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Policy

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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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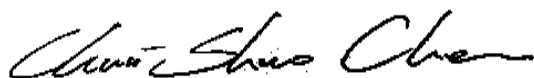*Dhurakij Pundit University, Thailand*

Editor's Note

Dear Sir / Madam,

It brings us great pleasure to announce the release of JCAS Volume 3 Number 2. As the global health crisis gradually recedes, we are observing a steady resurgence in the global economy, notably in Southeast Asia. In this edition, we present six significant articles spanning various topics, hoping they provoke diverse ideas and considerations. The journal has been meticulous in its article selection, as JCAS aims to emerge as a distinguished authority in the study of China and ASEAN-focused themes throughout 2023 and 2024. This ambition aligns with our definitive goal of advancing JCAS to an elevated academic platform recognized by major international academic databases such as TCI1, TCI2, and Scopus. Consequently, we look forward to the continued engagement of academics and researchers, who remain integral to our central scholarly pursuits.

This is a fresh, comprehensive, and exceptional academic journal that explores a diverse range of research areas, including Future Workforce, Thai-China relations, 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. The objective of this journal is to provide a platform for academics, practitioners, and students to present top-notch conceptual and empirical research papers in both Chinese and English languages. It also seeks to foster knowledge exchange in the relevant disciplines and to bring forward significant scholarly contributions. Moreover, the Journal of Comprehensive Academic Studies (JCAS) functions as a leading forum that offers its readers the opportunity to learn about, discuss, and disseminate indispensable knowledge pertaining to the most recent research findings and best practice guidelines.

JCAS, in essence, is recognized as an extended scholarly expedition that transitioned from nonexistence in its earlier days to a tangible entity in the current times. The realization of JCAS would not have been possible without the significant contributions, engagements, and dedication of each member of the involved committee. We extend our profound gratitude to everyone who has participated, contributed, and especially those who have played a part in enhancing and solidifying the image and reputation of JCAS.

Your sincerely

Editor-in-Chief
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Contents

The Influence of Webcast Interactivity on Customer Value Co-Creation: The Moderating Effect of Perceived Platform Risk

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Abstract

The webcasting industry is constantly developing, and the same-industry and cross-industry competition is also going on. Value co-creation can solve their own difficulties for many enterprises. This study proposes the impact of webcast interactivity and perceived risk on customer value co-creation. This study adopts the method of distributing questionnaires online, and the samples are mainly concentrated in Guangdong Province, which has the largest number of Internet users in the country. Research samples were collected by means of purposive sampling and then analyzed by correlation analysis and structural equation modeling analysis. The results show that the interactivity of webcast positively affects customer participation behavior and customer citizenship behavior, and perceived platform risk plays a negative moderating role.

1. Introduction

With the continuous popularization of mobile portable devices such as mobile phones and the upgrading of network technology and communication technology, the Webcast industry is gradually connected with all aspects of people's lives. Due to the different characteristics of the webcast industry from traditional media, it has been fully developed with the progress of economy and technology and the change of people's habits of using electronic products. It provides convenience and creates a good experience for people in all walks of life.

This study attempts to combine the relevant knowledge of psychology and consumer behavior, based on the perspective of perceived platform risk, comprehensive Considering the interactivity of webcasting and customer value co-creation, and discussing its mechanism, it is hoped to provide decision-making suggestions for the webcasting industry to take advantage of customer value co-creation.

The main purpose of this study is to explore the factors that affect the interaction of webcasting on customer value co-creation, and the role of perceived platform risk in it. It is hoped that it can provide some theoretical suggestions for the stakeholders of live broadcast interaction in the marketing process.

2. Methodology

2.1 Customer Value Co-Creation

The definition of customer value co-creation.The service logic that appeared successively. Such as service science, service ecosystem and other value co-creation theories (Lou Yun, Ding Jianchao, 2020). Prahalad and Ramaswamy (2000) defined the theory of value co-creation as the core of realizing the joint value creation between enterprises and consumers, which requires enterprises and consumers to create personalized consumption experience together. Heinonen et al. (2010) defined value co-creation based on customer-led logic. In the process of value co-creation, consumers should be dominant. They believed that the ultimate value is that customers use the products provided by the enterprise and their own knowledge and skills. created in practice. The other party creates value, and value is jointly created by both parties. Customer value co-creation is proposed on the basis of service-dominant logic. The definition of customer value co-creation used in this study follows the definition of customer value co-creation by scholar Grönroos (2012)，Customer value co-creation behavior means that customers increase the value of products or services by participating in and developing the service process.

2.2 Webcast Interactivity

The interactive definition of webcasting, Tan Chang et al. (2018) defined webcasting as being provided by webcasts without recording or video recording, relying on the Internet and mobile phones or computers to provide live broadcasts on webcasting platforms, synchronously Live broadcasting, multi-party display, and instant interaction with the audience through barrage or comments are network content service forms. At the same time, it is summarized that the characteristics of network live broadcasting are strong timeliness, strong interaction, and relying on mobile networks. Fan Xiaojun et al. (2020) defined the interactivity of mobile live video as the psychological experience experienced by users in the process of watching mobile live video. This study defines the interactivity of webcasting as the customer watching the live broadcast provided by the webcaster without recording or video, relying on the Internet and mobile phones or computers to provide live broadcasting on the webcasting platform, simultaneously broadcasting live, showing in multiple ways, and interacting with the audience through The subjective psychological feelings experienced during the instant interaction of barrage or comments (Tan Chang et al., 2018; Fan Xiaojun et al., 2020).

2.2.1 The Impact of Webcast Interactivity on Customer Engagement and Behavior

Customer participation behavior is a behavior within the customer role, and it is a necessary behavior for customers to complete service delivery with service or product providers (Yi & Gong, 2013). Baumann and Meunier-FitzHugh (2014) have shown through research that good interaction can promote Customers have positive purchase behavior intentions. The interactivity itself includes the process of information exchange and interaction in various contexts. Cai and Wohn (2019) stated that live broadcasting is a kind of mixed media, which has unique attributes such as simultaneity and authenticity, and is a kind of synchronous media. Based on the above information, this study believes that audiences interact through subtitles or chatting during live broadcasting. The strategy is to improve the efficiency of obtaining desired service or product information, which in turn will increase the intention of customers to generate active purchase behavior. The occurrence of purchase behavior will make customers enter the role, prompting them to produce behavior within the role. According to the research of the above literature, the interactivity in the webcast will have an impact on the four aspects of customer participation behavior, so this study hypothesizes:

H1: The interactivity in webcast will positively affect customer participation behavior.

2.2.2 The Influence of Webcast Interactivity on Customer Citizenship Behavior

As an extra-role behavior, customer citizenship behavior is a behavior that customers spontaneously show that is beneficial to the enterprise. It is manifested in customers' feedback on the products or services provided by the live broadcast platform, advocating for the live broadcast platform to provide products or services, and helping to buy the same brand Other customers of products or services have a certain tolerance for live streaming platforms (Yi & Gong, 2013). Bozkurt et al. (2021) proved through empirical research that when customers think that the brand is highly interactive on social media, they will provide feedback and suggestions to improve the brand. Bhati and Verma (2020) research mentioned that when consumers interact deeply with brands, they will become "brand advocates" and these advocates will provide others with positive word-of-mouth about the brand. And because the interactivity of webcast has characteristics such as synchronization, responsiveness, and authenticity that will increase the interactive experience (Tan Chang et al., 2018; Steenkamp and Hyde-Clarke, 2014), according to the research of the above literature, it is shown that Interactivity will have an impact on customer citizenship behavior, so this research hypothesizes:

H2: The interactivity in live webcast will positively affect customer citizenship behavior.

2.3 Perceive Platform Risk

Bauer and Cox (1967) defined perceived risk as "the combination of uncertainty plus the seriousness of the results involved". the opinion of". Featherman and Pavlou (2003) define perceived risk in the context of Internet e-service adoption as "the possibility of suffering losses in pursuit of the expected outcomes of using e-services." Liebermann and Stashevsky (2002) stated in the context of the Internet and e-commerce that perceived risk is often defined by subjective assessments of uncertainty about the financial, physical, and social consequences experienced by consumers. Based on the collation and study of the above literature, this study combines the definitions of perceived risk by Bauer and Cox (1967) and Dowling and Staelin (1994) in the context of webcast interaction, and defines perceived platform risk in webcast interaction as customers watching In the process of live broadcasting programs and interacting with them or purchasing products (or services) during the live broadcast, subjectively perceive the combination of uncertainty of the platform and the seriousness of the results involved.

2.3.1 The Influence of the Relationship Between Perceived Platform Risk Webcast Interactivity and Customer Participation Behavior

According to the literature, as long as the audience subjectively perceives the risk of the platform during the live broadcast interaction, it will arouse their attention to the potential resource loss, including financial, performance, social, time, psychological and privacy factors. In the process of live broadcast interaction, there may be false product or service introductions due to the negative evaluation of the platform by the network squadron, the professional ability of the anchor, or the intention of making profits, resulting in inconsistencies between the publicity or expression information and the information known to the audience. Inconsistent or inconsistent information will increase uncertainty (Stern, Lamb & MacLachlan, 1977), and according to Cox's (1967) the uncertainty of the increase in inconsistency will lead consumers to perceive platform risks and reduce customers' willingness to buy. The customer participation

behavior is a kind of in-role behavior. To sum up, this study believes that after customers perceive platform risks in live webcast interaction, customers will refuse to enter the role of consumers, thereby reducing the in-role behavior of customer participation behavior. Therefore, this study hypothesizes:

H3：Perceived platform risk negatively regulates the impact of webcast interaction on customer participation behavior

2.3.2 The Impact of Perceived Platform Risk Webcast Interactivity on the Relationship between Customer Citizenship Behavior

Self-improvement will lead to the occurrence of customer citizenship behavior (Choi & Lotz, 2016). This study argues that customer citizenship behaviorin webcast interactions is influenced by other people watching the livestream. The audience and related staff are present. However, inconsistent information inreal-time interactions increases uncertainty and motivates customers' perceived risk. When citizens are unsure whether they are right, they may make mistakesand create embarrassing situations (Mandel, 2003). This study argues thatunder such circumstances, customers will reduce the occurrence of citizenship behaviors. Therefore, it is proposed that perceived risk affects the relationship between webcast interaction and customer citizenship behavior. This study assumesthat:

H4：Perceived platform risk negatively moderates the impact of webcast interaction on customer citizenship behavior.

3. Research Method

3.1 Research Frame Diagram

This paper mainly discusses the impact of webcast interactivity on customer value co-creation. The research framework is as follows:
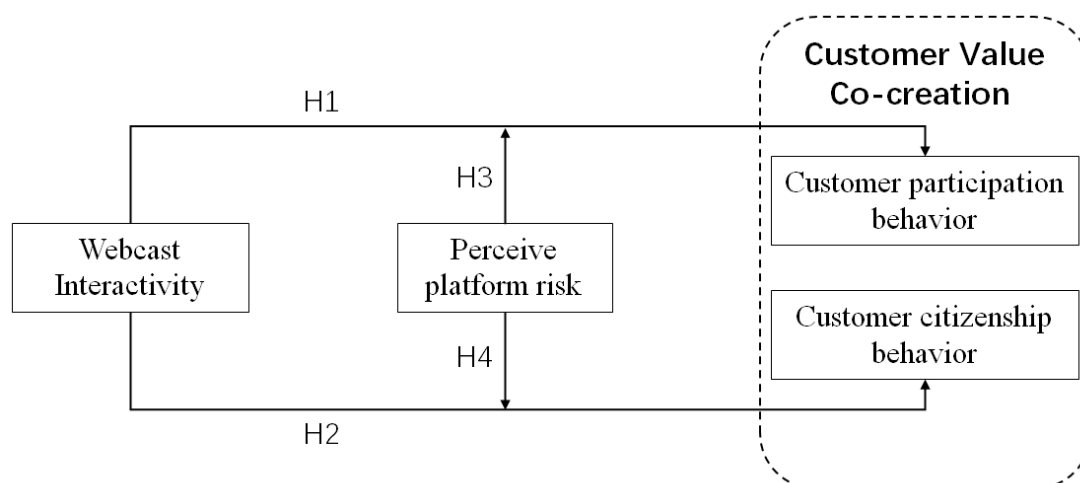

Figure 3.1 Research frame diagram
Source: compiled by this research

3.2 Measurement

This study used an online self-administered questionnaire. The survey Included webcast interactivity，Customer Value Co-creation，Perceive platform risk, and demographic information. webcast interactivity was measured using nine items employed by Fan Xiaojun et

al. (2020). Refer to the mature questionnaires of scholars such as Li Zeguang (2020), Liao Junyun et al. (2016), and combine the seven items produced for the research purpose of this study tomeasure Customer Value Co-creation. Refer to the mature questionnaires of scholars such as Wang Jiazhou (2022), Pan Yu et al. (2010), and combine the seven items produced for the research purpose of this study to measure Perceive platform risk.

The sampling method used in this study is purposive sampling. The research object of this study is a specific population of individuals, and the purpose of the research is to gain an in-depth understanding of individuals who have had consumption behavior among webcast customers. In this context, intentional sampling is a more appropriate approach (Chen Yang, 2015). Sudman (1976) believed that when obtaining samples within a province, the number of samples should be at least 500, so this study requires at least 500 valid questionnaires, which will be distributed in September 2022.

4. Data Analysis

4.1 Questionnaire Recovery

In this paper, a total of 1,117 questionnaires were collected online through Questionnaire Star, and invalid questionnaires were removed (such as incomplete basic information, taking less than 130 seconds or more than 500 seconds, fillingout outside Guangdong Province, etc.), and finally 553 valid questionnaires were available 50%.

4.2 Descriptive Statistics

After analysis, it was found that there were no outliers in all items, and the descriptive analysis could be performed directly. The standard reference for judging whether the data conforms to the normal distribution characteristics is that the data kurtosis is lower than 10, and the absolute value of the skewness is lower than 5, which proves that the data conforms to the normal distribution characteristics. The absolute value of skewness of each item of all variables in this study is in the interval of 0.003-0.584, and the absolute value of kurtosis is in the interval of 0.864-1.279, which conforms to the characteristics of normal distribution.

4.3 Related Analysis and AVE

Through the correlation analysis between variables, the analysis results show that the interaction between webcasting and customer participation behavior, customer citizenship behavior and perceived platform risk is significant, and the correlation coefficient is 0.372. 0.379, 0.355, and the correlation coefficient values are all greater than 0, indicating that webcast interaction is positively correlatedwith customer participation behavior, customer citizenship behavior, and perceived platform risk. After comparing the correlation coefficients of the four factors with the square root of AVE, the correlation coefficients are all smaller thanthe square root of AVE, indicating that the scale has good discriminant valididy.

Table 4.1

Related Analysis and AVE

	Webcast interactivity	Customer Participation Behavior	Customer citizenship behavior	Perceive platform risk
Webcast interactivity	0.904			
Customer Participation Behavior	0.372	0.906		
customer citizenship behavior	0.379	0.342	0.908	
Perceive platform risk	0.355	0.298	0.348	0.904

Note：The number of diagonals is the square root of AVE

4.2 Hypothesis Test

This article mainly uses the method of establishing structural equation model to verify the direct effect and the mediating effect, and the method of hierarchical regression to verify the moderating effect:

Table 4.2

Direct Effect

	p	Standardization	suppose	result
F1--->F2	***	0.373	H1	support
F1--->F3	***	0.379	H2	support

Note 1：* p<0.05 ** p<0.01 ***p<0.001

Note 2：The webcast interactivity is represented by F1，Customer participation behavior is represented by F2，Customer citizenship behavior is represented by F3。

It can be seen from Table 4.1 that the three standardized coefficients are all positive numbers values are all less than 0.01. The results show that webcast interactivity has a significant positive impact on customer participation behavior and customer citizenship behavior. It can be seen that the H1 and H2 hypotheses in this paper are all supported.

Table 4.3
Moderating Effect

	Mode1			Mode2		
	Beta	t	VIF	Beta	t	VIF
Constant		6.49	0.00		6.49	0.00
Age	0.03	0.81	1.04	0.07	1.74	1.04
Monthly income	0.05	1.29	1.03	-0.02	-0.44	1.03
gender	0.01	0.21	1.00	-0.02	-0.64	1.00
Webcast interactivity	0.28***	6.85	1.17	0.27***	6.62	1.17
Perceive platform risk	0.17***	4.18	1.16	0.22***	5.54	1.16
Interactive	-0.15***	-3.91	1.05	-0.20***	-5.17	1.05
R^2	0.196			0.238		
$AdjR^2$	0.188			0.230		
F	15.300***			26.730***		

Note1：* $p<0.05$ ** $p<0.01$ ***$p<0.001$

Note2：Interaction term for decentralized webcast interactivity multiplied by decentralized perceived platform risk.

Note3：M1 dependent variable is Customer Participation Behavior, M2 dependent variable is Customer Citizenship Behavior.

As seen in Table 4.3, the standardized regression coefficients for Mode1 and Mode2 are negative and significant, and the amount of change in the R-squared is also significant, indicating that perceived platform risk will play a negative moderating role in the relationship between webcast interactivity, customer participation behavior and customer citizenship behavior

5. Research Result

5.1 Research Conclusion

This study draws on the research results of many scholars, and the final conclusion is that with the increase of webcast interactivity, customer participation behavior and customer citizenship behavior will also increase; the relationship between perceived platform risk in webcast interactivity, customer participation behavior and customer citizenship behavior play a negative regulatory role in.

5.2 Research Contribution

5.2.1 Theoretical Contributions

First of all, in the context of the continuous expansion of the webcast industry,this paper mainly discusses the impact of webcast interactivity on customer value co-creation. With the help of social exchange theory and interactive ritual chain theory as the theoretical basis, webcast interactivity is selected as the independent variable research This paper explores its impact on customer value co-creation, and innovatively adds perceived platform risk to the research framework to explore its moderating effect on the above relationship.

Secondly, taking the webcast interactivity as an independent variable, the relationship model of webcast interactivity, customer participation behavior, and customer citizenship behavior under the webcast scenario is constructed. From the interdisciplinary research of sociology, psychology, and consumer behavior, the above-mentioned relationship proposed in this study

is comprehensively investigated, and its internal mechanism of action is explored, which exp ands the direction and vision of the research.

Finally, the introduction of perceived platform risk into the research of customer value c o-creation expands the influence scope of perceived platform risk. This study empirically find s that perceived platform risk will reduce customer participation behavior and customer citize nship behavior, so this study expands the understanding of the scope of perceived platform ris k.

5.2.2 Practical Contributions

First of all, the impact of webcast interactivity on customer value co-creation studied in this paper meets the needs of relevant stakeholders of webcast. With the continuous expansion of the webcast industry, the homogeneity among enterprises is becoming more and more serious, and the traditional value creation methods cannot satisfy The competition demands within the industry, and value co-creation is a new value co-creation model, which can combine customers' own knowledge to bring new competitiveness to relevant stakeholders in the live broadcast industry and help them occupy a favorable position in the industry's internal competition. At the same time, for consumers, by understanding the impact of interaction on customer value co-creation, they can better find their own clear positioning in the process of value co-creation between consumers and enterprises, and realize the relationship between enterprises and consumers. Win-win.

Secondly, this study incorporates perceived platform risk into the framework of the impact of webcast interactivity on customer value co-creation, and the conclusions obtained can provide guidance in marketing theory. For example, many webcasting platforms, when interacting with customers in the webcasting services provided, should pay attention to the promotion of products or services corresponding to the known information of customers, and do not carry out false propaganda such as exaggeration and falsehood. Targeted positive publicity on the live broadcast platform. Avoid customers' risk awareness of the live broadcast platform, which leads to the inhibition of value co-creation.

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Is It Difficult for Maintaining Friendship in the Workplace? Perspectives from Job Performance and Peer Obligation

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Abstract

The purpose of this study is to explore how the job performance affects the difficulty of maintaining friendship. Based on literature review, a theoretical moderated mediation model is constructed. Sampling was carried out in the form of questionnaire survey, and 340 valid samples were obtained after sorting out. The results show that: (1) Job performance has a positive impact on participatory leadership. (2) Controlling leadership has a positive effect on the difficulty of maintaining friendship. (3) Peer obligation plays a negative moderating role between job performance and controlling leadership. (4) Peer duty plays a negative moderating role between job performance and participatory leadership. The conclusion of this study, on the one hand, can explain how job performance affects the difficulty of maintaining workplace friendship, on the other hand, it can provide insights for how leaders can adjust their leadership styles to gain better managerial outcomes.

Keywords: Job Performance; Controlling Leadership; Participatory Leadership; Peer Obligation; Friendship Maintenance Difficulty

1. Introduction

Modern enterprises are paying more and more attention to the internal culture and development of the enterprise, and are committed to creating a mutual-help, harmonious and friendly working environment. Because the work pressure of employees will be much greater than before, some companies are beginning to tend to encourage employees to use cooperation, and mutual-aid work model (Calcaterra & Raineri, 2020), allows employees to be grouped or paired to collaborate to achieve common performance goals. This model can not only reduce the pressure on employees, but also make profits for the company faster (Fehr & Harasymchuk, 2022). Under such conditions, the friendly relationships between employees is critical. People are more inclined to cooperate with colleagues who have a good relationship with each other's, and the tacit understanding and cooperation between them will be easier to adjust. Therefore, understanding how employees maintain friendship in the workplace can not only increase personal happiness and satisfaction in the company, but also gain advantages and reduce stress in future work (Pillemer & Rothbard, 2018).

Job performance and relational performance, as two different variables, may also affect overall performance in a different order. There have been many studies in the past that have focused on the issue of how workplace friendships affect job performance. However, this study

argues that the employee's personal job performance will also affect the difficulty for maintaining friendship in the workplace (Pillemer & Rothbard, 2018). Job performance is also a concrete manifestation of work ability. At the same time, it will also attract other colleagues in the workplace to actively want to obtain or maintain a better friendship with those employees with better job performance. That is to say, from an individual level, if the performance of high-task-performance employees is recognized by the organization's examination results, and the leader also expresses that the way he treats other employees is different, it is easier to attract the attention of colleagues and reduce the relationship between the employee and his colleagues, difficulty for maintaining friendships.

From an organizational perspective, the level of employee performance will affect the way the leader chooses to lead the employee (Ali & Islam, 2020). That is to say, for employees with better performance, the leader may tend to take more laissez-faire or empowering leadership model. For employees with poor performance, leaders may be inclined to adopt a leadership model with stricter control with delivery of clear work (Pillemer & Rothbard, 2018).

In addition, from the perspective of interpersonal interaction, the leader's attitude towards an employee will affect whether his colleagues are willing to choose to maintain friendship with this employee. If the leader treats the employee with an open or respectful attitude, other employees also want to get this better special treatment (Fehr & Harasymchuk, 2022), so they want to get close to these employees and learn how to gain the trust of the leader, with favorable treatment, so that these employees with better job performance can more easily maintain workplace friendship with other employees.

The concept of peer obligation can be said to be a kind of personal values for mutual assistance among employees (Marshall, et al., 2020). The main argument is that mutual help among colleagues is a common personal value. Also, employees should help colleagues, and colleagues should also help employees in need. Although each employee's choice of this value judgment may be different, it will affect the impact of the employee's job performance on the choice of leadership model.

In previous studies, most scholars have focused on how to improve employee job performance, trying to find ways to improve employee performance according to different leadership styles. To require employees to do their work perfectly (Otto et al., 2021), or to promote the improvement of employee performance with high-pressure incentives; or to adopt transformational leadership to establish special relationships with very few employees, so that employees become someone in the circle who get more care and support, and other employees, in order to join this circle, will gain leadership attention by improving job performance (Chen et al., 2018), or differentiated by positive work attitudes ways to improve employee performance.

Different from the views of most studies, this study believes that the improvement of employee job performance will continue to help them improve job performance and form a positive cycle that promotes overall performance improvement. To sum up, the key question of this study is, how will the level of job performance affect the maintenance of employees' workplace friendship?

2. Theoretical Basis and Research Hypothesis

2.1 Job Performance and Controlling Leadership

When employees show low job performance, it may be that employees have weak planning ability for work, less positive attitude and low work independence, and the leader will adopt a controlling leadership style to lead employees to complete basic tasks (Zheng et al., 2020). Leaders may show that they use managerial skills such as compulsory arrangement of work tasks, rigid setting of work plans, and strict supervision of employees' completion at work to allow employees to achieve basic task requirements.

Under the leadership of controlling leaders, employees with low job performance can change the status quo of employees who are passive and stagnant by issuing clear instructional guidance, clearly indicating the direction of work, and under certain rigid plans (Sarmah et al., 2022), to promote employees to achieve normal and expected performance goals, and to push employees to complete predetermined work goals.

To sum up, employees with low job performance are more likely to trigger leaders to adopt a controlling leadership style, and the effect of adopting a controlling leadership style is that the leader wants to change the state of low job performance employees (Zheng et al., 2020), prompting them to adjust their working methods, change their work attitudes, improve their execution ability and work cooperation, so that employees can concentrate more on their work. Therefore, the following hypothesis is made:

H1: Job performance has a negative effect on controlling leadership.

2.2 Job Performance and Participatory Leadership

Employees with high job performance usually have a positive attitude towards work, a high degree of commitment, and better decision-making and communication skills. High job performance employees will make leaders have a higher evaluation of their self-management ability, so they are more willing to adopt a participatory leadership style. In order to push employees to achieve higher goals, leaders will also allow this type of employees to participate in the company's decision-making and give them more opportunities for work performance. Participatory leadership can effectively promote employees' proactive change behavior, that is to say, when employees get a lot of decision-making power and feel a strong sense of participation, they will actively implement some behaviors that are beneficial to the company's development (Ishaque et al., 2022),

To sum up, since high-job performance employees may have their own better characteristics or abilities, leaders will let them participate in the decision-making or resource allocation of high-performance organizations. Therefore, the following hypothesis is made:

H2: Job performance has a positive effect on participatory leadership.

2.3 Controlling Leadership and the Difficulty for Maintaining Friendship

Employees under the leadership of control may show low work enthusiasm and insufficient skills. If colleagues maintain friendship with such employees, they need to pay more human resources or time resources. At the same time, colleagues choose to keep a distance from such employees out of the mentality of avoiding excessive consumption of resources and avoiding leaders who may doubt their own personal abilities. Therefore, in the face of low-job performance employees, it is more difficult to maintain friendship among colleagues.

Leadership style sometimes directly determines the working environment and atmosphere within the company, which in turn affects the establishment and maintenance of friendship among employees (Nasir, 2020). Supervisors adopt controlling leadership, which shows from the side that the lack of low-job performance employees makes these employees get along with colleagues, such as a sense of contempt, rejection, and lack of attention, which will affect the maintenance of friendship in the workplace (Fehr & Harasymchuk, 2022), at the same time, it will also produce some negative interaction performance, which will increase the difficulty of maintaining friendship.

Due to the different relationship between each employee and the leader, this inadvertent attitude may cause some invisible hierarchical groups (Latta, 2020). Low-job performance employees are more difficult to form a closer relationship with their leaders, so colleagues will not spend too much effort to maintain friendship with such employees. To sum up, under the controlling leadership style, it is relatively difficult for low-job performance employees to maintain friendship with their colleagues. Therefore, the following hypothesis is made:

H3: Controlling leadership has a positive effect on the difficulty for maintaining friendship.

2.4 Participatory Leadership and the Difficulty for Maintaining Friendship

The characteristics of professional knowledge ability, decision-making arrangement ability and emergency communication ability displayed by high job performance employees all indicate that such employees belong to the group of high-level work ability (Fehr & Harasymchuk, 2022). In order to obtain more resource support in future work, as well as to understand and accumulate more rich personal resources, and to indirectly improve personal job performance, colleagues will choose to maintain friendship with high-job performance employees.

Workplace friendships are some intimate perceptions between employees in the work environment, which can provide support and convenience for employees in the work environment. Participatory leaders will encourage employees to participate in decision-making through various ways, which will inevitably increase the frequency of contact with leaders, and will also obtain opportunities to participate in some important businesses and further individual development brings benefits (Morrison & Nolan, 2009).

For example, when a high-task-performance employee is in charge of an important task, the employee can propose to assist the high-task-performance employee to complete the task as an assistant, while the high-task-performance employee usually chooses to have a closer relationship with himself. At this time, employees can naturally join in the processing of

important tasks, and then improve their job performance. To sum up, under the participatory leadership style, it is relatively less difficult for high job performance employees to maintain friendship with their colleagues. Therefore, the following hypothesis is made:

H4: Participatory leadership has a negative effect on the difficulty for maintaining friendship.

2.5 Peer Obligation Moderates Among Job Performance and Controlling Leadership

Peer duty could be viewed as a kind of personal value for work. If employees believe that colleagues should help each other, peer obligation will get a higher score (Marshall, et al., 2020). When an employee with low job performance, at the same time, if he also contributes to assisting others' work, or thinks that other colleagues should also assist him to improve his work performance. This kind of view or attitude may only make the leader adopt a higher-intensity control leadership mode, lest the employee ignore his own work to help other colleagues, or eagerly expect other people to agree that they should help him.

On the other hand, since each employee's physical and mental resources are limited (Zampetakis, 2022), if employees whose work performance cannot be improved, leaders want them to focus on their own work, so as not to affect the leadership own performance. In summary, therefore, the following hypothesis is put forward:

H5: Peer obligation plays the negative moderating role between job performance and controlling leadership.

2.6 Peer Obligation Moderates Among Job Performance and Participatory Leadership

When employees with high job performance also have high peer obligations, under the condition of limited resources, employees devote their time and resources to assist others, which may lead to crowding out the leader to invite him to participate in various management tasks time or resources (Marshall et al., 2020), thereby reducing the positive impact of job performance on participatory leadership (Zarankin & Kunkel, 2019). In summary, therefore, the following hypothesis is put forward:

H6: Peer obligation plays the negative moderating role between job performance and participatory leadership.
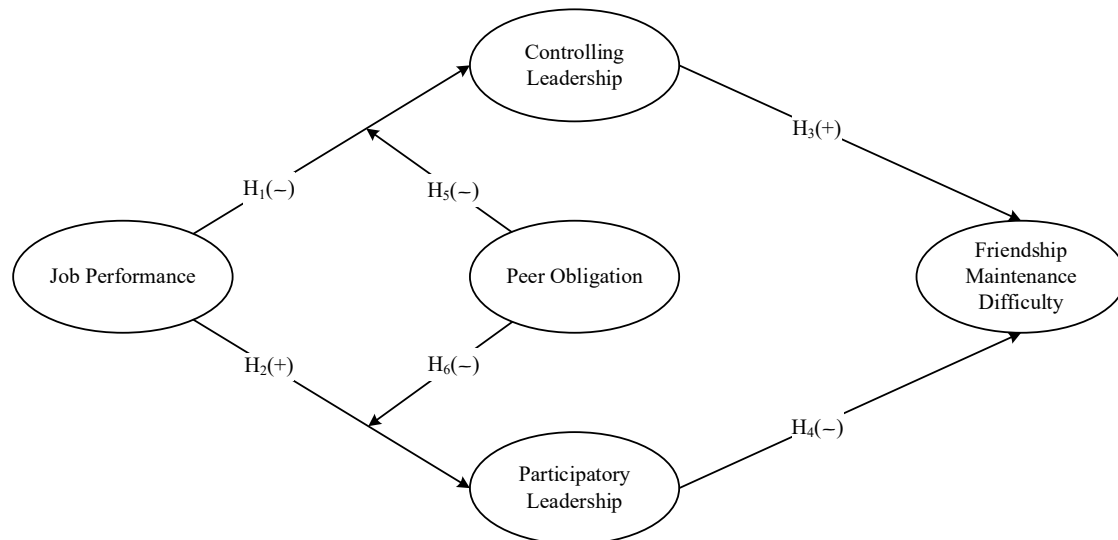
Integrating the above research hypotheses, draw the theoretical model of this study, refer to Figure 1.

3. Research Methods

3.1 Sampling and Design

Figure 1

The Research Framework Model

The research object of this study is employees who work in companies, uses convenience sampling to collect data. A total of 944 questionnaires were received. After screening the invalid questionnaires that were too short to fill in and the answers were all consistent, all 604 invalid questionnaires were deleted. Finally, 340 valid questionnaires were actually accepted.

Questionnaires accounted for 36% of the returned questionnaires. Among the 340 valid questionnaires, men accounted for 60.9%; respondents aged 26-30 accounted for 33.8%; 16.5% of employees had a master's degree or above; 25% of employees had a working experience of 3-5 years; 40.9% of employees work in private enterprises.

3.2 Reliability Analysis

This study uses a self-reporting scale with good reliability, and the results of all scales were within acceptable state. The job performance scale (Cronbach' α = 0.85) proposed by Methot *et al.*, (2016), Controlled Leadership Scale (Cronbach' α = 0.80) proposed by Li *et al.*, (2018), Participatory Leadership Scale (Cronbach' α = 0.80) proposed by Li *et al.*, (2018), Friendship Maintenance Difficulty Scale (Cronbach' α = 0.86) proposed by Colbert *et al.*, (2016), and Peer Obligation Scale (Cronbach' α = 0.90) proposed by Anderson and West (1996). In this study, demographic variables such as employee gender, age, education, tenure, and enterprise type were controlled at the individual level.

3.3 Validity Analysis

In this study, AVE for job performance=0.53, CR=0.85, AVE for controlling leadership=0.51, CR=0.80, AVE for participatory leadership=0.51, CR=0.80, AVE for peer obligation=0.53, CR=0.90, AVE for friendship maintenance difficulty=0.51, CR=0.86. The

AVE values of the five factors involved in this study are all above 0.5, and the CR values are around 0.8-0.9, all greater than 0.7, indicating that this analysis has good aggregate validity.

4. Analysis of Research Results

4.1 Confirmatory Factor Analysis

Prior to hypothesis testing, this study conducted a confirmatory factor analysis on five variables (job performance, controlling leadership, participatory leadership, difficulty in maintaining friendships, and peer obligations). The results showed that the good fit index of the five-factor model (χ^2 = 354.08; df = 314; χ^2 /df = 1.12; GFI = 0.92; AGFI = 0.91; CFI = 0.99; NFI = 0.92; IFI = 0.99; RMSEA = 0.01; SRMR = 0.03), while obviously it's better than other models, taking the four-factor model as an example (combining controlling leadership and participating leadership, χ^2 = 500.29; df = 318; χ^2/df = 1.57; GFI = 0.89; AGFI = 0.87; CFI = 0.95 ; NFI = 0.89; IFI = 0.95; RMSEA = 0.04; SRMR = 0.04). The results of confirmatory factor analysis showed that χ^2 /df < 3, GFI, AGFI, CFI, NFI, IFI >0.9, RMSEA < 0.08, SRMR < 0.05, indicating that the variables in this study have good discriminant validity, and the overall fit of the model is within an acceptable range.

4.2 Correlation Analysis

It can be seen from Table 1 that this study has carried out correlation analysis between variables, and there is no abnormal phenomenon in the mean and standard deviation of each variable. Most of the statistically related values are statistically significant. In order to avoid serious bias in the regression analysis, a collinearity test will be performed. The detail are shown in Table 1.

Table 1

Results of Correlation Analysis

	M	SD	1	2	3	4	5	6	7	8
Controlling Leadership	3.58	0.85	.17**	-.13*	-.05*	-.15*	.40***			
Participatory	3.65	0.81	.09*	-.15*	-.03*	-.16*	.50***	.53***		
Peer Obligation	3.70	0.78	.10**	-.20*	-.12*	-.17*	.51***	.56***	.54***	
Friendship Maintenance Difficulty	3.63	0.78	.09*	-.17*	-.04*	-.14*	.52**	.42**	.51***	.56***

*Note: 1. N=340, * p < .05, ** p < .01, *** p < .001.

4.3 Linear Regression Analysis

Test for Hypothesis 1. In the model 2, the adjusted R^2 is 0.19, indicating that job performance can explain 19% of the variance for the change in controlling leadership. The F is 21.39, which is significant, indicating that at least one control variable will have an impact on controlling leadership. The VIF are all less than 3, indicating that the problem of collinearity is not too serious. The path coefficient of job performance, the β is 0.38, which is significant and positively significant, indicating that job performance will have a significant positive

impact on controlling leadership, which is inconsistent with hypothesis 1 proposed in this study. Hypothesis 1 was not supported.

Test for Hypothesis 2. In the model 4, the adjusted R^2 is 0.26, indicating that job performance can explain 26% of the variance for the change in participatory leadership. The F is 31.64. The VIF are all less than 3. The path coefficient of job performance, the β is 0.49, which has a positive and significant impact relationship, indicating that job performance will have a significant positive impact on participatory leadership, which is consistent with hypothesis 2 proposed in this study. Hypothesis 2 obtains support. The detail data are shown in Table 2.

Test for Hypothesis 3, in the model 6, the adjusted R^2 is 0.18, indicating that controlling leadership can explain 18% of the variance for the difficulty of maintaining friendship. The F is 19.67, which is significant. The VIF are all less than 3. The path coefficients of controlling leaders, the β is 0.40, which is significant and positively significant, indicating that controlling leaders will have a significant positive impact on the difficulty of maintaining friendship, which is consistent with Hypothesis 3 proposed in this study, Hypothesis 3 is supported.

Test for Hypothesis 4, in the model 7, the adjusted R^2 is 0.26, indicating that participatory leadership can explain 26% of the variance for the change in the difficulty of maintaining friendship. The F is 31.01. The VIF are all smaller than 3. The path coefficient of participatory leadership, the β is 0.49, which is significant and positively significant, indicating that participatory leadership will have a significant positive impact on the difficulty of maintaining friendship, which is inconsistent with Hypothesis 4 proposed in this study, Hypothesis 4 was not supported. The detail data are shown in Table 2.

Table 2

Summary of Test Results

Dependent Variables	Controlling Leadership		Participatory Leadership		Friendship Maintenance Difficulty		
	M1	M2	M3	M4	M5	M6	M7
Gender	0.17***	0.11*	0.09	0.02	0.10	0.03	0.05
Educatio	-0.08	-0.08	-0.06	-0.06	-0.07	-0.03	-0.04
Tenure	-0.17***	-0.15**	-0.17***	-0.14**	-0.15**	-0.08	-0.06
Job		0.38***		0.49***			
Controlli						0.40***	
Participat							0.49***
R^2	0.06	0.20	0.04	0.27	0.03	0.19	0.27
Adj. R^2	0.05	0.19	0.03	0.26	0.02	0.18	0.26
F	7.15***	21.39***	4.68**	31.64***	4.07**	19.67***	31.01***

Note: 1. N=340, * $p < .05$, ** $p < .01$, *** $p < .001$.

2. The regression coefficient in the table is the standardized regression coefficient β.

Test for Hypothesis 5. Model 10 is tested by adding an item for interaction to determine whether the moderating effect is supported. The result of analysis is significant and negatively significant, indicating that the impact of job performance on controlling leadership is significantly negatively moderated by peer obligation ($\beta = -0.23$, $p < .001$). This is consistent with Hypothesis 5 proposed in this study, and Hypothesis 5 is supported. Test for Hypothesis

Model 13 is tested by adding interaction items to determine whether the moderating effect is supported. The path coefficient between job performance and peer obligation, the β is -0.21, which is significant and negatively significant, indicating that the impact of job performance on participatory leadership is significantly negatively moderated by peer obligation. Consistent with Hypothesis 6 proposed in this study, Hypothesis 6 was supported. The detail results are shown in Table 3.

Table 3

The Results of the Moderating Effects of Peer Obligation

Dependent Variables	Controlling Leadership			Participatory Leadership		
	M8	M9	M10	M11	M12	M13
Gender	0.17***	0.09*	0.10*	0.09	0.01	0.01
Education	-0.08	-0.01	-0.00	-0.06	-0.00	0.00
Tenure	-0.17***	-0.07	-0.05	-0.17***	-0.08	-0.06
Job Performance		0.15**	0.08		0.30***	0.23***
Peer Obligation		0.46***	0.36***		0.37***	0.28***
JP×PO			-0.23***			-0.21***
R^2	0.06	0.35	0.38	0.04	0.37	0.40
Adj. R^2	0.05	0.34	0.37	0.03	0.36	0.39
F	7.15***	36.25***	34.62***	4.68**	39.76**	37.30***

Note: 1. N=340, * $p < .05$, ** $p < .01$, *** $p < .001$.

2. The regression coefficient in the table is the standardized regression coefficient β.

The slope of high peer obligation is significantly lower than that of low peer obligation, indicating that when the peer obligation is at a high level, the impact of employee job performance on controlling leadership is lower than when the peer obligation is at a low level, so H_5 has been supported.

The slope of low peer obligation is significantly greater than that of high peer obligation, indicating that when peer obligation is at a low level, participatory leadership has a greater impact on employees with high job performance, and vice versa when employees with high job performance are overwhelmed by high peer obligation. When moderated by higher peer obligation, the effect of between participatory leadership on job performance is weaker, so H_6 is supported.

Summarize the above results of statistical analyzes and draw them as shown in Figure 2 according to the relative position of each hypothesis.
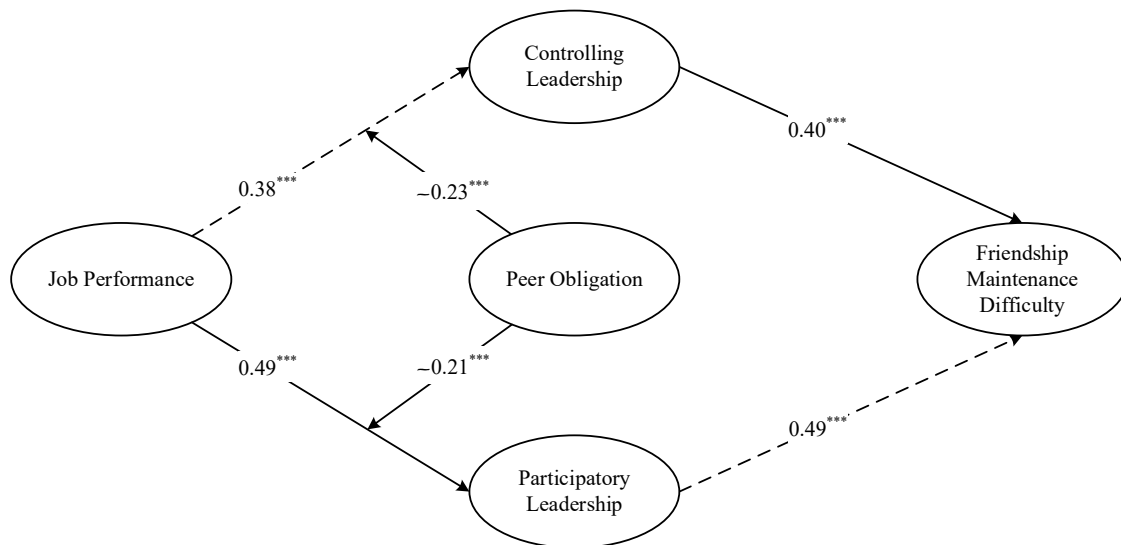
Figure 2

Analysis Results of the Study

Note: 1. N=340, * $p < .05$, ** $p < .01$, *** $p < .001$.

2. The regression coefficient in the table is the standardized regression coefficient β.

3. The relationship between the variables in the research hypothesis is shown as a solid line if it is supported, and as a dashed line if it is not supported.

5 Conclusion and Discussion

5.1 Research Conclusions

The research is concluded that job performance will definitely affect the difficulty of maintaining friendship. The research results show that through job performance, it will indeed affect the choice of leadership style, especially under the control leadership style, it will increase the difficulty of maintaining friendship between employees and colleagues; under the moderating of peer obligation, peer obligation is higher , will reduce the triggering effect of employee job performance on controlling leadership, thereby reducing the difficulty of maintaining friendship among colleagues; at the same time, peer obligations will also reduce the impact of employee job performance and participatory leadership, thereby increasing the difficulty of maintaining friendship among colleagues.

5.2 Research Limitations and Recommendation

The research limitations are divided into four points: First, the definition of friendship is not clear. Second, the questionnaire has certain inaccurate. Third, there are limitations in the research perspective. Fourth, there is controversy about the existence of friendship in the workplace. Based on the research limitations, three future research suggestions are proposed: First, scholars who study the difficulty of friendship maintenance in the follow-up can make a clear definition of friendship and design a more complete model to judge whether workplace friendship is pure friendship. Second, in the selection of the sample, the data collection of the research sample can be expanded, and more detailed statistical research can be carried out,

thereby providing support for the persuasiveness of the theory. Thirdly, scholars can explore in depth what other aspects of job performance have an impact on the difficulty of maintaining friendship.

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A Bibliometric Literature Review of Intercultural Competence From 2002 to 2022

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Abstract

Intercultural competence research focuses on the study of intercultural communication competence as a result of the increasingly interconnected world we live in. In order to have a better understanding of this knowledge domain, a total number of 583 English peer-reviewed articles were obtained from the Core Collection of Web of Science indexed by Social Science Citation Index as well as Science Citation Index Expanded from 2002 to 2022. This bibliometric analysis using CiteSpace is conducted and visualization approaches are used to show the publication trends, major contributing countries, journals, authors, references and hotspots in this domain. Using a graphical to visualize ICC literature in this study might be beneficial for researchers and scholars to track the development of ICC research.

Keywords: Bibliometric Analysis; Intercultural Competence; Bibliometric Literature Review; CiteSpace

1. Introduction

As a result of the increasingly interconnected world we live in, intercultural competence research (ICC) or intercultural communication competence research is growing. In order to understand how this competence is formed, several empirical studies have been conducted using qualitative or quantitative methods and mixed (Méndez García, 2020; Romijn et al., 2021; Shadiev & Yu, 2022; C. Wang et al., 2022). There are several systematic reviews of literature (Avgousti, 2018; Luo & Chan, 2022) and meta-analyses on ICC that have already been published that are constructive (Zhang & Zhou, 2019).

However, the most recent bibliometric literature was conducted in 2018 (Peng et al., 2020), which is four years from now, and all the data was retrieved prior to the outbreak of COVID-19. It has not yet been possible to discover the dramatic impact of the COVID-19 pandemic on ICC research through bibliometric analysis (Kulich et al., 2021; Liu & Shirley, 2021).

As an essential tool for assessing and analyzing researcher's production (Donthu et al., 2021; Ellegaard & Wallin, 2015), bibliometric analysis is capable of managing performance analysis (of researchers, countries, institutions, etc.) as well as science mapping analysis, a

representation of the cognitive and social structure of a particular research area (Cobo et al., 2011).

This study is trying to update this synthesis of ICC research by conducting a bibliometric analysis of peer-reviewed papers extracted from Web of Science using CiteSpace software (Chen, 2006) from 2002 to the end of 2022. The remainder of this paper will consist of details about the data collection and analysis procedures, as well as the discussion and conclusion relating to the study itself.

2. Research Design

2.1 Research Questions

A number of important authors and a large number of influential works have contributed to the development and expansion of research in the ICC over the past twenty years, which has been accompanied by a number of major publications and established research topics. This study consists of an analysis of the major publication countries (regions) and institutions, highly cited authors, journals, works, and research hotspots that have been identified over the past four years as indicators of the dominant traditions and fronts in this field. The following are the specific research questions which need to be investigated in order to answer the following:

RQ1. What is the time distribution on ICC research in the last two decades?
RQ2. Where are the major publication countries (regions) and institutions in ICC research?
RQ3. What are the most highly cited journals in the field of ICC research?
RQ4. What are the most highly cited authors in the field of ICC research?
RQ5. Which are the most frequently cited references in the field of ICC research?
RQ6. What are the research hotspots in the field of ICC research?

2.2 Data Collection

Data for this study was collected from journals indexed by Social Science Citation Index (SSCI) as well as Science Citation Index Expanded (SCI-E) in the Web of Science Core Collection. As a first step, the searching keywords were identified as "intercultural competence" OR "intercultural communication competence" OR "intercultural communicative competence" OR "global competence" and the time frame was set between 2002 and 2022. The database has been selected as "Web of Science Core Collection - SSCI". As a second step, the retrieved papers were refined as follows: the document type was refined into "article" and the language was refined to "English". Thirdly, author, title, source, abstract, citation, and other data were extracted and saved as plain text for processing by CiteSpace. Finally, after the removal of duplication by CiteSpace, a total of 583 valid papers were obtained to analysis. Data for the samples has been updated until November 24, 2022.

2.3 Data Analysis

As Peng et al. (2020) claimed, the expanded knowledge domain of ICC research in the 21st century necessitates a comprehensive and systematic review of papers on the field. As a way of filling this gap, this paper will conduct a bibliometric analysis using CiteSpace 6.1.R4

Basic Version (Chen, 2006) in order to analyze the publication countries(regions), highly cited journals, co-cited authors, cited references and research hotspots.

The use of bibliometric analysis is a popular and rigorous method of exploring and analyzing large volumes of scientific data (Moral-Muñoz et al., 2020). It is both a quantitative approach and data visualization approach, which will provide insightful information for researchers in this field.

The data analysis and visualization procedures are as follows:

Firstly, generating time distribution of published papers. Then, by drawing different sizes of nodes, a knowledge map is created to present the number of publications, and the number of rings around each node represents the date of publication (Chen, 2014). The centrality of all nodes in a network is calculated, which reflects the importance of the node's location in the network. In this map, countries (regions) and institutions are analyzed quantitatively, as well as highly cited journals and authors, and research hotspots. As a final note, some significant articles in major clusters are discussed as well as the results of this research.

3. Results and Discussion

3.1 Time Distribution of Published Papers

Figure 1

Time Distribution of Publication and Citation in ICC Research
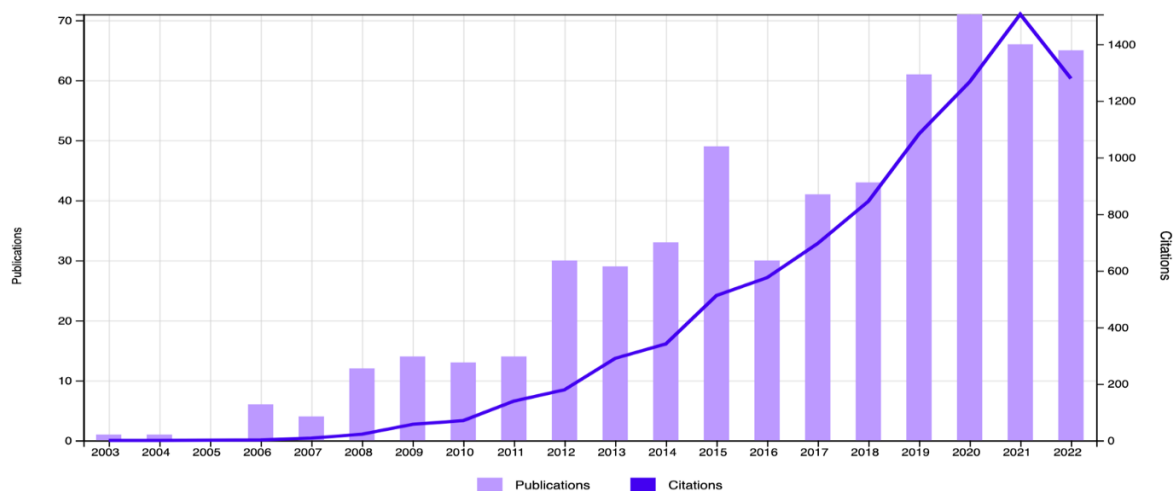
As we can see from Figure 1 with 583 records collected, there has been a growing trend from 2003 to 2022 in publications and citations in the field of ICC research. This trend reached its peak in 2020 and 2021, with the publication of 71 articles and 1267 citations, and 66 articles and 1506 citations respectively. From this trend, we can see no decline but growth in ICC research as a response to COVID-19.

Figure 2

Knowledge Map of Countries (regions) in ICC Research
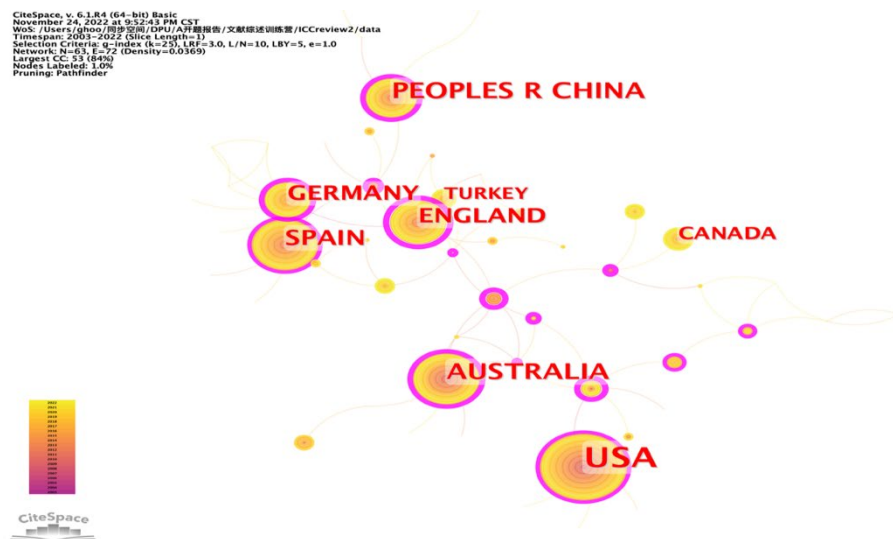
3.2 Major Publication Countries (Regions) and Institutions in ICC Research

This section provides an overview of major publication countries (regions) and institutions, as well as an indication of their centrality in ICC research.

As shown in Figure 2, countries have contributed to the body of knowledge in this field in different extent. Among them, the USA and China contribute the most, followed by some European countries, such as Spain, England and Germany. The contributions of Canada and Australia to this field have also been significant.

A detailed ranking of publication counts and centrality in different countries and regions is shown in Table 1. The USA has the highest number of publications of 184, which means its contributions are the highest in quantity. The following countries are China (58 publications), Australia (50 publications) and Spain (49 publications).

Moreover, analyzing from the perspective of centrality is essential. Having a high betweenness centrality score is a useful indicator of how clusters are interconnected (Chen, 2014). Finland (0.46), England (0.45), Japan (0.42) and Sweden (0.40) are more prominent nodes in the network of ICC research. It follows that the highest publications do not always have the same impact in this field, Since the USA has a centrality of 0.16 and China has a centrality of 0.32.

Table 1 Research countries (regions) in ICC

Rank	Count	Centrality	Countries/Regions
1	184	0.16	USA
2	58	0.21	PEOPLES R CHINA
3	50	0.21	AUSTRALIA
4	49	0.20	SPAIN
5	40	0.45	ENGLAND
6	38	0.39	GERMANY
7	20	0.00	CANADA
8	18	0.05	TURKEY
9	17	0.00	TAIWAN
10	17	0.05	NETHERLANDS
11	16	0.42	JAPAN
12	15	0.46	FINLAND
13	10	0.00	ISRAEL
14	9	0.40	SWEDEN
15	9	0.11	SOUTH KOREA

Not surprisingly, there is a correlation between the top contributing institutions and the most influential countries. Among them, the Arizona State University (5 publications), the University Connecticut (4 publications) and the Boston University (3 publications) from the USA are making the most number of articles in this field. Additionally, Bournemouth University in England (4 publications) and University Jaen in Spain (4 publications) are the two leading European institutions. The remainder of the top contributing institutions are University of Queensland (4 publications) and Macquarie University (3 publications) from Australia, Chinese University of Hong Kong (3 publications) from Hong Kong, Kansai University (3 publications) from Japan, and the Middle East Technology University (3 publications) from Turkey.

The placement of countries and institutions shows an obvious pattern: most ICC researchers come from Western European, North American, East Asian, and Australian countries, which are not culturally diverse.

Table 2

Research Institutions in ICC

Rank	Count	Institutions	Countries/Regions
1	5	Arizona State Univ	USA
2	4	Bournemouth Univ	England
3	4	Univ Connecticut	USA
4	4	Univ Jaen	Spain
5	4	Univ Queensland	Australia
6	3	Boston Univ	USA

7	3	Chinese Univ Hong Kong	Hong Kong
8	3	Kansai Univ	Japan
9	3	Macquarie Univ	Australia
10	3	Middle East Tech Univ	Turkey

3.3 Highly Cited Journals, Authors and References

This section discusses the most influential journals, authors and references in this field. A graph of the most cited journals are generated according to the frequency and percentage of citation. Then, the Citation Bursts Detection functions is used in order to figure out those rapidly growth of citations. Finally, a clustering analysis of authors are conducted. Research on ICC has been published in highly cited journals in a variety of disciplines, including intercultural communication, education, applied linguistics, sociology, and psychology.

Figure 3

Highly Cited Journals in ICC Research

Figure 3 reflects the most cited journals and its percentage in this area. The *International Journal of Intercultural Relations* has 60 articles published in ICC, followed by *Language and Intercultural Communication* (39 articles), *Journal of Studies in International Education* (21 articles) and *Foreign Language Annals* (18 articles)

The citation frequency of an author and centrality in a social network can be considered indicators of an author's influence in a field. By performing a clustering analysis in CiteSpace, significant authors are revealed as in Figure 4. Hammer (0.33 centrality), Bryam (0.62 centrality in total) and Deardorff (0.26 centrality) are the top three contributors in ICC research. In Hammer's article, a measure of cultural sensitivity was constructed as part of the Intercultural Development Inventory (Hammer et al., 2003). Bryam is famous for his propose of developing the concept of intercultural citizenship (Byram, 2006) and cultural education (Byram, 2010). Meanwhile, Deardorff presented a brief overview of intercultural competence in his time and attempted to formulate an agenda for the future (Deardorff, 2015).

Figure 4

Knowledge Map of Highly Cited Authors in ICC Research
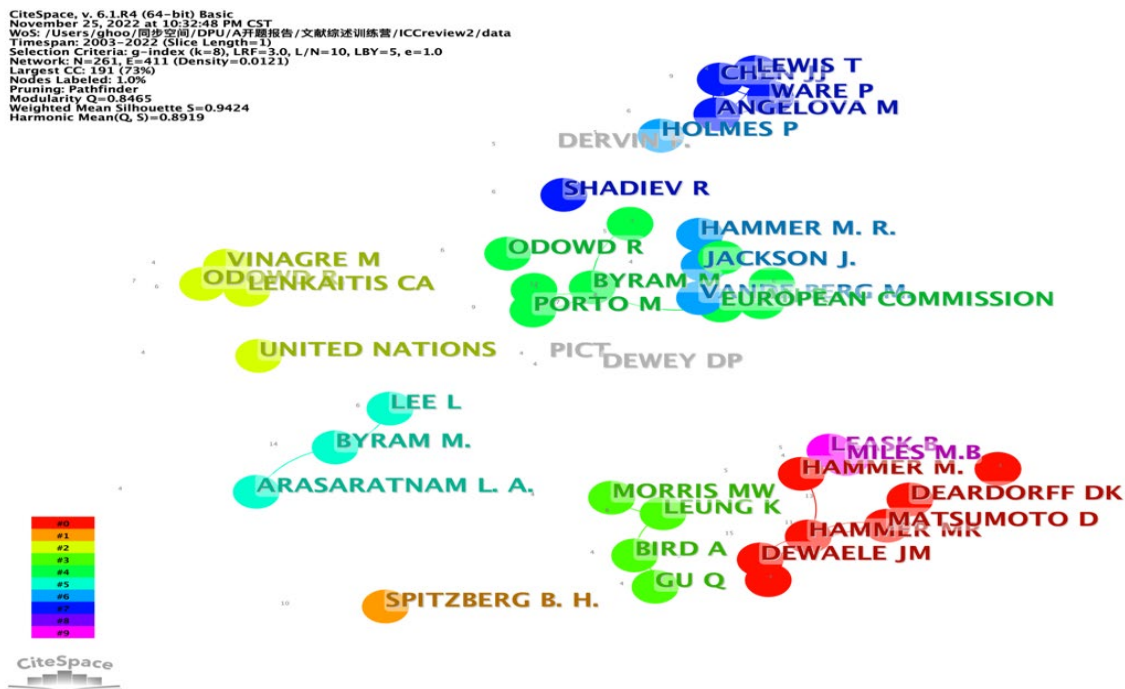
Citation bursts are an indication of a more active research area. It is the detection of a sudden increase in citations, which can last for a number of years or a single year. Citation bursts indicate that a particular publication has been cited rapidly (Chen, 2014).

Figure 5

Citation Bursts of Top Authors

Top 7 Cited Authors with the Strongest Citation Bursts

Cited Authors	Year	Strength	Begin	End
BYRAM M.	2006	3.59	**2010**	2012
SPITZBERG B. H.	2009	5.19	**2012**	2014
VANDE BERG M.	2009	4.22	**2014**	2015
MATSUMOTO D	2013	4.47	**2015**	2018
CHEN JJ	2016	3.24	**2018**	2019
PORTO M	2017	3.16	**2018**	2022
DEARDORFF DK	2015	4.22	**2020**	2022

As can be seen from Figure 5, there are seven significant authors who have bursts in their citations. Byram's burst started from 2010 to 2012, Spitzberg and Chen JJ's bursts have similar length of two years. As for the bursts in Matsumoto and Porto, the former was from

2015 to 2018 and the latter was from 2018 to 2022. Same as Porto, Dearforff's burst cited from 2020 to 2022, which continued till 2022. This marks Porto and Deardorff the two most prominent authors in the latest research in ICC research.

3.4 Analysis of Research Hotspots

This section focuses on major keywords in ICC research as well as clusters created by CiteSpace software in this area. Also included are some noteworthy articles.

As bibliometric analysis is able to provide information about a knowledge domain, which can be understood as a broad concept that encompasses a scientific field. Accordingly, a keyword analysis was conducted in order to generate Figure 6 which illustrates certain frequently occurring keywords and significant clusters. The keyword display was set into "By Degree" and the "Threshold" was set to 5 to present current keywords. As an example, there are "communication", "education", "international students", "adjustment" and "acculturation" etc.

Keywords, however, can only portray part of the picture. So we attempted to cluster these keywords using the Log-Likelihood Ratio (LLR) to achieve this. A graph of the results shows ten clusters. The most significant clusters are:

#0: Intercultural communication competence

This is the largest cluster and has 25 members, i.e. 25 articles, and a silhouette value of 0.923. A cluster's silhouette value is a measure of the quality of its clustering configuration between -1 to 1, higher value represents better solution. The most cited article of this cluster is Scale characteristics of intercultural competence measures and the effects of intercultural competence on prejudice by (Genkova et al., 2021). This article attempts to broaden the measures of ICC to Eastern European countries like Hungary, Serbia and Czech Republic. It compared two widely used scales, the cultural intelligence scale (CQS) and the multicultural personality questionnaire (MPQ), to explore their influences on prejudice.

The significance of this article lies in that it addresses a geographical area that has been underdeveloped in ICC research and fills in the blank space in Figure 2. It argues that equivalence between Eastern and Western European cultures cannot be assumed.

#1: Technology-assisted L2 research

The second largest cluster has 20 members and a silhouette value of 0.912. The technology-assisted L2 research is well defined in (Marijuan & Sanz, 2017). Both in the product of learning area and the cognitive process of learning, technology-assisted L2 (second language) research plays a critical role. This paper overviews some popular technology applied in L2 research. In spite of the fact that technology is always changing, and this 2017 overview may not reflect some latest applications following the transformation of online teaching after COVID-19 (Liu & Shirley, 2021), the article and cluster contributed to knowledge about teacher education and second language acquisition.

Figure 6.

Knowledge map of research hotspots in ICC
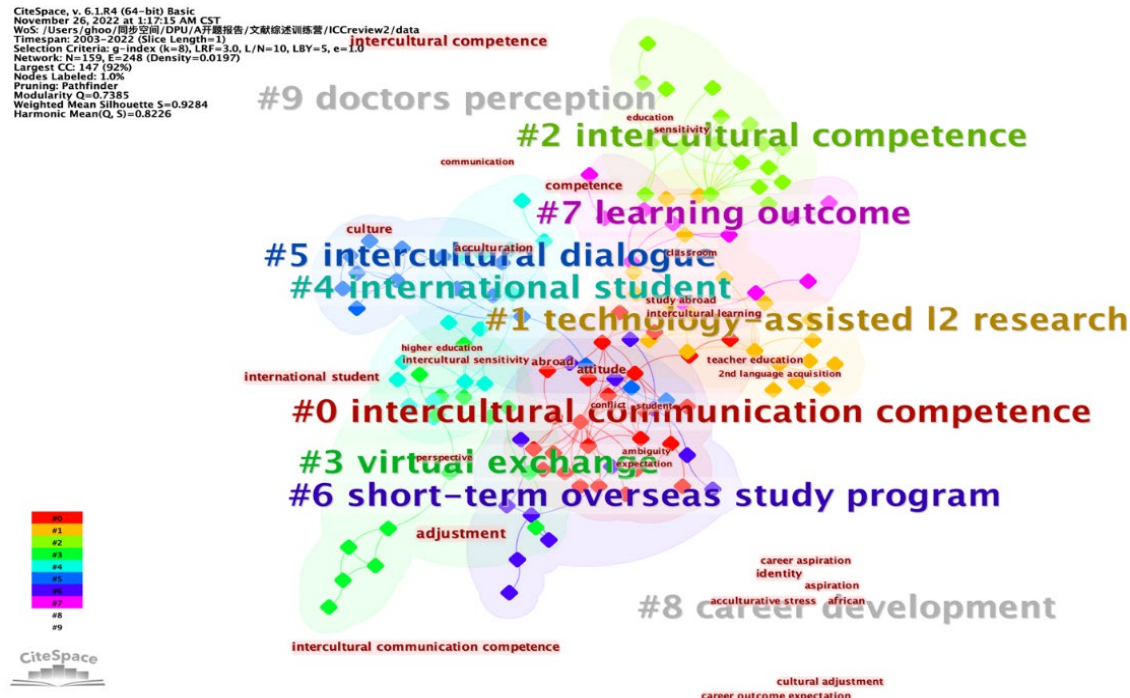
#2: Intercultural competence

The major article in third cluster is a bibliometric analysis of cross-cultural analysis similar to present study while using different data collection and visualization approaches. (J. Wang & Zhang, 2022) are more focused on cross-cultural learning and cross-cultural training instead of intercultural competence. "Cross-cultural learning" is the only keyword searched in this study. And the use of R language and the "Biblioshiny" package will certainly produce different but equally meaningful graphs and analyses as using CiteSpace.

This article is an epitome of current ICC research that demonstrates its rich technology perspective. It is also evident from this high number of citations that bibliometric analysis is useful in this field.

#3: Virtual exchange

The third largest cluster has 15 articles and a silhouette value of 0.908. The major research in this cluster is investigating Virtual Exchange as a way of communication when face-to-face interactions are not convenient (Lenkaitis, 2022). Similar to another highly cited article in the fifth cluster by (Ortiz-Marcos et al., 2020), Lenkaitis is also seeking to connect intercultural competency and learning to the UN's Sustainable Development Goals. In the future, SDG research could greatly benefit from this.

4. Conclusion

The aim of this study was to identify the knowledge domain based on a comparison of the temporal distribution of documents, the cited countries, the cited journals, the cited authors, the cited references, and the hotspots in the field of ICC research between 2002 and 2022. In order to accomplish this goal, bibliometric analysis software CiteSpace was used to generate graphs and matrices that represent the knowledge domain in the ICC research field. The study can serve as a handy resource for future researchers in ICC to gain a better grasp of the general trend as well as the recent burst of citations about contemporary topics. Using the same software, we extended the previous similar bibliometric analysis for four more years from 2018 to 2022, making this a bibliometric literature review of the ICC with a more in-depth exploration.

Inevitably, there are some limitations to this study. The keywords used in searching this domain are limited, and it is possible there could be better keywords to include more valuable studies. Also, bibliometric analyses and reviews lack depth in nature. While the present study attempts to look deeper into major authors and articles within each cluster, it is unable to overcome the disadvantage of a narrative analysis.

Future research could apply more accurate and inclusive keywords for better search results. Additionally, researchers in this field may use this study to assist with their future in-depth studies in order to gain a better understanding of intercultural competence.

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The Influence of Teacher-Student Relationship on Teaching Evaluation from the Perspective of Students

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Abstract

Good teacher-student relationship is helpful to achieve educational goals and improve teaching quality. The research carried out a "Questionnaire Survey on teacher-student relationship and Teaching Evaluation of College C" on the prominent problems of teacher-student relationship in Chinese colleges and universities, and used descriptive statistics and multiple linear regression methods to discuss the types of teacher-student relationship in ideal and reality, the main ways of communication and satisfaction of students and their impact on teaching evaluation. First, we should take measures to build a new teacher-student relationship from the perspectives of universities, teachers and students. Second, in the construction of teaching evaluation system, improve the content of teaching evaluation; Establishment of teaching evaluation and feedback promotion joint mechanism; Establish a two-way interactive virtuous cycle mechanism of teacher-student relationship and teaching evaluation.

Keywords: Student Perspective; Institutions of Higher Learning; Teacher-Student Relationship; Teaching Evaluation

基于学生视角的高校师生关系对教学评价的影响

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摘要

　　良好的师生关系有助于实现教育目标和提高教学质量。研究对中国高校的师生关系凸显问题开展了"C 学院师生关系及教学评价问卷调查"，使用描述性统计和多元线性回归等方法，对学生在理想与现实的师生关系类型、主要交往方式和满意度及其对教学评价的影响进行探讨。提出建议：第一，从高校、教师和学生的角度采取措施构建新型的师生关系。第二，在教学评价体系建设方面，完善教学评价的内容；建立教学评价与反馈提升联合机制；建立"师生关系"与"教学评价"双向互动良性循环机制。

关键词：学生视角；高等学校；师生关系；教学评价

1、 绪论

　　2015年10月24日，国务院发布了《统筹推进世界一流大学和一流学科建设总

体方案》，旨在加快世界一流大学和一流学科的建设，以培养更多的"高、精、尖"人才。2018年"五四"青年节前夕，习近平总书记在北京大学师生座谈会上明确指出："教育兴则国家兴，教育强则国家强。高等教育是衡量一个国家发展水平和发展潜力的重要标志。"由此可见，高等教育为提供更多优质人才承担着重要任务。其中，在高校的教育教学过程中，师生关系是最基本、最重要的因素。构建和谐的师生关系不仅有利于实现教学相长，而且有利于促进高等教育教学质量的提高。

然而，随着中国高校招生规模的不断扩大和后勤人员社会化的发展，高校师生关系出现了机械化、陌生化、功利化、自由化的趋势，这种现象凸显了学生对教师缺乏尊重，并导致师生之间的矛盾激化等问题，严重影响了教学质量。因此，中国高校教育教学研究应该全面了解和剖析高校师生关系及其对教学评价的影响，以促进构建新型师生关系和提高高等教育教学质量。

2、 研究背景

2.1 构建和谐师生关系的意义

随着当今社会的巨大变化，教育也在经历相应的变革。在这个变革过程中，师生关系演变成为了备受关注的焦点之一。师生关系是指在实现教学任务过程中，师生之间形成的能够引起情感和思想交流的一种特殊人际关系。尤其是在高等教育阶段，师生关系是所有教学活动顺利进行的基础，同时也确保了整个教育体系正常运转。

学生作为求学主体，与教师一同构成了教育关系的核心。对于教师而言，在其职业生涯和个人幸福感的获得过程中，与学生的关系和交流是至关重要的。知识、情感、观念、道德教育的实现取决于师生之间的互动。只有师生关系保持积极、平等、互动的平衡，才能使教育教学得以有效实施，学生健康成长，教师感受到教育的快乐。对于学生而言，在面对广阔的知识海洋时，积极主动地与教师进行交流是学习进步的基石，而优质的师生关系则是师生之间形成良好交往的前提。因此，师生关系是大学生在高校学习期间需要建立的重要人际关系。

师生关系的类型多种多样，不同的学者对于如何构建最优化的师生关系以实现教育教学目标持有不同的观点。万作芳等人 (2011) 将师生关系分为神圣型、权威型、平等型和服务型等四种类型。另一方面，刘艳侠 (2014) 认为，师生在交往中会经历"疏离—从游—共游"等不同的状态，而理想的师生关系类型是朋友型。教师虽然其职业身份为教师，但应该加入学生的行列，在与学生的对话中培养对未知事物的探索精神，与学生共同进步。曹敏等人 (2017) 在教育实践中提出了"教师以爱育人，做学生的母亲"的观点，认为只有当教师对学生产生了最无私的爱时，才会愿意与学生交心，真正地去接触、鼓励、爱护、关心他们；而当学生感受到爱的包围时，能更好地体验和获得幸福感，这将有利于构建和谐的师生关系。

2.2 高校师生关系面临的问题

和谐的师生关系对于实现教育目标和提高教学质量具有积极作用。然而，当前中国高校师生关系仍存在着许多问题。L（2010）基于对广东省 7 所大学师生关系的调查，得出"学生对师生关系的整体评价较为满意，但师生之间缺乏交流、互动较少"的

结论。肖玲莉（2016）认为，在师生交往中存在的问题主要包括传话教学占主导、工具主义价值盛行、情感交流缺乏、师生地位不平等、教育方式不当等。范富霞（2017）通过对河南省4所大学的学生从师生关系的亲密性、支持性、满意度和冲突性等4个方面进行了调查，发现不同年级、不同专业的学生对师生关系的满意度评价存在较大差异，高校需要提高学生对师生关系的满意度。陈霆（2018）则从师生关系的异质化角度提出自己的观点，认为师生关系存在"疏远化"、"功利化"、"呆板化"等问题。此外，高源蔚（2012）在有关研究生师生关系的研究中也指出，师生之间存在着"功利化"、"淡漠化"、"紧张化"、"消极化"和"不正常化"等现象。

2.3 高校师生关系与教学评价的互动影响

近年来，随着教学管理体制改革的深入推进，许多学者发现中国高校存在教学评价异化师生关系的现象，教学评价成为影响师生关系的一个重要因素。高校实施教学评价有三个出发点：一是促使教师积极提高教学质量和水平；二是为激励、奖惩教师提供依据；三是完善教师管理制度。然而，教学评价采取学生评教等形式也会造成一些负面影响。唐泳与段洪（2011）认为，目前高校实施不当的教学评价可能会使教师的名誉受损，打击教师的信心，在师生之间形成心理鸿沟，影响和谐师生关系的建立等。丁宇露等人（2017）认为，教学评价的实施导致教学方式变得单一化和教条化；同时，学生以"消费者"的身份享受教师的服务，上学只是为了获得毕业证书，而教师则只为获得较高的评教分数以晋升职位。这使得师生关系变得机械化和功利化。

当前，大多数研究关注于教学评价对师生关系的"作用力"，指出一些教师为了在评价中获得高分而过分迁就学生，或者故意迎合学生，从而导致师生关系变得庸俗化。然而，这些研究没有注意到师生关系对教学评价的"反作用力"。高校师生关系和教学评价之间存在相互作用关系，不能将两者割裂开来。在高校教学管理改革实践中，学生评教一直备受争议，其效果未达预期。一方面，学生评教的结果失真，很多学生打出的分数接近或超过90分，不符合实际情况；另一方面，学生评教的结果主要与教师的评优、晋级、加薪等人事奖惩挂钩，而非用于诊断性反馈，无法改善师生关系和提高教学质量。因此，学生和教师都没有成为学生评教的受益者。

为了研究中国高校师生关系面临的问题以及高校师生关系与教学评价互动影响相关的缺失，笔者展开了一项"C学院师生关系及教学评价问卷调查"。该调查旨在从学生的角度出发，分析当前中国高校师生关系的现状（包括学生对理想和现实师生关系类型的认知、师生主要交往方式的认知、以及师生关系满意程度的评价）以及师生关系对教学评价的影响。通过此项调查，我们希望为构建和谐的高校师生关系和科学的教学评价体系提供一些有建设性的意见。

3、 研究方法

3.1 问卷调查的设计

为了进行"C学院师生关系及教学评价问卷调查"，研究采用了纸质问卷进行实地调研。该问卷由三部分组成。第一部分是调查对象的基本情况，包括性别、年级和所属学院；第二部分涉及师生关系的相关内容，包括理想和现实的师生关系类型、师生

之间主要的交往方式、以及对师生关系满意程度的评价等；第三部分则探讨与教学评价有关的内容，包括学生对教学评价的了解程度，以及对教师在五个维度（教学态度、课堂管理、教学内容、学习体验和课后交流）内的表现进行评价的情况等。

3.2 问卷调查对象

研究以 C 学院的本科生为研究对象，通过无记名形式进行问卷调查，并通过随机抽样确定了样本。有关调查样本的基本情况详见表 1。

表 1 C 学院师生关系及教学评价问卷调查样本基本情况

基本情况		样本数量/人	所占比例/%
性别	男	94	41.6
	女	132	58.4
年级	大一	107	47.3
	大二	48	21.2
	大三	60	26.5
	大四	11	4.9
学院	人工智能学院	17	7.5
	语言文化学院	17	7.5
	智能制造学院	16	7.0
	商学院	18	8.0
	数字经济学院	29	12.8
	法学院	18	8.0
	艺术学院	20	8.5
	城建与环境学院	14	6.2
	创意设计学院	17	7.5
	马克思主义学院	13	5.8
	创新创业学院	3	1.3
	通识教育学院	17	7.5
	继续教育学院	13	5.8
	国际学院	14	6.2

3.3 问卷调查的组织实施及数据处理方法

2018 年 1 月 3-5 日在 C 学院教学楼组织实施了"C 学院师生关系及教学评价问卷调查"，随机向 3 门公共选修课课堂上的学生发放问卷，当场填写并即刻回收。共发放调查问卷 240 份，回收 233 份，其中有效问卷 226 份，问卷有效回收率为 94％。

在剔除无效样本后，研究使用统计软件 SPSS24.0 和 statal3.0 进行数据整理以及描述统计分析和多元线性回归分析。

4、 问卷调查结果的分析

4.1 理想与现实的高校师生关系类型

1.在高校师生关系的两种类型中，"上下级关系"和"朋友关系"，研究发现理想与现实之间存在较大的差异。

根据问卷调查结果（详见图1、2），大部分受访者在理想和现实的高校师生关系类型选择中倾向于"引导与被引导"的师生关系类型。65.34%的学生认为这是理想的师生关系类型，而62.32%的学生认为这是现实中的师生关系类型，因此在这种师生关系类型上，理想和现实之间的差距很小。但是，在"上下级关系"和"朋友关系"这两种师生关系类型上，理想和现实之间的差距较大。27.62%的学生认为理想的师生关系类型应该是"朋友关系"，而只有7.45%的学生认为现实中的师生关系类型是"朋友关系"，不到1%的学生认为"上下级关系"是理想的师生关系类型，而17.97%的学生认为现实中的师生关系类型是"上下级关系"。
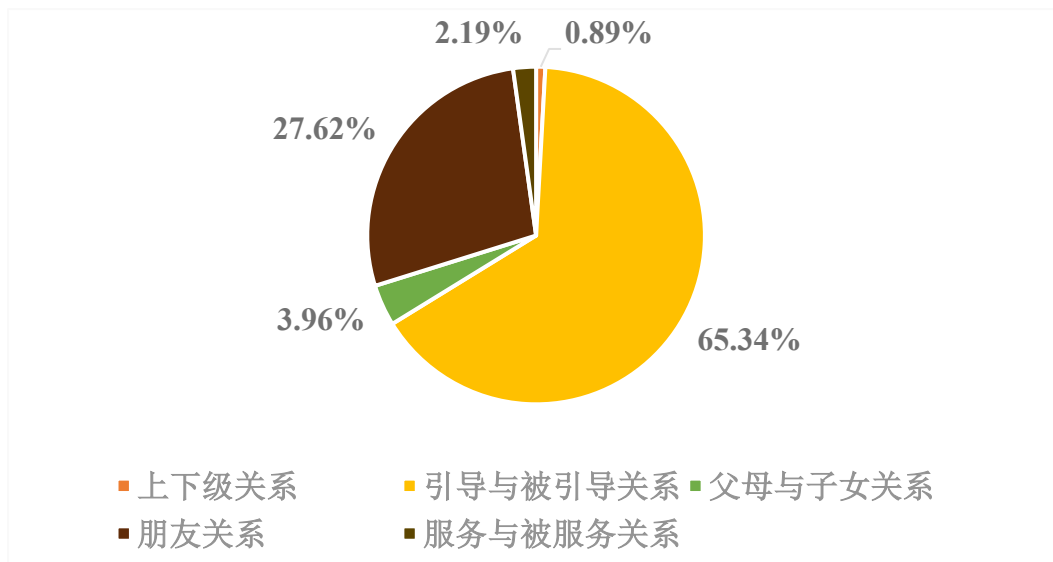
图一 调查对象对理想高校师生关系类型的选择情况
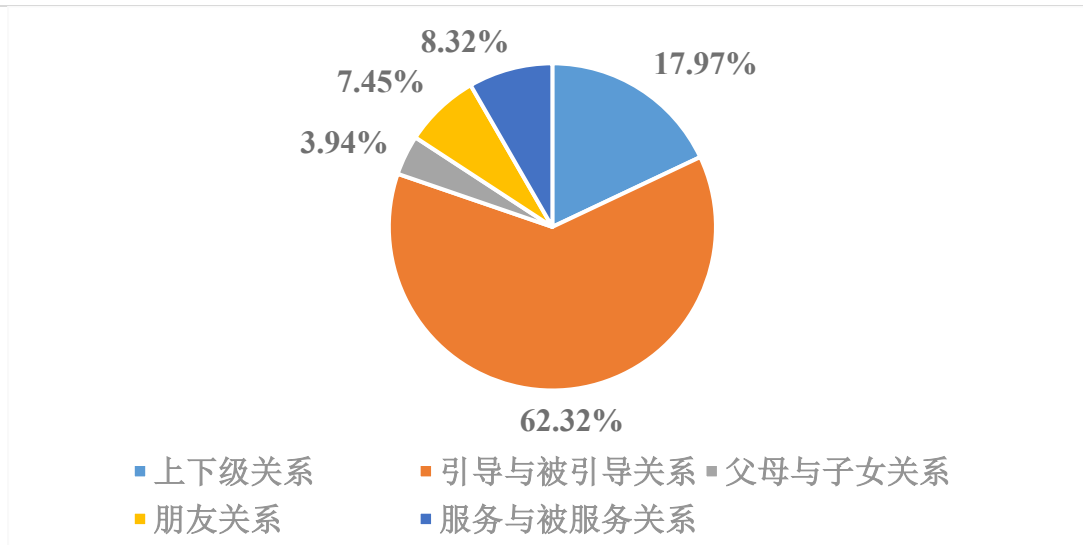
图二 调查对象对现实高校师生关系类型的选择情况

２.在"上下级关系"和"朋友关系" 2 种高校师生关系类型上理想与现实之间有较大差异的原因分析。

高校师生关系类型的选择方面理想与现实的差距较大，这说明在实际的师生交往过程中存在不平等的师生关系、现实情况与期望的落差等问题。这些问题的原因在于传统的"师道尊严"观念仍然根深蒂固，并且高校的教育教学活动仍然存在一些问题，如课堂上单向灌输过多、师生平等沟通较少等。由此，教师"命令式"输入、学生"机械式"吸收的互动关系势必导致师生关系更多地呈现出"上下级关系"。同时，由于本就为数不多的师生间的交流大多局限于教育教学内容，并且较少就学习和生活中的困惑进行沟通，所以师生之间的互信程度较低，很难形成"朋友关系"。

冯淑慧（2008）指出，高校师生关系是高校诸多关系中最为重要的关系，也是其他一切关系的基础。和谐的师生关系对于培养高素质的人才以及实现大学生的全面和个性化发展具有极为重要的意义。因此，需要针对高校师生关系当前存在的理想与现实之间较大的落差问题进行积极研究和探索，为构建真正民主、平等、和谐的新型师生关系提供理论依据和实践经验。

4.2 高校师生的主要交往方式

1."微交往"方式盛行

根据问卷调查结果（详见图 3），当前高校师生的主要交往方式仍然是传统的"面对面沟通"，这是首要选择，调查对象中选择这一方式的比例高达 57.89%。与此同时，由于微信等社交软件为高校师生获取知识、交流情感提供了良好的平台，因此越来越多的师生倾向于在网络即时通讯平台和社交软件上进行交流。因此，"微交往"方式正在悄然兴起，调查对象中选择这一方式的比例已经达到 36.39%。
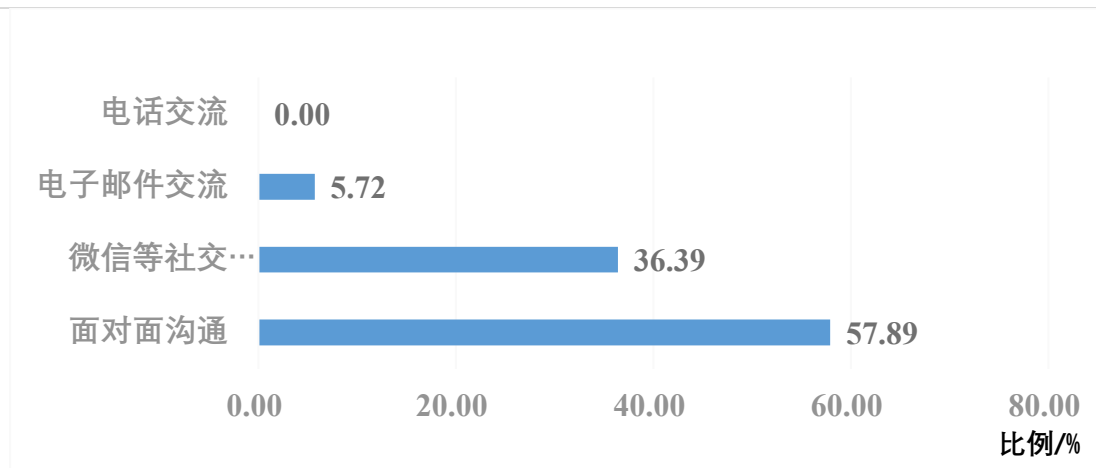
图三 调查对象对高校师生主要交往方式的选择情况

2.“微交往”方式盛行的原因分析

随着中国高校招生规模的不断扩大，师生之间互相交流的时间、频率乃至内容都越来越有限，导致师生相互之间缺乏了解。然而，随着科技水平的提升以及网络媒体的快速发展，微信作为新型的交流工具，能够实现语音、图片、文字、视频的传送，拓宽了人们沟通交流的渠道。在微信这种特有的便利功能的帮助下，师生可以同处于一个朋友圈，通过“微交往”方式展现自己生活和学业的方方面面。这种更为立体化和丰富化的交往方式使得师生之间、学生之间分享信息和感受更加轻松、便捷且不受时空约束。因此，借助微信这种工具有利于拉近师生之间的距离，破除课堂教学中“讲台上”与“讲台下”的明确界线。

当然，微信等社交平台与传统的线下交流相比也并非是完美的。虽然微信作为一款功能强大、使用方便的社交软件，可以为人们的正常交往提供更多便利，但同时也可能使一些违法违规行为获得较为便利的条件，成为“双刃剑”。因此，高校需要合理有效地利用微信等社交平台，在推动师生关系和谐化中发挥积极作用。同时，需要加强管理和监控，避免其成为法外之地。

4.3 高校师生关系的满意程度

1.高校师生关系的满意程度随学生年级的上升呈 U 型变化

根据问卷调查结果（详见图 4），调查对象对师生关系的满意程度具有明显的阶段性特征。随着年级的上升，满意度分值呈现出一个“U”型变化，大学一年级阶段的评价分值最高，而大学二、三年级阶段的评价分值逐渐下降。然而，在大学四年级阶段，评价分值迅速反弹。由此可见，大学生在不同的年龄阶段和学习阶段对师生关系的看法是存在一定差异的。这种差异是大学生群体在不同阶段对环境的适应程度以及与教师的互动程度导致的必然结果。
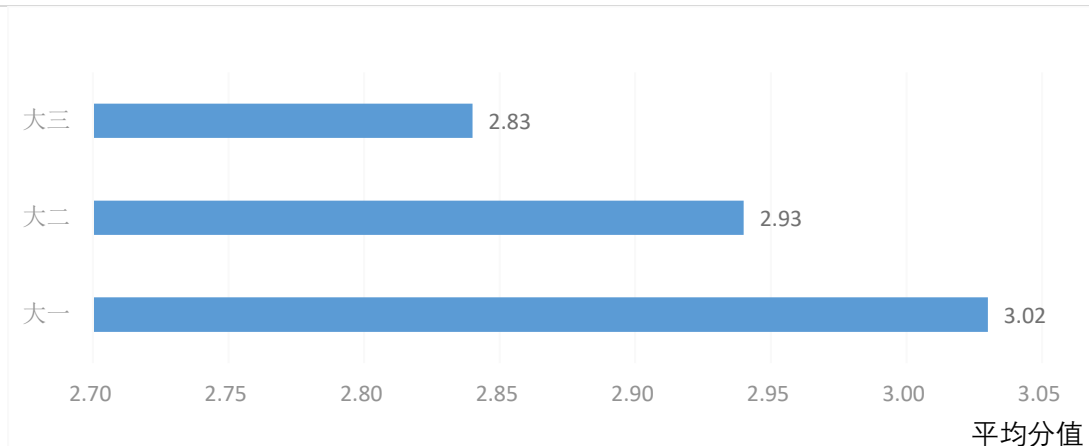
图四 调查对象对高校师生关系满意程度进行评价的分值随年级变化的情况

2.高校师生关系的满意程度呈 U 型变化的原因分析

在大学一年级阶段，新生们步入校园后往往怀着实现理想的喜悦和对美好大学生活的向往。他们带着高中时期的学习习惯来到这里，怀着对教师的崇敬之情，与教师之间的互动频繁且新鲜。因此，在这个阶段，师生关系的满意度是最高的。

在大学二、三年级阶段，大学生们逐渐适应了师生交往方式和学习模式，并通过参加社团活动、学生组织、科研竞赛等获得了更多的学习和交流机会。因此，他们对教师的依赖程度有所降低。与此同时，随着年级的增长，大学生开始面临毕业去向选择和职业生涯规划等问题，压力越来越大。这些问题包括个人发展、人际关系以及学习生活等方面，这导致大学生的学习热情下降，焦虑程度不断上升，容易产生不满和抱怨的心理。此外，随着所修课程数目的增加，大学生接触到的教师风格也越来越多样化。他们可能会遇到一些教育教学方式具有个性化特色的教师，这可能会使他们感到不适应。这些因素都会影响大学生对师生关系满意度的评价，因此，在大学二、三年级阶段，大学生们通常对师生关系的满意度偏低。

在大学四年级阶段，大部分学生已经修满规定的学分，开始撰写毕业论文、进行毕业实习或为考研、出国留学做准备。虽然在课程学习上与教师的交流相对较少，但是教师在就业去向和职业规划等问题上为学生提供了有益的指导，因此师生关系再次回到"良性互动"模式。此外，"毕业情结"也是这一阶段师生关系满意度迅速反弹的一个重要因素。

4.4 高校教学评价的影响因素

C 学院的教学评价体系包括教学态度、课堂管理、教学内容、学习体验和课后交流等五个维度。为了设计"C 学院师生关系及教学评价调查问卷"，笔者针对这五个维度设计了调查问题，并将每个答案选项从 0 到 100 分以 5 个等间距离分到连续变量 1 到 5 之间，以表示不同程度的教学评价打分。此外，参考相关文献，将教学评价的五个维度和总体教学评价作为因变量 Y，将学生的个体特征作为控制变量，将学生对教学评价的了解程度、主要师生交往方式和师生关系满意程度等作为自变量，使用 Stata13.0 对问卷调查获得的相关数据进行了多元线性回归分析（详见表 2）。在该分析中，学生的个体特征被测量为"性别"和"年级"，男生被赋值为 1，女生被赋值为 2；

大学一、二年级学生被归为"低年级学生"，被赋值为 1，大学三、四年级学生被归为"高年级学生"，被赋值为 2。"师生主要交往方式"被测量为"线下交往，如面对面沟通等"和"线上交往，如通过微信等社交软件、电子邮件等"，分别被赋值 1 和 2。

表 2 高校教学评价影响因素的多元线性回归分析结果

	教学态度评价	课堂管理评价	教学内容评价	学习体验评价	课后交流评价	教学总体评价
性别（男=1，女=2）	0.316*** （0.001）	0.276** （0.012）	0.189* （0.071）	0.075 （0.472）	0.071 （0.614）	0.184** （0.025）
年级（低年级=1，高年级=2）	-0.070 （0.485）	-0.097 （0.409）	0.002 （0.983）	-0.273*** （0.017）	-0.235 （0.133）	-0.134 （0.135）
对教学评价的了解程度	-0.039 （0.661）	0.249** （0.019）	0.077 （0.450）	0.247*** （0.016）	0.441*** （0.002）	0.195** （0.016）
师生主要交往方式（线下=1，线上=2）	-0.130 （0.155）	-0.051 （0.624）	-0.255*** （0.012）	-0.201* （0.049）	-0.133 （0.338）	-0.154* （0.056）
师生关系的满意程度	0.778*** （0.000）	0.688*** （0.000）	0.862*** （0.000）	0.755*** （0.000）	0.518* （0.013）	0.720*** （0.000）
常量	2.835*** （0.000）	2.227** （0.000）	2.585*** （0.000）	2.764*** （0.000）	2.418*** （0.000）	2.566*** （0.000）
F	11.339	8.429	9.779	9.939	4.779	13.279
P	0.000***	0.000***	0.000***	0.000***	0.000***	0.000***
R	0.450	0.400	0.424	0.427	0.310	0.479
N	226	226	226	226	226	226

注：表中前 6 组数据中，每组的第 1 行数据为 6 个模型里相应变量在回归模型中的回归系数，第 2 行数据（括号里以斜体表示的数据）为回归系数的显著性值；表中后 4 个数据中，F 是对回归模型整体的检验，P 是判断 F 检验的显著性水平值，R 是衡量回归模型你和效果的指标，N 是回归模型的样本数量；此外，*比哦是在 $p < 0.1$ 的水平下是显著的，**表示在 $p < 0.05$ 的水平下是显著的，***表示在 $p < 0.01$ 的水平下是显著的

　　从表 2 可以看出，在高校教学评价影响因素的多元线性回归分析中，教学态度评价、课堂管理评价、教学内容评价、学习体验评价、课后交流评价和教学总体评价等 6 个模型的 P 值都小于 0.05，全部通过了显著性检验。同时，学生的性别和年级、学

生对教学评价的了解程度、主要师生交往方式和师生关系满意程度等 5 个教学评价影响因素与教学总体评价之间的相关关系被证明占 23%左右的解释比例，并且各解释变量方差膨胀因子均小于 10，显示共线性问题不明显。因此，从总体上看，这 6 个模型具有较好的显著性水平和解释度。

然而，从各项具体指标来看，学生的性别和年级、学生对教学评价的了解程度、主要师生交往方式这 4 个因素仅在部分模型中呈现显著性影响；而师生关系满意程度在 6 个模型中均呈现显著性影响，并且其偏回归系数值较大，都超过了 0.5。因此，师生关系满意程度被证明是教学评价的关键影响因素，且正向影响教学评价的各个维度。在问卷调查过程中，可以发现师生关系融洽的学生对师生关系的满意程度很高，相应地对教师的教学评价也很高。可见，在进行教学评价时，学生会有意或无意地将师生关系纳入各个教学评价维度的考虑范围。这从实证的角度验证了师生关系的重要性以及它对教学评价的影响。

5、 研究结论及启示

5.1 研究结论

根据"C 学院师生关系及教学评价问卷调查"的数据和分析结果，可以得出以下结论：

1.在高校的教育教学活动中，师生间的交往仍缺乏平等、互信以及心灵沟通，这导致现实的师生关系与理想的师生关系之间存在较大差距。特别是在"上下级关系"和"朋友关系"这两种类型的师生关系中，现实与理想之间存在明显的差异。

2.随着互联网的发展，高校师生之间的交往方式发生了深刻的变化，师生交往不再局限于面对面沟通，"微交往"方式逐渐盛行，线上交流正成为师生交往的重要途径。

3.大学生对师生关系的满意程度在大学四年中具有明显的阶段性特征，呈 U 型变化趋势。

4.在进行教学评价时，大学生会有意或无意地将师生关系纳入考虑范围，对师生关系的满意程度会直接正向影响教学评价的结果。

5.2 启示

1.高校师生关系建设方面的启示

（1）从高校的角度出发，应在教师选聘条件设置、业务培训以及校园文化建设等方面注重引导和促进教师提升构建新型师生关系的能力。

尽管高校教师具备一定的学术水平和科研能力，但不一定都接受过师范教育方面的系统训练，因此对于师生关系在教育教学过程中的作用有可能存在认识不足，甚至尚未掌握适合大学生特点的教学方法。这实际上会阻碍和谐师生关系的形成。如果在教师培训和激励机制中注重培养教师构建新型师生关系的能力，这将有利于激励教师积极开展与学生的交流互动。

因此，高校在师资选聘过程中不仅应对教师的学术素养提出要求，还应对教师与学生的"良性互动"能力提出要求。其次，高校应该为新聘教师提供教育学、心理学等

方面的岗前培训，建立规范的教师培训制度并不断完善培训内容，定期开展业务培训，以加强教师的教育教学能力培养和锻炼。最后，高校应充分利用微信的功能优势，创新校园文化活动形式，并将一些活动转移到微信上开展，以新颖的创意吸引大学生的关注和参与，例如可在微信上开展微演讲、微咨询、微辅导等活动。

（2）教师应确保学生在教育教学过程中的主体地位，树立良好师生关系的建立必须以爱和尊重为前提的观念。

师生间的互相尊重、互相理解、互相信任是良好师生关系的基础。因此，教师应该在思想认识上积极转变观念，并合理进行角色定位。首先，高校教师应该充分认识自身职责所在，把学生看作教育教学过程中有思想、有意识、有个性和创造性的个体。他们既要关心爱护每一位学生，又要避免直接"显性控制"学生的发挥。其次，高校教师应该积极探索研讨式、展示式等教学组织形式，以学生为中心，善于引导学生参与和融入教育教学过程，注重聆听学生的心声，努力创设民主、平等的课堂气氛，使学生能够自由地阐述观点、提出质疑并向教师表达自己的思想和看法。

（3）学生除了要遵循尊重师长的基本行为规范之外，还应该积极主动地加强与教师的联系和交流。

首先，大学生应该有意识地摆脱在课堂上被"喂""灌"的局面，转变为主动吸取知识。其次，大学生应充分发挥自身在网络和新媒体应用方面的优势，利用新兴的手机和网络交流平台加强与教师的联系和互动。最后，大学生应当有意识地增强与教师的课外交流，注重保持良好的师生关系循环。例如，对于对科研感兴趣的大学生而言，可以考虑参与教师的科研项目，并在课后与教师进行进一步的学习交流。

2.高校教学评价体系建设方面的启示

首先，应该完善教学评价的内容，并将有关师生关系的内容作为教师考核的重要内容。这意味着高校教师的考核不仅应该将学术水平、教学和科研成果、师德师风等作为考核内容，还应将教师在日常教学和生活中是否真正关心学生、是否主动与学生进行沟通等师生间的交流互动情况作为一项重要的考核指标纳入考核体系。

其次，应该建立教学评价与反馈提升的联动机制，充分发挥评教作用，促进教师综合素质的提高。高校的教学评价不能仅停留在"评"的层面，还要通过建立教学评价与反馈提升的联动机制，及时将评教结果反馈给教师并提供相应的建议，以便使教师不仅能了解自己在教育教学中存在的问题，而且知道如何针对这些问题进行改进以及提升自身的综合素质。

最后，应该建立"师生关系"与"教学评价"双向互动良性循环机制。首先，高校需要引导教师和教学管理者全面认识到，"师生关系与教学评价的双向影响在提升高校教学质量中发挥着巨大作用"。其次，高校应以"通过提高师生关系满意程度来促进教学评价水平的提升，通过教学评价的结果来推动师生关系的改善"为目标，建立"师生关系"与"教学评价"双向互动良性循环机制，从而实现在双向互动中的共赢。

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