students can concentrate better in the theoretical learning process is 18/68 respectively).

3.4.1.2 Practical Ability

This ability refers to the practical operation ability of university and college students in professional learning. This item has been mentioned 260 times in total, and its open coding is arranged as follows in order of the number of persons and times referred: practical ability (the number of persons and times of referring to students' practical operation ability in the

learning process is 17/89 respectively), executive ability (the number of persons and times of referring to students' implementation status of teaching tasks in the learning process is 15/67 respectively), cooperation ability (the number of persons and times of referring to cooperation between students for team cooperation projects in the learning process is 13/56 respectively), and integration capacity (the number of persons and times of referring to the ability to integrate different resources for relatively complex comprehensive practical projects in the learning process is 12/48 respectively).

3.4.2 Implicit Behavior

Implicit behavior is the characteristics of invisible behavior under the iceberg. These characteristics are generally not easy to detect, but they are the key factors affecting students' learning behavior to a certain extent. This study found that the implicit behavior affecting college students' learning mainly includes the core elements of development capability, learning feeling and intrinsic motivation.

3.4.2.1 Development Capability

The development potential will determine the width, breadth and speed of students' future growth and what is mainly observed in this project is students' thinking activity and logical thinking ability. The interviewees mentioned the content 170 times in total, and its open coding is arranged in order of the number of persons and times referred: innovation ability (the number of persons and times of referring to the ability to achieve breakthrough progress for a specific task goal in the learning process is 16/65 respectively), imagination (the number of persons and times of referring to the ability to connect different elements by jump thinking in the learning process is 14/57 respectively), and logical thinking ability (the number of persons and times of referring to the ability to think dialectically and solve complex tasks gradually and methodically in the learning process is 12/48 respectively).

3.4.2.2 Learning Feeling

What is mainly observed is students' subjective judgment on learning status, environment and harvest. In the research, the project team found that once the subjective feeling of learning is formed, it will solidify rapidly and has a directional impact on students' specific learning behavior in a period of time. The interviewees mentioned the content 163 times in total, and its open coding is arranged as follows in order of the number of persons and times referred: to courses (the number of persons and times of referring to students' learning feelings about the course is 20/65 respectively), to schools (the number of persons and times of referring to students' understanding and feeling about the school management system, curriculum, time and other arrangements is 20/41 respectively), and to teachers (the number of persons and times of referring to students' likes and dislikes of teachers' charm, teaching means, and means of knowledge dissemination is 20/33 respectively), and to the environment (the number of persons and times of referring to students' feelings about their learning atmosphere, network environment support, time arrangement, etc., is 18/24 respectively).

3.4.2.3 Personality and Intrinsic Motivation

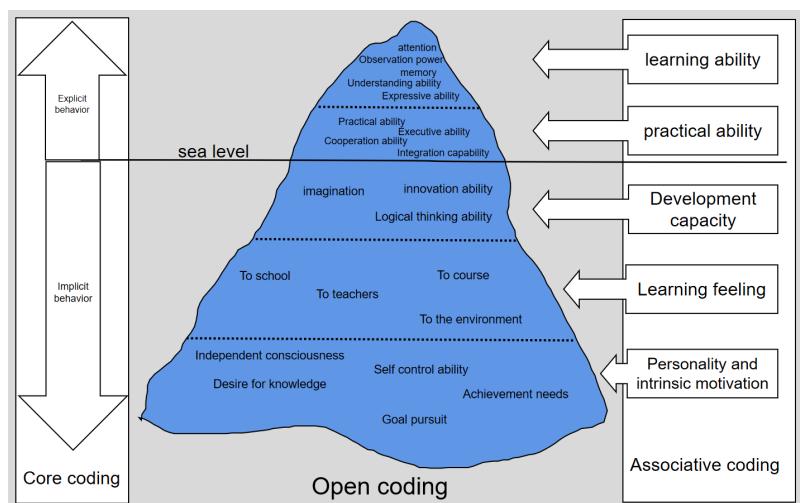
Personality is the generic term of individual thoughts, emotions, values, attitudes and other behavior. Internal motivation is the driving force inspired by an individual psychological tendency to move towards goals. It is similar to learning feeling. Once formed, it will solidify rapidly, and has a certain tendency and stability. The interviewees mentioned the content 350 times in total, and its open coding is arranged in order of the number of persons and times referred: goal pursuit (the number of persons and times of referring to students' goals for personal career development are 19/96 respectively), desire for knowledge (the number of persons and times of referring to students' desire for knowledge in unknown fields is 19/85 respectively), achievement needs (the number of persons and

times of referring to students' expectations of future achievements is 20/67 respectively), independent consciousness (the number of persons and times of referring to students' opinions on their personality expression, emotion and demeanor is 16/53 respectively), self-control ability (the number of persons and times of referring to students' self-management ability of study and life behavior is 15/49 respectively).

Based on the induction of three levels of coding, a model of factors affecting the university and college students' learning behavior in the context of the COVID-19 pandemic is formed, as shown in Fig. 1.

Figure 1

The Model of Factors Affecting University and College Students' Learning Behavior in the Context of the COVID-19 Pandemic



4. Verification of the Validity of the Model

To test and ensure the reliability and validity of this study, according to the research suggestions of Wu and Huang, (2012), the original data inspection method is adopted in this study, and the original data are continuously consulted for verification and comparison at all levels of coding. In addition, this study adopts the research suggestions of Mbengi (2016) and other scholars, and adopts the expert consultation method for inspection. Six experts in college and university education were successively consulted, including the vice chairman of the Chinese Society for Technical and Vocational Education (CSTVE), the committee member of the Guangdong Society of Higher Education and the member of the Guangdong Academy of Education for their comments and suggestions, to ensure the correctness of interpreting text and ensure the reliability and effectiveness of this study.

5. Conclusions and Follow-up Study

The construction of a model of factors affecting the college and university students' learning behavior in the context of the COVID-19 pandemic is a good answer to the question of "what factors affect the college and university students' learning behavior during the pandemic". The construction of this model not only provides reference and a basis for teachers to better provide teaching services for students and improve students' learning effect in the context of online teaching but also provides a reference for students to better adapt to the teaching methods of online teaching. Meantime, this model can provide a reference for colleges

and universities on how to improve management efficiency in the context of online teaching, and also provide a basis and standard for colleges and universities to stabilize students' learning behavior in response to public emergencies.

This study constructs a model of factors through interviews with college and university students of different majors in different provinces, but it is found that the sample size is small, that is, the scope of interviewees is not large enough within 31 provinces and cities. It is suggested that in future research, the research scale can be worked out based on the model of this study and samples can be taken in a larger range, to provide more convincing and reliable data for the study of students' learning behavior in the context of the pandemic.

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Appendix: Interview Outline

I. How do you feel you were affected in your study during the New Crown epidemic? For example, the environment, teaching methods, etc.

II. How do you think your learning in practical courses was affected during the New Crown epidemic?

III. How do you feel your academic development has been affected during the NPS?

IV. What do you think has changed in your learning mindset during the New Crown epidemic?

V. Do you think the new crown epidemic will affect your career choice?

A Self-Report on the Factors Determining the Stress Levels of Chinese Graduate Students Studying Abroad in Thailand

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Abstract

An expanding corpus of research and data shows that stress, a contemporary pandemic and the most prevalent academic performance-related mental disease among all mental health issues, poses a possible challenge or danger to humanity. In addition, considerable evidence indicates that the prevalence of stress among college students is on the rise. In light of this, the current research aims to evaluate the degree of stress among Chinese college students in Bangkok based on the influence of demographic variables such as gender, age, academic level, and family background/region, as well as to identify possible stress-determining factors. For both quantitative and qualitative data collection and integration, a mixed-methods survey design was used, and semi-structured interviews were performed. According to the research findings, Chinese graduate students exhibited a significantly elevated and averaged level of stress ($X=4.09$) about studying overseas in Thailand. In addition to eating ($X=4.77$), academic concerns ($X=4.56$), cultural difficulties ($X=3.59$), and education-related administration management ($X=3.44$), a number of other factors accounted for the majority of the stress-reduction factors. This research provides a comprehensive and in-depth assessment of stress levels from the perspectives of Chinese graduate students studying abroad in Thailand. Equally significant, the study findings create a framework for analyzing the external and internal stress-causing variables among Chinese graduate students.

Keywords: Stress Level, Chinese Graduate Students, Stressor, Culture Shock

1. Introduction

A substantial quantity of research and empirical findings indicate that stress poses a possible challenge or hazard to human behavior (Alexander et al., 2020). Among all mental health issues, feelings of stress are seen as a contemporary pandemic and most frequently as an academic performance-related ailment (Allen et al., 2022). Over the last several decades, it has been more difficult to deny the presence of a significant connection between psychology and education (Bano & Xia, 2020; Assana, 2017). The subject of stress has attracted a substantial amount of scholarly scrutiny. In addition, considerable evidence indicates that stress levels among higher education students are on the rise. Several efforts have been made to do substantial study on the academic stress and educational environment of students in an alien culture (Barden & Caleb, 2019; Bawa & Watson, 2017). Specifically, students experience mental stress while pursuing higher professional education abroad in a foreign country. Despite the relevance of psychological stress, there is indeed a dearth of trustworthy information on the stress conditions of Chinese graduate students in ASEAN nations, notably in Thailand, as shown by the current research. In light of this, the present study explores how much stress Chinese graduate students experience in Thailand as well as the underlying factors of that kind

of stress. Two significant objectives of this research study are: 1) to investigate the situation of stress levels among Chinese graduate students in Thailand; 2) to identify the stressors or causes that generate stress. In light of the previous research aims, this study's particular research questions attempted to give solutions to the following issues:

- 1) How much stress generally do Chinese graduate students in Thailand experience.
- 2) What would be the most often identified sources of stress among Chinese graduate students.

The major motivation for selecting this study issue includes personal interest and informal consulting experience with Chinese graduate students, which has led the development of this research project. This research aims to give an intriguing incentive to build our understanding of the mental health issues of Chinese graduate students studying abroad in Thailand. For the meantime, this survey significantly improves our knowledge of a number of direct stressors likely to affect higher education life in Thailand. Theoretically, the predicted findings would be crucial in providing the framework for an understanding of the stress levels and sources of stress among Chinese graduate students pursuing postgraduate studies in Thailand. Concerning applicability, the findings would demonstrate a substantial analytic framework that would serve as the deciding role of a facilitator for Chinese graduate students with mental stress troubles seeking further expert consultation in order to effectively manage emotional stress level for an academic achievement, interpersonal, and psychical life in Thailand.

2. Literature Review

Generally speaking, stress study in terms of a broad term categorize stressors as life events, chronic stressors, and daily frustrations (Anisman, 2015; Duncan & Prowse, 2014). Life events are distinct, acute, obvious occurrences (e.g., parent's divorce, a birth of a child, etc.) that need considerable adaptations over a relatively short time and are self-limiting in character (Harkness & Hayden, 2020; Horowitz, 2020). Chronic stresses are long-lasting or recurrent demands, conflicts, risks, or concerns (e.g., physically-disabled situation, poorness)(McKay et al., 2021; Singh, 2021) while daily difficulties and uplifts (e.g., traffic delays and a beautiful supper) need minor behavioral (re)adjustments throughout the day (McKay et al., 2021; Harkness & Hayden, 2020). The bulk of research has focused on life events and chronic stress, with less on daily annoyances and positive feelings. On the other hand, life experiences were among the early methodologies in stress research, usually taking the form of a checklist of events taken from many domains and hierarchies and weighted either by standardized significance or subjectively by respondents (Slavich, 2019; Stoddard et al., 2018). In general, these checklists symbolize key life events (Harkness & Hayden, 2020; Horowitz, 2020). The universe of probable life experiences has not been sampled consistently by such checklists, with young individuals over-represented and women, minorities, and the impoverished under-represented (Slavich, 2019; Stoddard et al., 2018; Duncan & Prowse, 2014).

Furthermore, stress-related research has a lengthy history. What we understand about stress is mostly based on empirical research that examine the relationship between emotional concerns encountered and endured in the academic environment and critical outcomes such as academic adaptability and success, as well as the person's health and well-being. Nonetheless, tension may negatively impact academic performance in everyday life, particularly in a foreign environment. Several earlier research have examined the impact of stress on Chinese graduate students' pursuit of higher education in western and Asian nations (Huang, 2021; Gautier, 2019; Bista, 2018; Dervin, 2016; Guoqing, 2013) Alternatively, King and Bernardo (2015) present a thorough definition of stress as "a response to the environment in which there is either a) the

possibility of a net loss of resources, b) the net loss of resources, or c) the absence of resource gain after the investment of resources.” In another sense, resources may relate to or act as a tool of self-help, enabling people to achieve their objectives and assume control of their surroundings. The aims of Chinese graduate students pursuing higher education overseas in an exotic culture are to complete their academic missions while obtaining their diploma and to react to the cultural variety in order to “fill their demands” “socially” and “biologically” (Kommers, & Bista, 2020; Molina & Racal, 2018; MacLeod, 2017).

Alternately stated, in his foundational paper on stress, Molina and Racal (2018) characterizes stress as “a common characteristic of many diverse emotions such as anxiety, frustration, wrath, concern, dread, sorrow, and despair.” In other words, stress has been identified as “a ubiquitous facet of a variety of emotions” (MacLeod, 2017; Zhu, 2016). If these Chinese graduate students continue to pursue their study in another nation, they will almost probably be exposed to the previously stated psychologically stressful scenarios. If their level of stress and the related specific causes of stress were studied as the utmost priority, this would pave the way for future psychological factors that may have a significant impact on the student’s social and academic life abroad. In other circumstances, it is generally presumed that the variables that lead to stress are characterized as stimuli or stressor (Molina & Racal, 2018; Oborune, 2016). These stresses may emerge from a range of “interior” and “exterior” sources or appear in “physical” or “emotional” forms (West & Ramirez, 2016; Teh et al., 2013). When discussing the classification of stress, “exogenous” or “external” causes are those that come from outside the individual and over which they have no control (Molina & Racal, 2018; MacLeod, 2017). This encompasses the influence of an individual’s exterior living situation, cultural clash, cultural shock, cultural differences, and other related events (Lai et al., 2021). Similarly, “endogenous” or “internal factors” linked to one’s personal experience are highly sensitive to the feeling of “inferiority, inadequacy, and uncertainty” (Yoon et al., 2021; Zhu, 2016). This study focuses on the first investigation into the influences of stress on the mental wellbeing of Chinese graduate students pursuing higher education in a diverse context.

3. Methodology

In addition to gaining a comprehensive knowledge of the stress levels of Chinese graduate students, a mixed-methods questionnaire method was implemented in order to identify the major stress-determining factors. For the gathering and incorporation of both quantitative and qualitative data, semi-structured interviews and self-administered questionnaires were undertaken. The semi-structured interview questions comprised of a range of questions that acquired statistical profile, such as age, gender, academic level, academic profession/major and study-abroad experiences of the individuals; these were followed by a number of stress-related questions. Similarly, students were asked to indicate their individual stressors on a scale from 1 to 5. Appendix 1 provides a comprehensive representation of the interviews about levels of self-perceived stress. Also, This study targeted 378 Chinese graduate students (N=378) currently studying in Chinese graduate programs in Thailand (Male: N=178, 47%; Female: N=200, 53%), aged 20–25 years old, and majoring in Master of Business Administration (N=158, 41.8%) and Master in Educational Administration (N=220, 58.2%), respectively. This investigation employed convenience sampling as its sampling technique. In the following descriptive analysis table, Table 3.1 presents a breakdown of the participants’ demographic information.

Table 1*Descriptive Analysis Participants' Demographic Information*

Category	Subcategory	378	100%
Gender	Male	178	47.0%
	Female	200	53.0%
Graduate Profession	MBA	158	41.8%
	MEA	220	58.2%

To gather and evaluate data for this study, the research team delivered questionnaires to students in each class. The participants responded to the questionnaire by identifying and assessing the top five stressors they experienced while studying in Thailand on a 5-point scale based on their own judgments. After each student had completed the questionnaire, the responses were gathered and analyzed.

4. Findings

The degree of stress experienced by Chinese graduate students was the focus of the first study area. In response to the first research question, the study's findings indicated that the participants who pursued after their graduate studies in Thailand reported experiencing an averaged stress level score that was significantly high ($\bar{X}=4.09$). As shown in the following Table 4.1, the mean scores were collected from four different thematic-coding aspects and then averaged. These four aspects included food (mean score of 4.77), academic I—personal (mean score of $\bar{X}=4.56$), culture (mean score of $\bar{X}=3.59$), and academic II—administrative (mean score of $\bar{X}=3.44$). In summary, the average score for stress experienced by Chinese graduate students was 4.09.

Table 4.1*Summary of Chinese Graduate Students' Stress Level*

Thematic Coding	Frequency	Mean
Food	N=352	4.77
Academic I—Personal	N=322	4.56
Culture	N=97	3.59
Academic II—Thai Administrative	N=102	3.44
Average		4.09

The second research question aims to particularly find the determining factors of stress that are acknowledged among Chinese graduate students in Thailand. This question was posed in order to facilitate the first research question's answer. The results of the study demonstrated that one of the most significant contributors to stress was the shortage of Chinese cuisine ($\bar{X}=4.63$, N=352, 93.1%) while participating in the study abroad program in Thailand. In addition, the data revealed academic-personal ($\bar{X}=4.33$, N=289, 76.5%) as the second main source of stress among replies from Chinese college student participants in the study. According to the findings of the survey, the two components of culture ($\bar{X}=3.39$, N = 108, 28.6%) and academic II—administrative ($\bar{X}=3.21$, N=89, 23.5 %) were judged to be the least determining stressors. The results of the second research question were summarized in Table 4.2, which can be seen below.

Table 4.2*Summary of Chinese Graduate Students' Determinant Causes of Stress*

Thematic Coding	Frequency (interview feedback)	Stress Level
A. Food		
1. Availability of Chinese cuisine is quite limited	172 (48.8%)	4.71
2. Only a Small Selection of Pure Chinese Foods	100 (28.4%)	4.60
3. Restricted Access to Chinese Food	80 (22.7%)	4.58
Total	352 (93.1%) /Total 378	4.63
B. Academy I—Personal		
1. Overload academic work or assignment	147	4.65
2. Post-graduation employment	67	4.32
3. Unclear Study Goal & Profession Direction	45	4.23
4. Issues on graduation and academic diploma	30	4.11
Total	289 (76.5%) /Total 378	4.33
C. Culture		
1. Social Problem with Thai-Chi Lang. Comm.	52	3.57
2. Personal Annoyance Problem VISA	35	3.38
3. Personal Reasons/ Cultural Dissimilarity	21	3.21
Total	108 (28.6%) /Total 378	3.39
D. Academy II—Administrative		
1. University Low VISA Process/Work Efficiency	70	3.27
2. DPU Facility (Dormitory Management)	19	3.14
Total	89 (23.5%) /Total 378	3.21

5. Conclusion and Discussion

The outcomes of this survey reveal definite evidence that “exogenous variables” or “external influences” are the major causes of stress (Zhu et al., 2021; Lai et al., 2021; Parker & Parker, 2017). It is conceivable for Chinese graduate students to undergo a “distress stage” (O'Neill & Cullingford, 2017; Ibrahim, 2015) of culture shock when confronted with Thai-related themes, such as Thai cuisine or the Thai approach to social and academic concerns, in comparison to Chinese culture. This is a potential explanation for the questioned phenomena. At this time, they would appreciate being able to feel self with Chinese-style cuisine; nevertheless, Chinese restaurants or Chinese food are not prominent or ubiquitous across the Thai-dominated institution in Thailand, which is the issue of their concern. Therefore, more theories may be explored. It is likely that the distinctive preferences of Chinese graduate students should have been our sole wellspring of data and knowledge about the flavor profile of Chinese food. On the other perspective, “Identity” is seen as a chronic problem and a “social and personality psychology construct” (Baltes et al., 2015; Fei, 2015;). This relates to the perspective or inspiration of Chinese graduate students concerning their studies and pursuit of education in Thailand.

It is probable that the sources of stress that are triggering emotional breakdowns among Chinese graduate students are also the reasons why they appear indecisive over their own future or desired career path. In conclusion, the outcomes of this research would hardly offer a conclusive answer to the following questions issue. Is there a propensity among Chinese graduate students to study in Thailand, and if so, is this ambition the result of a decision made by their families, or is it the result of other factors? In summary, the outcomes of this research have already widened our awareness of how stress may perform a substantial role in disturbing the educational pursuits of Chinese graduate students in Thailand. This survey’s contribution would have been to give additional insight into the achievement of learners of Chinese graduate

students under stressful conditions, as well as a solid construction of a stress-relevant framework for future consulting usage (Student Consultation Service, DPU-CIC). This would have been done to enable Chinese graduate students studying in Thailand to manage their mental stress issues so that they may live a richer, wealthier, and more satisfying life in Thailand.

6. Suggested Future Research

Considered as a whole, the present findings contribute to the field's understanding of the major relevance of the pressures encountered by Chinese college students studying abroad in Thailand. On the basis of the findings of the present study, a number of concerns need further investigation, and it is suggested that they be explored in the following ways: 2) How Much Stress Chinese University Lecturers Suffer in Bangkok, Thailand, and the Determinant Causes of Stress; and 3) A Cross-Cultural Analysis of Stress Conditions Among Chinese College Students, Thai College Students, and Taiwanese College Students.

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APPENDIX



Self-Perceived Stress Interview

This interview has been conducted by the research group for the General Education (GE) Department at DPU-CIC in order to investigate the stress levels of Chinese graduate students studying in Thailand. The conclusion of this study will aid GE researchers in gaining a deeper knowledge of the stress levels and probable sources of stress among Chinese students (stressors). Your aid in completing this assignment is very valued, and we appreciate your efforts and cooperation.

Interview questions

❖ **Demographic—Self-Introduction of Participants**

- 1) How old are you specifically?
- 2) What is your current academic level?
- 3) What is your academic profession at the university?
- 4) Where is your hometown in China specifically?
- 5) How long have you been staying in Thailand?
- 6) Before coming to study in Thailand, have you ever been living in other foreign country? And for how long?

❖ **Stress-related**

- 1) During your study abroad in Thailand, what makes you stressed, tensioned? Please think about it carefully and if possible, make a list of 3-5 causes of stress and have them ranked in sequence. You are able to write them down on the paper provided.
- 2) Describe in detail about these causes of stress on how/why they affect you?

In terms of **STRESS DEGREE**, can you respectively number it from 1 to 5?

1: Much lower than Average	2: Slightly lower than Average	3: Average
4: Slightly Higher than Average	5: Much Higher than Average	

Cause of stress	Degree
Stressor 1	
Stressor 2	
Stressor 3	
Stressor 4	
Stressor 5	

3) Any other causes of stress beside those you mentioned above?