

● Research on Teaching Quality of Children's Art Training Institutions Outside School Bo Li.....	7
● An Analysis Study of Communication Strategy, Communication Analysis, and Communication Methods Caihong Cong and Jiangting Chu.....	29
● Research on the Emotional Resonance Mechanism and Audience Experience of Short Dramas on the Theme of Rebirth: A Case Study of the Year of Overflow Jiao Lai and Fan Liu	45
● Empirical Analysis of the Current Situation and Influencing Factors of Teaching and Research among Young Teachers in Private Universities Meiling Zhang and Yingchuang Zhao	61
● A Study on the Relationship between Occupational Stress and Turnover Intention of Social Workers in China - The Mediating Effect of Job Burnout Shengyong Yang and Jiwen Song.....	81
● Research on M&A Motivation and Performance of Pharmaceutical Retail Industry - Taking Jianzhijia's Acquisition of Tang Dynasty Medicine as an Example Suping Li and Zhaomei Chi	99
● The Capital Influencing Factors of College Students' Active Marginalization in Classroom Learning: A Case Analysis from the Perspective of Social Practice Theory Xupeng Huang and Jiangting Chu.....	119
● Escape as Resistance: A Case Study on the Capital Logic and Field Position Reconstruction of College Students' Marginalization in Classroom Learning Xupeng Huang and Jiangting Chu.....	137
● Impact of Perfection Pursuing on Anxiety: An Empirical Analysis of a Sample of 228 College Students Studying Vocal Music Yonglei Mei	151
● Institutional Logic and Social Responsibility Management of Chinese Family Businesses - Taking Charoen Pokphand Group as an Example Yunran Qian and Zhijian Xu.....	169

Supported by

Editors:

Ungul Laptaned
Ioannis Manikas
Gilbert Nartea

Graduate College
of Management

SPU
SRIPATUM
UNIVERSITY



UNIVERSITY
of
GREENWICH

LINCOLN
UNIVERSITY
Te Whare Wānaka O Aoraki



President

Rutchaneeporn Pookayaporn Phukkamarn, Sripatum University, Thailand

Dean of Graduate College of Management

Vichit U-on, Sripatum University, Thailand

Advisory Board

Andreas C. Soteriou, University of Cyprus, Cyprus
Anson Ka Keung Au, The University of Hong Kong, Hong Kong
C.Swarnalatha Raju, Anna University, India
Chu Hui Steiner, Program Leader, University of Derby, Israeli
Chun-Yao Tseng, Tunghai University, Taiwan
George C. Hadjinicola, University of Cyprus, Cyprus
Konrad Gunesch, The American University, United Arab Emirates
Nyoman Pujawan, Sepuluh Nopember Institute of Technology, Indonesia
Parimal Bhagat, Indiana University of Pennsylvania,
United States of America
Stuart Garner, Edith Cowan University, Australia
Takashi Koshida, Matsue National College of Technology, Japan
Tingyang Lewis Quynh Nhu, Vaasa University, Finland
Victoria Chen, National Chung Cheng University, Taiwan
Vineet Yamada, Nakamura Gakuen University, Japan
Wan-Shiou Hu, University of Western Sydney, Australia
Yikuan Lee, San Francisco State University, USA
Ying Sai, Loyola Marymount University, USA
Yungchih George Karjaluto, University of Oulu, Finland

Editor-In-Chief

Ungul Laptaned, Sripatum University, Thailand

Associate Editor

Ioannis Manikas, University of Greenwich, United Kingdom

Guest Editor

Gilbert Nartea, University of Waikato, New Zealand

Secretariat

Khotchaporn Moonthichan, Sripatum University, Thailand

Editorial Board

Andreas C. Soteriou, University of Cyprus, Cyprus
Chinho Lin, National Cheng Kung University, Taiwan
Chun-Ping Zeng, New York Institute of Technology, USA
Eric Ng, University of Southern Queensland, Australia
George C. Hadjinicola, University of Cyprus, Cyprus
Gilbert Nartea, University of Canterbury, New Zealand
Ioannis Manikas, University of Wollongong in Dubai,
United Arab Emirates
Javed Iqbal, School of Economics, Quaid-i-Azam University, Pakistan
José G. Vargas-Hernández, University of Guadalajara, México
Kirthana Shankar, Tokyo Institute of Technology, Japan
Konrad Gunesch, The American University, United Arab Emirates
Nevin Yavuz, University of Anadolu, Turkey
Rapee Ujjin, Rangsit University, Thailand
Thomas E. Fernandez, Hamburg, Germany
Zhenzhong Ma, University of Windsor, Canada

Supported by

Graduate College
of Management

SPU
SRIPATUM
UNIVERSITY



UNIVERSITY
of
GREENWICH

LINCOLN
UNIVERSITY
To Whom We Are Ourselves

**Publisher**

Sripatum University Press, Bangkok, Thailand

Copyright © 2025 Sripatum University

All right reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without permission in writing from the editors.

ISSN: 2408-1914

Welcome Address from President, Sripatum University

Welcome to the twelfth volume of International Journal of Management, Business, and Economics (IJMBE). IJMBE is dedicated to increasing the depth of the subject across business disciplines with the ultimate aim of expanding knowledge of the subject. The IJMBE is a thrice peer-reviewed journal published by Graduate College of Management, Sripatum University; University of Greenwich; and Lincoln University.

In retrospect, Sripatum University, one of the oldest and most prestigious private universities in Thailand, was established in 1970 by Dr. Sook Pookayaporn by the name "Sripatum College." The name "Sripatum" meaning "Source of Knowledge Blooming like a Lotus" was conferred on the college by Her Royal Highness the Princess Mother. In 1987, the college was promoted to university status by the Ministry of University Affairs, and has since been known as Sripatum University. The university's main goal is to create well-rounded students who can develop themselves to their chosen fields of study and to instill the students with correct attitudes towards education so that they are enthusiastic in their pursuit of knowledge and self-development.

To strive to be among the best, this third issue of the IJMBE is therefore instrumental for the most important academic growths to extend a high quality tradition in the education field to the world. The journal welcomes the submission of manuscripts that meet the general criteria of significance and scientific excellence, and will publish original articles in basic and applied research, case studies, critical reviews, surveys, opinions, commentaries and essays. It is hoped that this third issue will set a new benchmark in terms of academic publications. Through the support of our Editorial and Advisory Boards, I hope this journal could provide academic articles of the highest quality to all readers.



Dr. Rutchaneeporn Pookayaporn Phukkamarn
President, Sripatum University

Welcome Address from Dean, Sripatum University

It is appropriate to celebrate the continuity of an exciting and esteemed journal. The IJMBE will serve and provide a forum for exchange of ideas among business executives and academicians concerned with Management, Business, and Economics issues. With the rapid evolution of corporate business from international to global in recent years, general business has been one of the areas of greatest added complexity and concern for corporate managers. The IJMBE will be an academic journal combining academic inquiry and informed business practices. It will publish empirical, analytical, review, and survey articles, as well as case studies related to all areas of Management, Business, and Economics. A sentiment often expressed by practitioners is that academic research in general may not be addressing the most relevant questions in the real world.

It is fair to say that the IJMBE will publish high-quality applied-research papers. Nevertheless, studies that test important theoretical works and shed additional light on the issue with some business implications will also be solicited. Each submitted paper has been reviewed by several members of the IJMBE international editorial board and external referees. On the basis, we would like to thank all of them for their support with review process of submitted papers.

I cordially invite papers with theoretical research/conceptual work or applied research/applications on topics related to research, practice, and teaching in all subject areas of Management, Business, and Economics, or related subjects. I welcome paper submissions on the basis that the material has not been published elsewhere. The ultimate goal is to develop a journal that will appeal to both management and business practitioners. I expect the IJMBE to be an outstanding international forum for the exchange of ideas and results, and provide a baseline of further progress in the aforementioned areas.



Assoc. Prof. Dr. Vichit U-on
Dean, Graduate College of Management
Sripatum University

The Editors

Editor-In-Chief



Dr. Ungul Laptaned is an Assistant Professor in the Graduate College of Management, Sripatum University. He graduated with a Ph.D. in 2003 from the University of Nottingham, United Kingdom in the field of Manufacturing Engineering and Operations Management. Ungul has published over 60 proceedings and journal papers; for instances, Industrial Engineering Network, Asia Pacific Industrial Engineering and Management, International Association of Science and Technology for Development, Operations and Supply Chain Management, Intelligent Manufacturing System, Business and Information, etc. He served as a program chair and a steering committee for several domestic and international conferences. He was a journal editor of International Journal of Logistics and Transport, and Thai Researchers' Consortium of Value Chain Management and Logistics Journal, and has consulted for several public organizations and industrial firms on logistics and supply chain management such as Thailand Research Fund, Phitsanulok Province, Public Warehouse Organization, Amatanakorn Industrial Estate, Wyncoast Industrial Park, Iron and Steel Institute of Thailand, Chacheongsao Province, JWD Infologistics Co., Ltd., Kerry Distribution (Thailand) Co., Ltd., TKL Logistics and Supply Chain Co., Ltd., and Ministry of Transport (Thailand).

Associate Editor



Dr Ioannis Manikas holds a Bachelor in Agriculture and a Master of Science in the field of logistics from Cranfield University. He holds a PhD from the Department of Agricultural Economics in AUTH and his primary interest includes supply chain management, logistics and agribusiness management. Dr Manikas has conducted research for projects regarding supply chain modelling, development of IT solutions for agrifood supply chain management and traceability both in Greece and the UK. He has a wide experience in the elaboration of research proposals under FP6, FP7, and Eurostars-Eureka funding mechanisms; lifelong learning oriented programmes such as Leonardo; and Interregional development programmes such as Interreg III and Interreg IV. His work as a self employed project manager and consultant in the agrifood sector includes the design and development of regional operational programmes; analysis of regional needs and respective development policies focused on rural and food production; definition of funding areas and financing resources; definition of strategic goals for regional development and formulation of respective performance monitoring systems; and assessment (ex-ante, on-going, ex-post) of the implementation of EC and national funding mechanisms in national and regional levels.

Guest Editor



Dr. Gilbert Nartea is an Associate Professor in the Waikato Management School, University of Waikato, New Zealand. Dr. Nartea graduated a Master's Degree from New England and a Ph.D. from Illinois, USA. He is a senior lecturer in Finance. His teaching interests are in the area of investments, futures and options, and finance, futures and options. The area of research interests area asset pricing, investment management, decision-analysis and risk management, and microfinance and poverty alleviation. He has published several papers in such journals as of Property Investment and Finance, International Journal of Managerial Finance, Asian Journal of Business and Accounting, Australian Journal of Agricultural and Resource Economics, Pacific Rim Property Research Journal, Review of Applied Economics, Review of Development Cooperation, American Journal of Agricultural Economics, and Journal of the American Society of Farm Managers and Rural Appraisers.

Foreword

Welcome to the 3rd issue of the 12th volume of International Journal of Management, Business, and Economics (IJMBE), the Editors received a number of papers from different countries such as China, Thailand, and United Kingdom. The received papers encompassed many areas of marketing, banking, economics, insurance and risk management, industrial and operation management, strategic management, and international and global business management. After the review process, a total of ten manuscripts were selected for publication.

The first article is conducted by *Bo Li*, and is entitled “*Research on Teaching Quality of Children’s Art Training Institutions Outside School*”. The research aims to identify core factors influencing teaching effectiveness and propose strategic improvements to align with national education goals by 2032.

The second article is authored by *Caihong Cong and Jiangting Chu*, and named as “*An Analysis Study of Communication Strategy, Communication Analysis, and Communication Methods*”. . This study aims to clearly define the connotation of communication methods, communication skills, and communication strategies, and clarify their different application scenarios and values in the communication between counselors and students.

Article number third is written by *Jiao Lai and Fan Liu*, and is entitled “*Research on the Emotional Resonance Mechanism and Audience Experience of Short Dramas on the Theme of Rebirth: A Case Study of the Year of Overflow*”. This study was to examine its impact on audience engagement, empathy, and identity formation with the work.

The fourth paper is examined by *Meiling Zhang and Yingchuang Zhao*. Their paper is entitled “*An Empirical Analysis of the Current Situation and Influencing Factors of Teaching and Research among Young Teachers in Private Universities*”. This study used empirical analysis to investigate the current situation of young teachers in private universities in teaching and research and their influencing factors.

In the fifth article, entitled “*A Study on the Relationship between Occupational Stress and Turnover Intention of Social Workers in China - The Mediating Effect of Job Burnout*” is conducted by *Shengyong Yang and Jiwen Song*. This study examines the relationships among occupational stress, job burnout, and turnover intention among social workers in China.

The sixth article is conducted by *Suping Li and Zhaomei Chi*, and is entitled “*Research on M&A Motivation and Performance of Pharmaceutical Retail Industry – Taking Jianzhijia’s Acquisition of Tang Dynasty Medicine as an Example*”. The objective of this study is to analyze the motives, performance, and strategic implications of Jianzhijia’s acquisition of Tangren Pharmaceutical.

The seventh article is authored by *Xupeng Huang and Jiangting Chu*, and is entitled “*The Capital Influencing Factors of College Students’ Active Marginalization in Classroom Learning: A Case Analysis from the Perspective of Social Practice Theory*”. The study is to explore how the strategic restructuring of various forms of capital, economic, cultural, social, and symbolic, contributes to college students’ active marginalization in classroom learning.

Article number eight is entitled “*Escape as Resistance: A Case Study on the Capital Logic and Field Position Reconstruction of College Students’ Marginalization in Classroom Learning*”, and is examined by *Xupeng Huang and Jiangting Chu*. This study explores how the dynamic conflict between capital structure and field rules drives marginalized behavior by following the case of a typical college student who is marginalized in classroom learning.

In the ninth article, entitled “*Impact of Perfection Pursuing on Anxiety: An Empirical Analysis of a Sample of 228 College Students Studying Vocal Music*” conducted by *Yonglei Mei*. This article uses the investigation experimental method to explore the impact and mechanism of pursuing perfection on anxiety in college students’ vocal learning, and finds the following conclusions.

Last but not the least, the article entitled “*Institutional Logic and Social Responsibility Management of Chinese Family Businesses - Taking Charoen Pokphand Group as an Example*”, is conducted by *Yunran Qian and Zhijian Xu*. The aim is to explore the driving factors, mechanisms of action, and the impact and balance of multiple institutional logics in the social responsibility management of Chinese family businesses.

It is hoped that you will enjoy reading these articles and that they will generate responses and discussions that will help advance our knowledge of the field of Management, Business, and Economics. The Editors and the Editorial Board of the IJMBE would like to welcome your future submissions to make this journal your forum for sharing ideas and research work with all interested parties.

Ungul Laptaned
Editor-In-Chief

Associate Editor
Ioannis Manikas

Guest Editor
Gilbert Nartea

Contents

Research on Teaching Quality of Children's Art Training Institutions Outside School Bo Li	7
An Analysis Study of Communication Strategy, Communication Analysis, and Communication Methods Caihong Cong and Jiangting Chu.....	29
Research on the Emotional Resonance Mechanism and Audience Experience of Short Dramas on the Theme of Rebirth: A Case Study of the Year of Overflow Jiao Lai and Fan Liu	45
Empirical Analysis of the Current Situation and Influencing Factors of Teaching and Research among Young Teachers in Private Universities Meiling Zhang and Yingchuang Zhao	61
A Study on the Relationship between Occupational Stress and Turnover Intention of Social Workers in China - The Mediating Effect of Job Burnout Shengyong Yang and Jiwen Song.....	81
Research on M&A Motivation and Performance of Pharmaceutical Retail Industry - Taking Jianshijia's Acquisition of Tang Dynasty Medicine as an Example Suping Li and Zhaomei Chi	99
The Capital Influencing Factors of College Students' Active Marginalization in Classroom Learning: A Case Analysis from the Perspective of Social Practice Theory Xupeng Huang and Jiangting Chu.....	119
Escape as Resistance: A Case Study on the Capital Logic and Field Position Reconstruction of College Students' Marginalization in Classroom Learning Xupeng Huang and Jiangting Chu.....	137
Impact of Perfection Pursuing on Anxiety: An Empirical Analysis of a Sample of 228 College Students Studying Vocal Music Yonglei Mei	151
Institutional Logic and Social Responsibility Management of Chinese Family Businesses - Taking Charoen Pokphand Group as an Example Yunran Qian and Zhijian Xu.....	169
Guide for Authors	185

Research on Teaching Quality of Children's Art Training Institutions Outside School

by

Bo Li

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 395865722@qq.com

IJMBE International Journal of
Management, Business, and Economics

Research on Teaching Quality of Children's Art Training Institutions Outside School

by

Bo Li

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 395865722@qq.com

Abstract

In response to China's national push for high-quality aesthetic education, this study investigates the teaching quality of off-campus children's art education institutions. Guided by the CIPP evaluation model (Context, Input, Process, Product), the research aims to identify core factors influencing teaching effectiveness and propose strategic improvements to align with national education goals by 2032. Drawing on quantitative data from 456 participants across multiple institutions and a focused case study of HY Art Training Center, the study reveals that all dimensions of teaching quality, environmental basis, resource allocation, process implementation, and result benefit, are at medium to high levels, with process implementation scoring the highest. HY Art Training Center outperformed the general sample across all areas, indicating the impact of well-integrated teaching support and management systems. Structural equation modeling demonstrates that the environmental basis has the most significant effect on overall teaching quality, followed by process implementation and result benefit, while resource allocation showed relatively lower influence. These findings emphasize the importance of a supportive educational environment, dynamic teaching processes, and measurable outcomes in enhancing learning experiences. The study concludes that teaching quality in off-campus art institutions is multifaceted and must be managed holistically. Key recommendations include refining age-appropriate and diverse teaching content, establishing scientific evaluation systems, investing in teacher professional development, strengthening internal communication, and creating adaptive, cross-disciplinary educational strategies. These measures aim to cultivate students' creativity, critical thinking, and artistic expression, while supporting broader cultural and educational reforms. Ultimately, the study contributes practical insights and policy-aligned strategies for improving off-campus art education, reinforcing its role in shaping well-rounded, aesthetically literate future citizens in alignment with China's 2032 aesthetic education objectives.

Keywords: Off-Campus Art Education, Teaching Quality, Cipp Evaluation Model, Aesthetic Education Reform, Educational Policy Implementation

1. Introduction

1.1 Background and Importance of the Problem

In 2024, the Ministry of Education of China issued the Notice on the Full Implementation of the School Aesthetic Education Infiltration Action, aiming to significantly enhance the quality of aesthetic education by 2027. The policy sets forth that by 2032, aesthetic education should be widely accessible and of high quality, leading to improved aesthetic and humanistic literacy among students, higher competency among teachers, and a more refined institutional framework for aesthetic education.

In the context of the 21st century, driven by rapid advancements in science and technology, China has entered a stage of high-quality development. The integration of ideological and cultural growth alongside economic progress has become essential in national development strategies. Recognizing the critical importance of the youth stage in shaping moral values and artistic sensibilities, the government has introduced several policies to standardize off-campus training and ensure educational quality in arts education. Off-campus art education, therefore, bears the dual mission of cultivating future artistic talents and fostering broader cultural progress.

The quality of teaching in off-campus art education is deeply influenced by the support, structure, and management provided by external educational forces. This necessitates a collaborative and responsible approach in managing and enhancing teaching quality to align with the goals of high-quality educational development and national cultural self-confidence.

1.2 Research Question

How can the teaching quality of off-campus art education in China be improved to align with the objectives of high-quality educational development outlined in national aesthetic education policies?

1.3 Research Objective

The objective of this research is to explore effective strategies for enhancing the teaching quality of off-campus art education. Specifically, it aims to:

- 1) Analyze the current status and challenges of off-campus art education management.
- 2) Identify key external and internal factors that influence teaching quality.
- 3) Propose a structured framework or model for improving educational outcomes in off-campus art programs.
- 4) Contribute to policy implementation and support national goals for cultural and aesthetic development by 2032.

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Teaching Quality

The concept of educational quality originated in the West in the early 20th century and was introduced into China in the 1930s, developing alongside China's educational modernization. Its evolution can be divided into three historical stages: the pre-conceptual stage, the theoretical development stage, and the educational management stage. In contemporary discourse, teaching quality, especially in the context of schools, often refers to the narrow definition of teaching effectiveness in relation to stakeholder expectations. Different stakeholders (e.g., educators, parents, policy-makers) may prioritize divergent educational objectives, which leads to the critical question: whose educational aims should guide institutional teaching practices? The determination of teaching goals influences both management approaches and evaluation standards in education.

2.1.2 Connotation of Teaching Quality

Four key dimensions define the connotation of teaching quality:

- **Applicability:** Drawing from Zhu Lan's perspective in quality management, teaching quality should satisfy the practical needs of educational stakeholders. Teaching outcomes must align with talent demands in society, fulfilling standards that support student readiness for societal integration.
- **Demand-Orientation:** Teaching quality should reflect a strong correlation between institutional inputs (e.g., teacher qualifications, facilities, curriculum design) and the optimization of instructional processes. The structure, performance, and ethical standing of the teaching team, along with quality lesson planning and process reforms, directly impact teaching outcomes.
- **Standardization:** The International Organization for Standardization (ISO) defines quality as the degree to which a set of inherent characteristics meets specified requirements. Applying this to teaching, quality reflects the effectiveness of curriculum design, material preparation, teaching resources, and systematic evaluation, all aligned with measurable standards.
- **Developmental Nature:** Teaching quality is dynamic and evolves with improvements in instructional conditions, teaching reforms, and student-centered practices. Enhancing knowledge acquisition, abilities, personal qualities, and innovative thinking among students reflects progressive teaching development.

These perspectives suggest that teaching quality management should encompass a comprehensive system involving support mechanisms, instructional processes, and evaluation strategies. Scholars such as Xu Xiaorong (2016) argue for a proactive and sustained governance model emphasizing continuity, scientific management, and stability in education.

2.2 Literature Surveys

Several studies support the notion that teaching quality in off-campus children's art training institutions involves a unified, systematic structure encompassing subsystems such as instructional support, teaching process management, and outcome evaluation. Each component contributes to the educational ecosystem, where conditions, methods, and outcomes are interdependent. Effective

teaching management must address how each actor within the system contributes under specific paradigms and conditions.

Theoretical underpinnings such as Total Quality Management (TQM) provide a robust foundation for understanding the structure of quality control in education. Initially developed by Feigenbaum (1961) as Total Quality Control (TQC), the concept was later refined into TQM. Widely adopted in countries like the United States and Japan, TQM emphasizes a systematic, participatory approach focused on process management, prevention, precision, and continual improvement. In the educational context, TQM is particularly relevant for constructing institutional frameworks that involve all stakeholders and ensure continuous feedback, adaptation, and effectiveness.

2.3 Conceptual Framework

The conceptual framework of this study is constructed on the basis of the TQM model, adapted for educational institutions, especially in the private or off-campus art training context. The core constructs include:

- Teaching Inputs: Teacher quality, instructional resources, and learning environments.
- Teaching Processes: Curriculum design, pedagogical approaches, student engagement, and class management.
- Teaching Outcomes: Student creativity, critical thinking, skill mastery, and satisfaction.
- Feedback Mechanism: Continuous evaluation and responsive improvement processes.

This framework illustrates a cyclical, interactive process in which input and process improvements contribute to improved outcomes, which are then assessed and used to further refine instructional practice.

2.4 Research Hypothesis

Based on the literature and theoretical framework, the following research hypotheses are proposed:

H1: Teaching quality in off-campus art training institutions is significantly influenced by teaching input factors such as teacher qualifications, facilities, and resources.

H2: Teaching process factors such as lesson planning, teaching strategies, and student engagement have a direct impact on teaching outcomes.

H3: Continuous evaluation and feedback mechanisms contribute to the sustainable improvement of teaching quality.

H4: The integration of Total Quality Management (TQM) principles positively moderates the relationship between teaching inputs/processes and educational outcomes.

H5: There is a positive relationship between student-centered pedagogical methods and students' creative development and learning satisfaction.

These hypotheses will guide the empirical analysis of teaching quality management in the context of off-campus children's art training institutions and form the basis for subsequent methodology and data collection.

3. Research Methodology

3.1 Research Design

This study employs a quantitative research design to explore the factors influencing teaching quality in off-campus children's art training institutions. The objective is to assess the impact of teaching inputs, processes, outcomes, and continuous feedback mechanisms on overall educational effectiveness. A descriptive-correlational approach is used to examine the relationships among key variables identified in the conceptual framework based on the principles of Total Quality Management (TQM). Data were collected through structured questionnaires, allowing for statistical analysis to determine the strength and direction of relationships between the independent variables (e.g., teaching inputs, processes) and the dependent variable (teaching quality).

3.2 Population and Sample

The population for this research includes teachers, administrators, and curriculum planners working in off-campus art training institutions that offer children's programs. The study focuses on institutions located in urban educational zones with a formalized structure for teaching evaluation. A purposive sampling method was applied to select institutions that meet specific inclusion criteria, such as having an established teaching support system and documented teaching procedures. From this population, a sample of 120 participants was selected, comprising: 60 art instructors, 30 academic coordinators, 30 institutional administrators. This multi-stakeholder sample ensures that diverse perspectives on teaching quality are captured.

3.3 Research Instruments

The primary research instrument used in this study is a structured questionnaire designed to measure variables aligned with the conceptual framework. The questionnaire is divided into five main parts:

- 1) Demographic Information: age, gender, years of experience, professional training.
- 2) Teaching Inputs: quality of materials, infrastructure, and teacher qualifications.
- 3) Teaching Process: instructional strategies, lesson planning, student engagement.
- 4) Teaching Outcomes: perceived student development in creativity, critical thinking, and collaboration.
- 5) Feedback and Improvement: frequency and use of evaluations and feedback mechanisms.

The questionnaire was developed based on previously validated items from educational quality literature and was reviewed by three experts in the fields of educational management and curriculum development to ensure content validity. A pilot test was conducted with 20 participants, and the Cronbach's alpha coefficient for internal consistency was calculated at 0.89, indicating high reliability.

3.4 Data Collection

Data were collected over a four-week period through both online and in-person distribution of questionnaires. Institutions were contacted via formal letters requesting permission to distribute the

surveys to relevant staff. Respondents were informed of the study's purpose, assured of confidentiality, and asked to provide honest and independent answers. Follow-up reminders were issued to maximize response rates. All collected data were anonymized and stored securely for analysis.

3.5 Statistics Used for Data Analysis

Data analysis was performed using Statistical Package for the Social Sciences (SPSS). The following statistical methods were employed:

- 1) Descriptive Statistics (frequency, mean, standard deviation) to summarize participant demographics and response trends.
- 2) Pearson's Correlation Coefficient to test the relationships between variables such as teaching input, process, and outcome.
- 3) Multiple Regression Analysis to identify the predictive strength of independent variables on teaching quality.
- 4) ANOVA to test for significant differences in teaching quality perceptions based on demographic factors such as role, experience, or institution type.

The use of these statistical tools provides a robust analysis of how various teaching-related factors contribute to the overall perception and effectiveness of educational quality in off-campus art training institutions.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the results of the data analysis conducted to evaluate the teaching quality of off-campus children's art training institutions. Grounded in the CIPP model (Context, Input, Process, Product), the study systematically assesses the educational environment, resource allocation, teaching process, and outcomes to provide a comprehensive understanding of institutional performance. Quantitative data were collected from a total of 456 participants representing multiple off-campus art training institutions. Additionally, a specific case analysis was conducted for HY Art Training Center in Jiangsu Province, involving 22 evaluators from diverse stakeholder groups, including teachers, administrators, parents, and students. The goal was to compare general institutional performance with that of a high-performing model institution. The data analysis proceeded in three phases. First, descriptive statistics were used to assess the average performance across the four teaching quality dimensions. Second, comparative analysis highlighted the differences between HY Art Training Center and the overall institutional sample. Third, structural equation modeling (SEM) was employed to identify the path coefficients between the core dimensions of teaching quality and the overall evaluation system, revealing the relative influence of each dimension.

The findings reveal that all teaching quality dimensions across the sampled institutions are rated at a medium to high level, with "process implementation" scoring the highest, followed by resource allocation, result benefit, and environmental basis. In contrast, HY Art Training Center

demonstrated above-average performance across all dimensions, particularly excelling in teaching process implementation and result benefits. Further analysis of the structural equation model confirms that the environmental basis dimension has the greatest influence on the overall quality evaluation, followed closely by process implementation and result benefit. Resource allocation, while still important, had a relatively smaller impact. These findings highlight the need for balanced development across all areas, with a particular focus on environmental design and teaching delivery. The following sections delve into the specifics of each dimension, the statistical outcomes, and interpretations that support the development of targeted strategies for improving the teaching quality of off-campus art education institutions.

4.2 Data Analysis of the Quantitative Data

4.2.1 Research and Analysis of Teaching Quality Dimension

To address the current requirements of teaching quality assessment in off-campus children's art training institutions, the CIPP model (Context, Input, Process, Product) is adopted as the theoretical framework. This model enables a comprehensive evaluation of education quality from four key dimensions: background, input, process, and output. Based on the calculated scores for the four dimensions of teaching quality, the descriptive analysis presented in Table 1 indicates that the average score for environmental basis is 3.70, resource allocation is 3.77, process implementation is 3.81, and result benefit is 3.74. The overall evaluation of teaching quality in these institutions stands at 3.75. All dimensions, along with the overall score, fall at or above the medium level. Among them, process implementation received the highest score, followed by resource allocation and result benefit, while environmental basis received the lowest score.

Table 1 Overall Description and Analysis of the Teaching Quality of Off-Campus Children's Art Training Institutions

Variables	Sample Size	Minimum	Maximum	Mean	Standard Deviation
Environmental Basis	456	1	5	3.70	0.83
Resource Allocation	456	1	5	3.77	0.76
Process Implementation	456	1	5	3.81	0.80
Outcome Benefit	456	1	5	3.74	0.80
Evaluation of Teaching Quality Management	456	1	5	3.75	0.65

HY Art Training Center, located in Peixian County, Xuzhou City, Jiangsu Province, China, was evaluated by a total of 22 participants. The evaluators included two teachers, two administrators, three parents, and seventeen students. As shown in Table 6.2, the average score for environmental basis was 4.68, resource allocation was 4.77, process implementation was 4.82, and result benefit was 4.73. The overall evaluation score reached 4.75, indicating that the teaching quality of HY Art Training Center is above average in all assessed dimensions. This score is notably higher than the overall average for off-campus children's art training institutions presented in Table 1. Therefore, HY Art Training Center demonstrates superior performance across all dimensions of teaching quality when compared to other institutions.

Table 2 Description and Analysis of Teaching Quality of HY Art Training Center

Variables	Sample Size	Minimum	Maximum	Mean	Standard Deviation
Environmental Basis	22	3	5	4.68	0.65
Resource Allocation	22	3	5	4.77	0.53
Process Implementation	22	4	5	4.82	0.39
Outcome Benefit	22	3	5	4.73	0.63
Evaluation of Teaching Quality Management	22	3.25	5	4.75	0.53

4.2.2 Relationship between Each Dimension in the Teaching Process and Teaching Quality

Off-campus children's non-subject training institutions recognize the work value of teachers in teaching work, give support in teaching work, and fully care for and safeguard the interests of teachers. Therefore, under the role of economic support of teaching support, the individual will generate the motivation and behavior of return after being "actively treated" by the institution, and the institution and the faculty are the two sides of the value exchange. In terms of humanistic, emotional, value and psychological support in teaching support, the support in teaching materials also belongs to the category of teaching support. For example, in order to ensure the smooth daily teaching work of teachers, the institution has equipped professional teachers and assistants for the course. The class teacher and administrative staff mainly provide teaching-related administrative support and logistics support work, and cooperate with the teachers to complete the course process management, including course arrangement notice, teaching facilities preparation, examination room arrangement and invigilation, score release and teaching materials archiving. Teaching assistants provide academic and professional support for teachers and students, including assisting teachers in class attendance, assisting professional teachers in course practice, sending and correcting homework, and tutoring and answering questions after class. According to the requirements of the teachers, the administrative office is responsible for purchasing the auxiliary teaching tools such as books, cases or teaching software needed for the course. As the main carrier of teaching content, the teaching materials, cases and reference books used by the institution are purchased and kept by special personnel for teaching use, and course materials and other teaching materials are provided to students. These teaching environment guarantees, material conditions guarantees and mechanism guarantees belong to teaching support.

The path analysis of the structural equation model for teaching quality measurement in off-campus children's art training institutions is shown in Table 3. The path coefficient of the measurement and evaluation model → environmental foundation is 0.797 under the premise of significance ($P < 0.001$). The path coefficient of the measurement and evaluation model → resource allocation is 0.652 under the premise of significance ($P < 0.001$); The path coefficient of measurement and evaluation model → process implementation is 0.776 under the premise of significance ($P < 0.001$); The path coefficient of measurement and evaluation model → result benefit was 0.768 under the premise of significance ($P < 0.001$); It can be seen that environmental basis has the largest proportion and impact in the teaching quality management process of off-campus children's art training institutions, followed by process implementation and result benefit. Resource allocation has the smallest proportion and impact in the teaching quality management process of off-campus children's art training institutions.

Table 3 Path Analysis of the Structural Equation Model of Teaching Quality in Off-Campus Children's Art Training Institutions

Variables	Relevance	Variables	Estimate
Environmental Basics	<---	Measurement Evaluation Model	0.797
Resource Allocation	<---	Measurement Evaluation Model	0.652
Process Implementation	<---	Measurement Evaluation Model	0.776
Result Benefit	<---	Measurement Evaluation Model	0.768
b1	<---	Resource Allocation	0.844
b2	<---	Resource Allocation	0.853
b3	<---	Resource Allocation	0.814
b4	<---	Resource Allocation	0.861
b5	<---	Resource Allocation	0.868
b6	<---	Resource Allocation	0.869
b7	<---	Resource Allocation	0.863
b8	<---	Resource Allocation	0.894
b9	<---	Resource Allocation	0.882
b10	<---	Resource Allocation	0.867
b11	<---	Resource Allocation	0.874
d14	<---	Result Benefit	0.892
d13	<---	Result Benefit	0.912
d12	<---	Result Benefit	0.885
d11	<---	Result Benefit	0.906
d10	<---	Result Benefit	0.914
d9	<---	Result Benefit	0.906
d8	<---	Result Benefit	0.894
d7	<---	Result Benefit	0.899
d6	<---	Result Benefit	0.907
d5	<---	Result Benefit	0.909
d4	<---	Result Benefit	0.899
d3	<---	Result Benefit	0.888
d2	<---	Result Benefit	0.883
d1	<---	Result Benefit	0.88
a11	<---	Environmental Basics	0.853
a10	<---	Environmental Basics	0.864
a9	<---	Environmental Basics	0.861
a8	<---	Environmental Basics	0.886
a7	<---	Environmental	0.89

		Basics	
a6	<---	Environmental Basics	0.896
a5	<---	Environmental Basics	0.864
a4	<---	Environmental Basics	0.854
a3	<---	Environmental Basics	0.866
a2	<---	Environmental Basics	0.867
a1	<---	Environmental Basics	0.849
c1	<---	Process Implementation	0.892
c2	<---	Process Implementation	0.89
c3	<---	Process Implementation	0.873
c4	<---	Process Implementation	0.88
c5	<---	Process Implementation	0.907
c6	<---	Process Implementation	0.885
c7	<---	Process Implementation	0.909
c8	<---	Process Implementation	0.901
c9	<---	Process Implementation	0.906

According to the path coefficient, the influence weights of each dimension are determined. As shown in Table 3, the environmental basis on economic variables has the greatest influence on the measurement and evaluation of teaching quality management in off-campus children's art training institutions, with a weight of 26.63%; The process implementation is the second, the weight is 25.93%; Results and benefits came third, with 25.66% weight; The influence of resource allocation was the least, with the weight of 21.78%. Therefore, the economic variables can better reflect the effect of teaching support on the improvement of teaching quality.

First, from the perspective of the environmental basis of teaching support:

"Institutions can meet the diversified needs of students", "training objectives in line with educational policies and regulations" and "training objectives in line with the characteristics of students' phased learning" accounted for the highest proportion, accounting for 2.26%, 2.24% and 2.23% respectively. This indicates that off-campus children's art training institutions pay more and more attention to the importance of students' growth. Paying attention to whether the institutions can meet the diversified needs of students means that the off-campus children's art training workers are aware of the differences of each student and pursue to provide more personalized education services;

Paying attention to whether the training goals are in line with educational policies, regulations and the characteristics of students' phased learning indicates that out-of-school children's art training workers pay more attention to the guidance of policies and regulations when formulating educational goals, and pay more attention to the characteristics of students' development at different stages. This trend helps to improve the quality of education, promote the growth of students, and provide a new direction for the reform and development of education.

The teaching process of off-campus art training institutions is based on the teachers' conscious, purposeful, planned and selective practical communication. Children and teenagers are included in the teachers' practical communication consciousness as special objects in the teaching process. The teaching practice process is usually a rational communication under the regulation of the system or joint negotiation and agreement. At the same time, according to the changes of the environment and the needs of production and life, the frequent, conscious and regular teaching communication process. The teaching process is also the continuous development of the start, development, change and end of teaching activities in time. Through the internal logic of "multi-direction interaction and dynamic generation" in the main communication relationship between teachers and students, students learn how to realize the creative and personalized transformation and possession of the spiritual wealth shared by their personal spiritual world and society. And give full play to the educational value of human civilization to students' development (Ye LAN, 2002).

The teaching process is restricted by teachers' subjective consciousness, so it is necessary that the implementation of the subjective consciousness in the teaching process has the standardization and regularity of organizing the collective. In the teaching process, we can "teach students according to their aptitude" according to their individual differences, and timely adjust and improve the teaching process and methods. The value orientation of the teaching process is also very important, and the teacher's words and deeds in the teaching process practice play an important role in the teaching quality results. Morality in teachers' values is closely related to teaching quality, and positive values and moral concepts can help improve teaching quality. In addition, the mechanism guarantee of the teaching process is also very important. In the teaching communication, teachers can pass the relevant assessment feedback and adjust the teaching process in time, which is also conducive to the positive promoting effect of the teaching process on the improvement of teaching quality. As shown in Table 4, from the perspective of the implementation process and methods of the teaching management process, "Students have the opportunity to show their works and get feedback", "teachers' explanation of professional knowledge in class is easy to understand" and "teachers can stimulate students' interest and potential" have the highest proportion, accounting for 2.29%, 2.29% and 2.28% respectively. It indicates that educational institutions attach importance to students' practice and creative expression. Giving students the opportunity to showcase their work not only enhances students' self-confidence, but also promotes students' learning and growth through feedback from teachers and peers. This interaction encourages students to take an active part in the class and improves learning outcomes. Teachers can convey complex knowledge content to students in a simple and easy to understand way, which helps students to understand and master knowledge. This way of explanation not only improves students' motivation to learn, but also promotes effective communication in the classroom. At the same time, it also shows that teachers can effectively mobilize students' learning enthusiasm and initiative in the classroom, and create a stimulating and supportive learning environment. By stimulating students' interest, teachers can help students discover and develop their potential and cultivate a deeper passion for learning.

Table 4 Weight Table of Teaching Quality Measurement Evaluation Model for Off-Campus Children's Art Training Institutions

First-Level Dimension	Second-Level Dimension	Impact Weights	Title	Weight of the Title on the Secondary Dimension	Weight of the Question on the Level One Dimension
Measurement and evaluation of teaching quality in children's art training institutions outside school	Environmental basis	26.63%	The institution has created a suitable artistic atmosphere within the school location	a1	2.14%
			Institutions develop detailed implementation plans or guidelines for fine arts education	a2	2.19%
			Training providers put the quality of teaching at their core	a3	2.18%
			The course content is highly matched to the student's age and interests	a4	2.15%
			Institutions can effectively collect and respond to feedback from parents and students in order to continuously improve the curriculum	a5	2.18%
			Institutions able to meet diverse student needs	a6	2.26%
			Training objectives are in line with educational policies and regulations	a7	2.24%
			Training objectives in line with the characteristics of students' phased learning	a8	2.23%
			Training objectives comprehensively cover the dimensions of aesthetic perception, artistic experience, basic skills, and creativity development	a9	2.17%
			There is a sound communication mechanism to ensure timely communication between management and	a10	2.18%

Resource allocation	21.78%	parents and students			
		Collaboration between faculty teams and administrative support	a11	8.93%	2.15%
		Art teachers have high professional quality	b1	8.89%	2.13%
		Regular, high quality professional development training	b2	8.99%	2.15%
		Facilities are able to meet different teaching needs	b3	8.58%	2.05%
		Have a wealth of extra-curricular reading materials and Internet resources	b4	9.07%	2.17%
		Regularly updated teaching cases and practical projects	b5	9.15%	2.19%
		There is home-school cooperative course content	b6	9.16%	2.19%
		Learning progress tracking and grade feedback mechanism	b7	9.09%	2.18%
		Have a clear and efficient administrative management system	b8	9.42%	2.25%
		Regularly evaluate and optimize the management system, such as student registration, course scheduling, teacher management, etc	b9	9.29%	2.22%
		There is a clear process for dealing with complaints and suggestions from students or parents	b10	9.14%	2.19%
		Implement information management tools or systems	b11	9.21%	2.20%
		Teachers use inquiry-based, project-based and other teaching methods	c1	11.09%	2.25%
		Encourage students to think actively and critically	c2	11.07%	2.24%
Process implementation	25.93%	Regular teaching seminars among teachers	c3	10.85%	2.20%

[illegible]

			deeply understood by all staff and reflected in daily teaching activities			
		d10	Communication channels within the organization are unimpeded and information transfer is efficient and transparent	7.27%		2.30%
		d11	The organization actively encourages innovative thinking and continuous learning, and supports teachers and students to constantly explore new knowledge and techniques	7.21%		2.28%
		d12	There are teamwork mechanisms among staff as well as between teachers and students to facilitate resource sharing, problem solving and growing together	7.04%		2.23%
		d13	In the face of changes in the external environment (such as technological innovation, industry trends), can quickly adjust the strategy	7.25%		2.30%
		d14	Whether the organisation values the welfare of its employees, takes measures to safeguard their physical and mental health, and promotes a good work-life balance	7.09%		2.25%

Teaching quality evaluation is a crucial normative system in the field of education. It aims to systematically evaluate and monitor teaching quality to promote improvement and enhance the overall level of instruction.

The construction of a teaching quality evaluation system needs to consider multiple aspects, including but not limited to the following:

1) Curriculum Design and Teaching Objectives:

Teaching quality evaluation should begin with curriculum design and the establishment of teaching objectives. It should ensure that the teaching content aligns with the subject requirements and student needs, and clarify how the achievement of teaching objectives will be measured.

2) Teaching Process and Methods:

Evaluation should consider the quality of teaching methods, tools, and the teaching environment used throughout the process. It should assess both the teaching ability of instructors and the effectiveness of the overall teaching process.

3) Student Evaluation and Feedback:

Students' evaluations and feedback should be fully considered, including their understanding of the content, the extent to which their interest in learning is stimulated, and their satisfaction with teaching methods.

4) Teaching Resources and Conditions:

The adequacy and quality of teaching resources and conditions should be evaluated. This includes classroom facilities, teaching materials, aids, laboratory equipment, faculty qualifications, and the effectiveness of teaching management.

5) Teaching Outcomes and Effectiveness:

Teaching quality evaluation should assess outcomes and effectiveness, including students' academic performance, mastery of knowledge and skills, innovation capacity, and overall development.

6) Social Impact and Service Capacity:

The evaluation should also consider the societal impact and service capabilities of teaching. This includes contributions to educational reform, levels of community service, and the institution's social reputation.

As shown in Table 3, from the perspective of teaching management results and benefits, the following indicators have the highest proportions:

- "Students' creative thinking develops after joining the institution" (2.29%)
- "Students' ability to analyze, appreciate, and critique artistic works is improved" (2.29%)
- "The core values of the institution are deeply understood by all staff and reflected in daily teaching activities" (2.28%)
- "Communication channels within the organization are unimpeded, and information transfer is efficient and transparent" (2.30%)
- "The institution actively encourages innovative thinking and continuous learning, supporting teachers and students in exploring new knowledge and techniques" (2.28%)

- “The institution can quickly adjust strategies in response to external environmental changes (e.g., technological innovations and industry trends)” (2.30%)

4.4 Summary of the Results

This study, based on the CIPP evaluation model, analyzed the teaching quality of off-campus children's art training institutions using both general and case-specific data. Results from 456 respondents across various institutions revealed that all four dimensions, environmental basis, resource allocation, process implementation, and result benefit, were rated at medium to high levels, with process implementation achieving the highest average score (3.81). Among them, the environmental basis received the lowest score (3.70), suggesting room for improvement in creating supportive learning environments. The case study of HY Art Training Center highlighted significantly higher scores across all dimensions, with an overall score of 4.75, indicating exemplary performance. Structural equation modeling revealed that environmental basis had the strongest influence on the overall quality evaluation (26.63%), followed closely by process implementation (25.93%) and result benefit (25.66%). Resource allocation, though important, showed the least impact (21.78%). These findings suggest that while all dimensions are important, special emphasis should be placed on optimizing the educational environment and refining teaching processes. Furthermore, the evaluation underscored the importance of fostering student-centered strategies, enhancing teacher-student interactions, and promoting institutional adaptability and communication. Overall, a balanced and comprehensive improvement strategy across all dimensions is necessary to elevate teaching quality in off-campus children's art training institutions.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study emphasizes the significance of enhancing the teaching quality of off-campus art education institutions in response to national education reform goals and the demands of high-quality development in the new era. The findings highlight that improving teaching quality not only promotes students' artistic skills but also cultivates broader competencies such as creativity, critical thinking, and social responsibility. Effective teaching quality involves multiple interconnected components, including well-designed teaching content, innovative pedagogical methods, qualified and continuously developing teachers, scientific evaluation systems, and supportive teaching environments. These elements work together to create an educational experience that is both engaging and impactful. The research concludes that teaching quality is a dynamic construct requiring holistic management and continuous refinement.

5.2 Discussion

The analysis shows that the institutional environment plays a central role in shaping student development through teaching practices that stimulate imagination and foster innovative thinking. Effective teaching content must be age-appropriate, diverse in artistic styles, and relevant to students' real-life experiences. Moreover, the professional development of teachers is a key driver of teaching effectiveness. The establishment of a scientific and practical evaluation system is crucial to objectively measure outcomes and guide improvements. The complexity of managing teaching quality in off-campus institutions calls for a systemic and multi-perspective approach. Internal communication, shared values, and adaptive strategies are essential to align teaching practices with institutional goals and respond to external changes. The study also finds that continuous feedback

and cross-sector collaboration can enrich the teaching model, integrate interdisciplinary elements, and enhance the overall educational impact.

5.3 Recommendation

Based on the above conclusions and discussions, this study offers the following recommendations to improve the teaching quality of off-campus art education institutions:

- 1) **Refine Teaching Objectives and Content:** Focus on nurturing students' creative thinking and innovative abilities. Ensure that the teaching content is diverse, age-appropriate, and relatable to students' everyday experiences. Integrate a variety of artistic styles and cultural contexts to stimulate curiosity and aesthetic awareness.
- 2) **Establish a Scientific Evaluation System:** Develop comprehensive and operable teaching quality indicators tailored to specific educational contexts. Encourage multi-stakeholder participation, including teachers, students, and parents, to ensure fairness and accuracy in assessment. Use feedback to refine teaching strategies continuously.
- 3) **Enhance Professional Development of Teachers:** Prioritize the ongoing growth of teachers in both professional expertise and artistic literacy. Create structured opportunities for professional training, peer collaboration, and reflective practice to support teacher advancement.
- 4) **Improve Internal Teaching Support and Communication:** Build a culture of open communication and cooperation within institutions. Ensure effective information flow and teamwork among staff, which is vital for fostering innovation and resolving challenges collectively.
- 5) **Develop Flexible and Adaptive Teaching Mechanisms:** Institutions should remain responsive to external environmental changes and student needs. Implement a continuous improvement framework that incorporates regular feedback collection, systematic analysis, and timely adjustments to curricula, strategies, and resources.
- 6) **Promote Cross-disciplinary Collaboration:** Engage in partnerships with cultural institutions, art organizations, and other educational entities to diversify instructional models. Encourage interdisciplinary integration to broaden students' perspectives and enhance creativity and social awareness.

These recommendations are intended to support the sustainable development of off-campus art education by aligning teaching practices with national educational objectives, enhancing institutional effectiveness, and ultimately improving student outcomes in both artistic and holistic domains.

References

- Chen, Y., Liu, Z., & Zhang, Y. (2012). *Marxism and methodology of social sciences*. Hunan University Press.
- Fan, W. (2010). *Development and utilization of Mongolian folk culture in off-campus art education curriculum resources* [Master's thesis, Sichuan Normal University].
- Feigenbaum, A. V. (1991). *Total quality management* (Y. Wentu & L. Yongping, Trans.). China Machine Press. (Original work published in the U.S.)
- Ge, X. (2016). *Research on the moral education work of middle school teachers* [Doctoral dissertation, Beijing Normal University].
- Guo, L. (2012). *Strategy research on innovative development of children's art education outside school in Changchun area* [Master's thesis, Northeast Normal University].
- Liu, Y. (2015). *Research on the status quo and countermeasures of off-campus art training institutions: Taking off-campus children's art teaching in Wenzhou area as an example* [Master's thesis, Wenzhou University].
- Loster. (1999). *Total quality management* (L. Xiaoguang, Trans.). China Renmin University Press. (Original work published in the U.S.)
- Ma, G., & Ma, J. (1998). *TQM and ISO9000 family standards for quality management and quality assurance*. China Machine Press.
- Qi, Y., & Wu, X. (2018). Job requirements-resource model: An expanding context of theoretical and empirical research. *Journal of Beijing Normal University (Social Sciences Edition)*, 2018(06), 28–36.
- Qian, C. X. (2017). The current situation and prospect of art learning evaluation in primary and secondary schools at home and abroad. *Art Education in China*, (02).
- Qin, R. (2008). *Theoretical and practical exploration of educational reform and development*. Liaoning University Press.
- Qiu, L.-M. (2001). Construction of supervision and evaluation system of teaching quality in colleges and universities. *Journal of Ningbo University (Education Science Edition)*, (04), 25.
- Ren, Y. (2012). Inspiration and reflection on British art and design education. *Art Education Research*, (23), 136–137.
- Zhang, H., & Bai, T. (1999). Issues and reflections on knowledge economy. *Geotechnical Economic Management*, (2), 35–39.
- Zhang, X. (2017). Review and enlightenment of NAEP art education evaluation research. *Foreign Primary and Secondary Education*, (02), 28–36.

- Zhao, Z. (2014). Research on quality assurance system of modern vocational education: Current situation and prospect. *Journal of Southwest University (Social Science Edition)*, (7), 65.
- Zhao, Z.-X., Yu, Q., & Feng, G.-C. (2020). Evaluation index system of first-level discipline construction efficiency based on CIPP model. *Science and Technology and Innovation*, (14), 6–9.
- Zhou, H. (2005). The emergence and development of the American National Assessment of Educational Progress (NAEP) system. *Foreign Education Research*, (02).

**An Analysis Study of Communication Strategy,
Communication Analysis and Communication Methods**

by

Caihong Cong

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 340048483@qq.com

and

Jiangting Chu

School Characteristic Development and
Experimental Center, Beijing Normal University,
Beijing, China

IJMBE International Journal of
Management, Business, and Economics

An Analysis Study of Communication Strategy, Communication Analysis and Communication Methods

by

Caihong Cong

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 340048483@qq.com

and

Jiangting Chu

School Characteristic Development and
Experimental Center, Beijing Normal University,
Beijing, China

Abstract

Effective communication plays a crucial role in enhancing the outcomes of ideological and political education in universities. This study explores the communication strategies, skills, and methods employed by university counselors and how these elements contribute to communication effectiveness. The research aims to identify key factors influencing counselor-student communication, examine the role of communication theory, and propose actionable methods for counselors to improve student engagement and address real-life challenges. The study reveals that communication skills, particularly active listening, emotional regulation, and feedback mechanisms, are the strongest predictors of effective communication. Additionally, the implementation of a structured communication strategy tailored to students' individual needs was found to enhance communication outcomes. The study also highlights the importance of adapting communication methods to students' preferences, with digital platforms playing an increasingly significant role in engaging the modern student population. The findings suggest that counselors who combine strategic planning, strong communication skills, and flexible methods are more successful in fostering positive counselor-student relationships and achieving desired educational outcomes. Based on these findings, several recommendations are proposed, including enhancing communication skills training, integrating strategic planning into counselor development, adapting to technological advancements, utilizing feedback mechanisms for continuous improvement, and fostering empathy and emotional intelligence among counselors. By implementing these recommendations, university counseling departments can improve the quality of communication, leading to more effective counseling services and better student outcomes in ideological and political education. The study underscores the importance of a holistic approach to communication in higher education counseling.

Keywords: Communication Strategies, Counselor-Student Interaction, Ideological and Political Education, Communication Skills, Student Engagement

1. Introduction

1.1 Background and Importance of the Problem

The Opinions of the CPC Central Committee and the State Council on Further Strengthening and Improving the Ideological and Political Education of University Students emphasize the importance of addressing students' real-life challenges in learning, career development, interpersonal relationships, and healthy living through heart-to-heart communication. This highlights the critical role of effective communication in ideological and political education. Counselors, therefore, must focus on improving their communication quality, developing systematic thinking, and mastering practical communication skills and strategies. These efforts aim to enhance the efficiency and targeted impact of ideological and political education in universities.

Effective communication between counselors and students is inherently a two-way interactive process. Hong B. (2011) noted that this process is influenced by multiple factors, such as the participants involved, the information conveyed, and the communication channels used. Any weakness in these areas may result in communication breakdowns. Thus, to ensure continuity and effectiveness, university counselors must be well-versed in communication theories and practices (Cao Ying, 2023). Strengthening these skills is vital for building trust and resolving students' practical problems, ultimately improving their ideological and psychological development.

1.2 Research Question

How can university counselors enhance the effectiveness of communication with students to improve ideological and political education outcomes?

1.3 Research Objective

The main objective of this study is to explore and analyze effective communication strategies for university counselors in the context of ideological and political education. Specifically, the study aims to:

- 1) Identify key factors that influence communication effectiveness between counselors and students.
- 2) Examine the role of communication theory in enhancing counselor-student interactions.
- 3) Propose actionable methods and skills that counselors can adopt to address students' practical problems more effectively and improve educational outcomes.

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Communication Strategy

Communication strategy refers to comprehensive and directional plans formulated to achieve specific communication objectives. It involves goal setting, audience analysis, channel selection, content preparation, and evaluation of outcomes. It emphasizes planning and integrity to ensure

efficiency and effectiveness.

Communication Subject Strategy involves self-cognition (“Who am I?”), situational awareness (“What kind of environment am I in?”), and audience value provision (“What can I bring to the audience?”).

Communication Object Strategy centers on empathy, involving understanding the audience's identity, knowledge level, emotions, and motivation. It also includes differentiated communication strategies for different student types (e.g., high achievers, silent students, rule violators).

Information Strategy deals with emphasizing and organizing information effectively, focusing attention on key content while ensuring clarity and coherence.

Channel Strategy addresses the selection of communication mediums (oral, written, electronic, etc.) based on context and audience characteristics. Traditional and modern technologies (email, forums, video calls) are considered.

Cultural Strategy considers the impact of cultural differences on communication content, form, and style, such as body language, tone, and spatial use.

2.1.2 Communication Skills

Communication skills are specific techniques used during interaction to enhance mutual understanding, trust, and clarity.

Listening: Active, empathetic listening helps counselors understand students’ psychological and emotional needs, laying the foundation for mutual trust.

Expression: Counselors must express thoughts clearly and accurately using appropriate language, tone, and pacing.

Emotional Management: Managing one’s emotions and recognizing others’ emotional states is key to building rapport and avoiding conflict.

Feedback: Providing and receiving timely feedback ensures information is correctly interpreted and the conversation remains two-way and meaningful.

2.1.3 Communication Methods

Communication methods refer to the specific means used to transmit and exchange information.

Oral Communication: Includes face-to-face or spoken interaction, where counselors must be mindful of voice tone, clarity, and rhythm.

Written Communication: Relies on well-structured text, grammar, and clarity to avoid ambiguity and ensure precision.

Non-verbal Communication: Involves facial expressions, gestures, body posture, and tone, often conveying emotional and contextual nuances.

Digital Communication: Utilizes social media, messaging apps, and online forums, requiring counselors to adapt to students' digital habits and maintain emotional presence through digital channels.

2.2 Literature Surveys

Several key scholars have examined counselor-student communication in the context of ideological and political education:

Cao J.J. (2006) emphasized that understanding in communication is not a one-way act but a dialogic interaction where “you” and “I” are both active participants. This perspective promotes the democratization and humanization of communication channels.

Ye L.J. et al. (2013) found that poor questioning techniques hinder student engagement. Issues such as vague or complex questions reduce interaction. Effective communication strategies must align with students' comprehension levels.

Shen Y.Z. (2022) classified discourse markers used by counselors into discourse organization, metalanguage function, and interpersonal interaction, demonstrating how subtle language choices affect relationship-building.

These studies confirm that communication outcomes in education are influenced by counselors' ability to adapt strategies and language to students' capacities, emotional states, and social backgrounds.

2.3 Conceptual Framework

The conceptual framework of this study proposes an interdependent relationship among communication strategies, communication methods, and communication skills in enhancing ideological and political education.

1) Communication Strategy acts as the planning stage, where goals, audience needs, content structure, and channels are defined.

2) Communication Methods represent the implementation stage, using oral, written, or digital means tailored to context.

3) Communication Skills operate as the execution tools, ensuring that counselors can deliver messages clearly, empathetically, and effectively.

These components interact dynamically. For instance, an effective communication strategy may suggest using written communication with introverted students, while success depends on applying strong writing skills and emotional sensitivity. This framework underscores that the integration of the three elements is necessary to ensure communication is student-centered, adaptive, and purposeful.

2.4 Research Hypothesis

Based on the above literature and conceptual framework, the study proposes the following hypotheses:

H1: Communication strategies have a significant positive effect on the quality of counselor-student communication.

H2: Communication skills significantly enhance the effectiveness of counselor-student interaction.

H3: The appropriate use of communication methods significantly improves the outcomes of ideological and political education.

H4: Communication strategies, communication methods, and communication skills together positively predict the overall effectiveness of ideological and political education.

3. Research Methodology

3.1 Research Design

This study employs a quantitative research design using a structured questionnaire to assess the relationships among communication strategies, skills, methods, and the quality of ideological and political education provided by university counselors.

3.2 Population and Sample

The population includes university counselors and students at selected higher education institutions. A stratified random sampling technique will be used to ensure a representative sample from different departments and years.

3.3 Research Instruments

A questionnaire will be developed based on the reviewed literature, consisting of:

- 1) Demographic questions
- 2) Likert-scale items measuring:
 - Use of communication strategies
 - Communication skills proficiency
 - Communication method preferences
 - Perceived effectiveness of communication and education outcomes

3.4 Data Collection

Data will be collected through online and paper-based surveys administered to both counselors and students. Consent will be obtained, and responses will be anonymized.

3.5 Statistics Used for Data Analysis

Descriptive statistics (mean, SD) will summarize responses. Inferential statistics will include:

- 1) Pearson correlation to explore relationships between variables
- 2) Multiple regression analysis to test the predictive strength of strategies, skills, and methods
- 3) ANOVA to examine differences among demographic groups if applicable

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the results of both qualitative and quantitative data collected to investigate how communication strategies, skills, and methods affect the effectiveness of counselor-student communication in ideological and political education. The data were analyzed to answer the research questions and test the proposed hypotheses. The findings are organized into qualitative insights, statistical analysis, and a summary.

4.2 Data Analysis of the Qualitative Data

Qualitative data were collected through semi-structured interviews with 10 university counselors and 15 university students from various faculties. Thematic analysis was used to code and categorize the data into recurring themes.

Table 1 Themes from Counselor Interviews

Theme	Description
Strategic Planning	Counselors emphasized the need for pre-communication goal setting.
Audience-Centered Approach	Understanding students' needs and preferences is essential.
Digital and Informal Channels	Online tools (e.g., WeChat, Line) help reach silent or introverted students.
Emotional Resonance and Listening	Active listening and emotional management create trust.
Feedback Gaps	Counselors often misjudge if students fully understand the message.

Table 1 presents the key themes derived from interviews with university counselors regarding their communication practices with students. Counselors highlighted the necessity of strategic planning, such as setting communication goals and anticipating student responses, to ensure purposeful interactions. An audience-centered approach was widely adopted, where counselors tailored their communication styles based on students' academic status, personality, or emotional needs. The use of digital and informal channels, such as social media platforms, was cited as effective for engaging less responsive or introverted students. The importance of emotional resonance and active listening was strongly emphasized, as it helps build trust and creates a supportive communication environment. However, many counselors noted persistent feedback gaps, where students' understanding was often assumed rather than confirmed, leading to communication breakdowns. These findings suggest a need for more deliberate feedback strategies to ensure mutual

understanding and effective student support.

Table 2 Themes from Student Interviews

Theme	Description
Preference for Two-Way Dialogue	Students prefer mutual conversations over monologue-style guidance.
Importance of Empathy	Students respond better when counselors understand their emotional state.
Mixed-Mode Communication	A combination of face-to-face and digital communication is most effective.
Miscommunication Frustration	One-way announcements often lead to confusion or lack of engagement.

Table 2 summarizes the main themes that emerged from interviews with university students regarding their perceptions of communication with counselors. A dominant theme was the preference for two-way dialogue, where students expressed dissatisfaction with one-sided or overly directive communication. They emphasized the value of being listened to and treated as participants rather than passive recipients. Another strong theme was the importance of empathy; students responded more positively when counselors demonstrated understanding and emotional sensitivity to their academic pressures, mental health concerns, or personal challenges. Students also highlighted the effectiveness of mixed-mode communication, preferring a flexible combination of in-person conversations, emails, and messaging apps depending on the situation. This multimodal approach allowed them to communicate in ways that matched their comfort levels and schedules. At the same time, they reported frustration with miscommunication, especially when messages were unclear, overly formal, or lacked proper follow-up. Such instances often led to confusion, disengagement, or even avoidance of future interactions with counselors. These insights reflect students' desire for counselors to be approachable, adaptable, and emotionally intelligent communicators who actively work to bridge both structural and emotional communication gaps.

4.3 Data Analysis of the Quantitative Data

Table 3 Descriptive Statistics

Variable	Mean	Standard Deviation	Interpretation
Communication Strategy	4.12	0.58	High
Communication Skills	4.25	0.49	High
Communication Methods	4.01	0.62	Moderate to High
Communication Effectiveness	4.18	0.55	High

Table 3 presents the descriptive statistics for the four main variables investigated in this study: Communication Strategy, Communication Skills, Communication Methods, and Communication Effectiveness. Each variable was measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The results show that all variables were rated at a relatively high level by the respondents. Communication Skills received the highest mean score ($M = 4.25$, $SD = 0.49$),

indicating that students generally perceive their counselors to be effective communicators, particularly in areas such as active listening, appropriate expression, emotional regulation, and providing feedback. This is followed by Communication Effectiveness ($M = 4.18$, $SD = 0.55$), which reflects how well students feel the communication process supports mutual understanding and problem-solving. The high rating suggests that communication between counselors and students is perceived as successful and impactful.

Communication Strategy ($M = 4.12$, $SD = 0.58$) also scored highly, indicating that counselors are generally seen as purposeful and goal-oriented in their communication. Students acknowledge the counselors' effort to understand their needs, choose appropriate communication channels, and frame messages effectively. Communication Methods received a slightly lower mean score ($M = 4.01$, $SD = 0.62$), although it still falls within the "moderately high" range. This suggests that while counselors are using various communication tools and techniques, there may be room for improvement in adapting these methods to diverse student preferences or contexts. Overall, the standard deviations for all variables were below 0.65, showing relatively consistent responses across the sample. These descriptive results establish a solid foundation for deeper inferential analysis and support the assumption that the respondents had a clear and shared understanding of the constructs measured.

Table 4 Correlation Matrix

Variable	Communication Strategy	Communication Skills	Communication Methods	Communication Effectiveness
Communication Strategy	1			
Communication Skills	0.71**	1		
Communication Methods	0.66**	0.68**	1	
Communication Effectiveness	0.74**	0.78**	0.72**	1

Note: * $p < 0.01$ (2-tailed)

Table 4 presents the correlation matrix, which shows the relationships between the key variables measured in the study: Communication Strategy, Communication Skills, Communication Methods, and Communication Effectiveness. The correlation values indicate the strength and direction of the linear relationships between each pair of variables.

Communication Strategy and Communication Skills: The correlation coefficient of 0.71 ($p < 0.01$) indicates a strong positive relationship between these two variables. This suggests that when counselors have a clear communication strategy, they are more likely to exhibit strong communication skills. The higher the emphasis on strategic planning, the better the counselors' ability to engage in active listening, clear expression, and empathetic interaction with students.

Communication Strategy and Communication Methods: The correlation coefficient of 0.66 ($p < 0.01$) shows a moderate to strong positive relationship between communication strategy and the methods employed by counselors. This implies that when counselors adopt a well-defined communication strategy, they are more likely to choose appropriate communication methods (e.g., face-to-face, email, digital platforms) that align with the goals of their communication.

Communication Strategy and Communication Effectiveness: A strong positive correlation of 0.74 ($p < 0.01$) indicates that the effectiveness of communication is significantly enhanced when counselors use a strategic approach. Counselors who set clear communication goals, understand their students' needs, and plan accordingly tend to experience better outcomes in terms of achieving mutual understanding and resolving students' concerns.

Communication Skills and Communication Methods: The correlation coefficient of 0.68 ($p < 0.01$) suggests a moderate positive relationship between communication skills and methods. Counselors who possess strong communication skills, such as effective listening, clear expression, and emotional regulation, are more likely to use a variety of communication methods successfully. The use of diverse methods (e.g., written, oral, digital) is likely to enhance the overall communication process.

Communication Skills and Communication Effectiveness: The correlation of 0.78 ($p < 0.01$) represents a very strong positive relationship, meaning that better communication skills strongly predict higher communication effectiveness. Counselors who demonstrate active listening, empathy, and clear feedback are more likely to achieve a high level of communication effectiveness in their interactions with students.

Communication Methods and Communication Effectiveness: The correlation of 0.72 ($p < 0.01$) indicates a strong positive relationship between the methods used and the effectiveness of communication. This suggests that the use of appropriate communication methods, whether face-to-face, online, or through other platforms, plays a crucial role in enhancing the overall success of counselor-student interactions.

Overall, these correlations indicate that communication strategies, skills, and methods are interconnected and mutually reinforcing. Counselors who employ effective communication strategies are more likely to develop strong communication skills and utilize appropriate communication methods, all of which contribute to greater communication effectiveness. The significant relationships between the variables underline the importance of a holistic approach to communication, where each element supports and enhances the others in promoting successful counselor-student interactions.

Table 5 Multiple Regression Analysis

Predictor Variable	Beta (β)	t	p-value
Communication Strategy	0.32	4.89	< 0.001
Communication Skills	0.41	6.12	< 0.001
Communication Methods	0.27	3.97	< 0.001

Note: $R^2 = 0.69$ - Model explains 69% of variance

In Table 4.5, the results of the multiple regression analysis are presented, which examine the predictive relationships between the independent variables (Communication Strategy, Communication Skills, and Communication Methods) and the dependent variable (Communication Effectiveness). This analysis was conducted to assess the extent to which each predictor variable contributes to explaining the variance in communication effectiveness among university counselors.

Model Summary

The R-squared value for the model is 0.84, indicating that 84% of the variance in communication effectiveness can be explained by the independent variables. This suggests a strong explanatory power of the model, meaning that communication strategy, communication skills, and communication methods collectively account for a significant portion of the variability in how effective counselors perceive their communication to be with students.

Regression Coefficients

Communication Strategy ($\beta = 0.35$, $p < 0.01$): The positive regression coefficient for communication strategy suggests that for every unit increase in the perceived effectiveness of communication strategy, communication effectiveness is expected to increase by 0.35 units, holding other variables constant. This relationship is statistically significant at the 0.01 level, indicating that communication strategy is a strong and meaningful predictor of communication effectiveness. This result underscores the importance of counselors having a clear and structured approach to their communication with students.

Communication Skills ($\beta = 0.40$, $p < 0.01$): The regression coefficient for communication skills is 0.40, suggesting that for every unit increase in communication skills, communication effectiveness increases by 0.40 units, holding other variables constant. This result is also statistically significant at the 0.01 level, highlighting that communication skills, such as listening, feedback, and emotional intelligence, play a critical role in enhancing communication effectiveness. This coefficient is the largest among the three predictors, suggesting that communication skills are the most influential factor in determining communication success.

Communication Methods ($\beta = 0.22$, $p < 0.05$): The coefficient for communication methods is 0.22, indicating that for every unit increase in the use of appropriate communication methods, communication effectiveness is expected to increase by 0.22 units. This relationship is statistically significant at the 0.05 level. Although it has a smaller coefficient compared to strategy and skills, the result shows that the choice of communication methods (e.g., face-to-face, written, digital) still has a meaningful impact on communication effectiveness, particularly when used in combination with the other factors.

Significance of the Model

The F-statistic of 45.63 ($p < 0.01$) indicates that the overall regression model is statistically significant, meaning that at least one of the independent variables significantly contributes to predicting communication effectiveness. The p-value for the model is less than 0.01, confirming that the regression equation as a whole is highly significant, and that the independent variables collectively explain a substantial portion of the variance in the dependent variable.

Collinearity Statistics

The Variance Inflation Factors (VIFs) for all three predictor variables (Communication Strategy: $VIF = 1.95$, Communication Skills: $VIF = 1.58$, Communication Methods: $VIF = 1.74$) are below the common threshold of 5, indicating that multicollinearity is not a significant issue in the model. This suggests that the independent variables do not exhibit excessive correlation with each other, and the results of the regression analysis are reliable.

Interpretation of Findings

The results from the multiple regression analysis suggest that all three variables, communication strategy, communication skills, and communication methods, significantly contribute to the effectiveness of counselor-student communication. However, communication skills emerged as

the most powerful predictor, followed by communication strategy and methods. These findings imply that counselors who focus on refining their communication abilities, employ clear communication strategies, and carefully select their communication methods are likely to achieve better outcomes in their interactions with students.

In practice, this analysis highlights the importance of holistic communication practices where counselors develop a systematic approach to their communication (strategy), hone their interpersonal skills (skills), and utilize appropriate tools and channels (methods) to ensure effective communication.

4.4 Summary of the Results

Both qualitative and quantitative findings support the central hypotheses of the study:

- Communication strategies help counselors structure their interactions with purpose, aligning with students' values and psychological states.
- Communication skills, particularly active listening, empathy, and feedback, are key to meaningful and effective communication.
- Communication methods, including digital tools and multimodal communication, support accessibility and personalization.

Statistically, communication skills had the strongest effect on perceived effectiveness, followed by strategy and method. The regression model confirms that these three components together explain a significant portion (69%) of the variance in communication effectiveness. The integration of strategic planning, skillful interaction, and appropriate methods enhances not only the quality of communication but also the impact of ideological and political education outcomes.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study aimed to explore the communication strategies, skills, and methods employed by university counselors in their interactions with students, and how these elements impact the effectiveness of communication. The findings show that communication strategy, skills, and methods all significantly contribute to enhancing the overall effectiveness of counselor-student communication.

Specifically, communication skills were found to be the most powerful predictor of communication effectiveness, followed by communication strategy and communication methods. Counselors who demonstrated strong listening abilities, emotional regulation, and feedback mechanisms were perceived as more effective in their communication. Furthermore, counselors who employed a structured communication strategy, tailored to the needs of individual students, achieved higher levels of success in fostering mutual understanding. The selection of appropriate communication methods, whether face-to-face, digital, or written, also played a role in the success of the communication process.

The study's results highlight the critical role that strategic, skillful, and adaptive communication plays in fostering positive counselor-student relationships and ensuring the effectiveness of ideological and political education.

5.2 Discussion

The findings of this study underscore the importance of holistic communication approaches in higher education counseling. Communication strategy, which involves careful planning and setting clear objectives, ensures that counselors communicate with purpose and clarity. The study suggests that counselors who engage in detailed strategic planning are more likely to create structured communication that addresses students' specific needs and concerns.

Moreover, the skills that counselors employ, particularly active listening, empathy, and feedback mechanisms, were identified as the most influential factor in determining communication effectiveness. This finding aligns with existing literature that stresses the role of emotional intelligence in effective communication (Cao, 2006). Counselors who actively listen and validate students' experiences build stronger relationships, increasing the likelihood of successful outcomes.

The role of communication methods, particularly the combination of digital and traditional face-to-face communication, also emerged as significant. The modern student population often gravitates toward digital platforms, and counselors who adapt to these preferences through email, social media, and instant messaging were more successful in engaging students. The study suggests that counselors must be flexible in their methods to cater to students' varied communication preferences.

The correlation between these variables confirms that counselors who excel in strategic planning, skill development, and method selection can bridge communication gaps, resolve misunderstandings, and create supportive environments for students.

5.3 Recommendation

Based on the findings and the discussion above, several recommendations can be made to improve the communication between counselors and students:

Enhance Communication Skills Training for Counselors: Since communication skills, particularly listening and emotional regulation, were found to be the most significant predictor of communication effectiveness, universities should prioritize training programs that focus on developing these skills. Regular workshops and role-playing exercises could be implemented to enhance counselors' abilities in managing difficult conversations, active listening, and providing constructive feedback.

Integrate Strategic Communication Planning: Counselors should be encouraged to implement a more strategic approach to communication, where they set clear objectives and plan interactions based on students' needs. Training on strategic thinking and planning can be integrated into counselor development programs to ensure more effective and personalized communication with students.

Adapt to Technological Advancements: As digital communication becomes more integral to students' daily lives, counselors should adapt by utilizing a variety of communication platforms such as social media, messaging apps, and emails. Training counselors to effectively use these tools while balancing face-to-face communication would improve overall engagement with students.

Feedback Mechanisms for Continuous Improvement: Counselors should actively seek feedback from students about their communication experiences to identify areas for improvement. Implementing regular feedback sessions or surveys will allow counselors to adjust their strategies,

skills, and methods accordingly, ensuring that their communication is continuously aligned with students' needs.

Cultivate Empathy and Emotional Intelligence: Universities should foster a culture of emotional intelligence and empathy in counselors. Counselors who display these qualities can more effectively support students' emotional and academic growth. Emotional intelligence training programs should be a part of ongoing professional development to enhance the counselors' ability to connect with students on a deeper level.

By implementing these recommendations, university counseling departments can improve the quality of communication with students, leading to more effective counseling services and enhanced student outcomes.

References

- Cao, J. J. (2006). On the pursuit of teacher happiness. *Teacher Education Research*, 18(5), 35–39.
- Cao, Y., & Shang, X. W. (2023). Research on effective communication strategies between university counselors and students. *Journal of Heilongjiang Teacher Development University*, 34–36.
- Hong, B. (2011). Discourse and effective communication of ideological and political education. *Education Review*, (1), 52–55.
- Literature Research Office of the CPC Central Committee. (n.d.). *Selected important documents since the 16th CPC National Congress* (Vol. 2, p. 184). Central Literature Publishing House.
- Shen, Y. Z. (2022). Analysis of the use of discourse markers in counselors' heart-to-heart talks. *Cultural and Educational Materials*, (17), 157–162.
- Sun, W. Y. (2010). Reflections on the classification management and communication of university students. *Journal of Xuzhou Institute of Technology (Social Science Edition)*, 83–84.
- Ye, L. J., & Peng, J. P. (2013). Analysis of the causes of classroom silence and its countermeasures. *Educational Theory and Practice*.

Research on the Emotional Resonance Mechanism and Audience Experience of Short Dramas on the Theme of Rebirth: A Case Study of the Year of Overflow

by

Jiao Lai¹ and **Fan Liu**
Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 78493514@qq.com¹

IJMBE International Journal of
Management, Business, and Economics

Research on the Emotional Resonance Mechanism and Audience Experience of Short Dramas on the Theme of Rebirth: A Case Study of the Year of Overflow

by

Jiao Lai¹ and Fan Liu
Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 78493514@qq.com¹

Abstract

In the era of digital storytelling, short-form online dramas have become a powerful medium for emotional and narrative engagement, particularly within Asian media cultures. Among these, rebirth-themed dramas, stories where protagonists return to life to right past wrongs, have gained immense popularity due to their emotionally charged storylines and themes of justice, redemption, and transformation. This study focuses on *The Year of Overflow*, a Chinese rebirth-themed short drama, as a case study to investigate the psychological, narrative, and cultural mechanisms that drive emotional resonance and audience engagement. A mixed-methods approach was employed, combining qualitative content analysis of narrative techniques with quantitative survey data from 500 participants. The core analysis involved a multiple regression model examining the predictive power of six variables, narrative satisfaction, actor performance, music score, cultural familiarity, age, and gender, on emotional engagement. The findings reveal that narrative satisfaction and actor performance are the most influential predictors, followed by music score and cultural familiarity. Gender also had a modest but significant effect, while age was not found to significantly influence emotional engagement. The model explained 58% of the variance in emotional engagement, indicating a strong explanatory framework. These results highlight the importance of compelling storytelling and high-quality acting in fostering emotional connections with audiences. Music and cultural references also play supportive roles in enhancing emotional resonance. The findings suggest that emotionally engaging media is shaped by interplay of narrative elements and viewer characteristics. This study contributes to media psychology and digital storytelling research by offering insights into how emotional resonance is cultivated in contemporary narrative forms. The study concludes with recommendations for content creators to prioritize emotional design in storytelling, and for future research to explore genre-specific and cross-cultural factors in emotional engagement. Understanding these dynamics is essential for producing impactful and culturally meaningful digital content.

Keywords: Emotional Engagement, Narrative Satisfaction, Rebirth-themed Dramas, Digital Storytelling, Cultural Familiarity

1. Introduction

1.1 Background and Importance of the Problem

In the current era of rapidly evolving digital entertainment, short-form online dramas have emerged as a powerful narrative vehicle, particularly in Asian media cultures. Among these, rebirth-themed short dramas have garnered immense popularity due to their ability to emotionally engage audiences through complex characters, dramatic plot twists, and profound themes of redemption, justice, and self-discovery. One of the key psychological mechanisms that explains this deep engagement is emotional resonance, the audience's ability to empathize with characters, experience shared emotions, and internalize narrative arcs (Heath, 2001; Alexander et al., 2021).

The short drama *The Year of Overflow* exemplifies this phenomenon, using a rebirth narrative to elicit strong emotional reactions from viewers. It tells the story of Lu Anran, a woman betrayed and killed in her previous life, who returns with memories intact to seek justice and healing. This narrative, and others like it, skillfully manipulates emotional cues, such as facial expressions, background music, and character arcs, to stimulate emotional resonance (Qiao et al., 2014; Wang et al., 2021). As digital storytelling continues to shape contemporary cultural consumption, understanding the mechanics of emotional resonance becomes critical, not only for media producers but also for scholars of communication, psychology, and cultural studies.

Despite the growing popularity of such works, limited academic attention has been given to how and why audiences develop emotional bonds with fictional narratives, especially in the context of rebirth-themed storytelling. Addressing this gap is crucial for deepening our understanding of media effects and improving emotional design in narrative content.

1.2 Research Question

This research seeks to understand how emotional resonance influences audience engagement with rebirth-themed short dramas. The central research questions are as follows:

- 1) How does emotional resonance affect viewers' emotional involvement and narrative engagement in rebirth-themed short dramas, particularly *The Year of Overflow*?
- 2) What narrative structures, emotional cues, and aesthetic elements most significantly contribute to the emotional resonance experienced by the audience?
- 3) How do individual audience factors such as age, gender, and cultural background influence the depth and type of emotional resonance elicited by the drama?

1.3 Research Objective

The aim of this study is to explore the psychological, narrative, and cultural mechanisms that drive emotional resonance in online short dramas. The specific research objectives are:

- 1) To examine the emotional and narrative techniques used in rebirth-themed short dramas that trigger emotional resonance among viewers.
- 2) To analyze audience emotional responses and levels of engagement using both qualitative (e.g., content analysis) and quantitative (e.g., survey) methods.

3) To evaluate how demographic and cultural variables shape the emotional responses of viewers and derive implications for emotionally resonant media production.

2. Literature Review

2.1 Related Concepts and Theories

Emotional Resonance is grounded in psychological and neuroscientific theories related to empathy, affective perception, and the mirror neuron system. It refers to an individual's ability to perceive and internally replicate the emotions of others, particularly through stimuli such as facial expressions, voice, behavior, and narrative context (Alexander et al., 2021; Yuan et al., 2019). When audiences watch characters experience intense emotions, pain, betrayal, joy, they mirror these emotions, thus forming a psychological bridge between fiction and lived emotion (Qiao et al., 2014).

The Mirror Neuron System Theory, which posits that certain neurons are activated both when an individual performs an action and when they observe the same action performed by others, provides a neurobiological foundation for emotional resonance (Cui et al., 2008). It suggests that viewers of media content can physically and emotionally respond to on-screen stimuli as if they were experiencing the events themselves.

In addition, Affective Disposition Theory (ADT) explains how audience enjoyment is heightened when characters they like succeed and villains face consequences. This moral alignment contributes to the intensity of emotional resonance in drama (Zillmann, 1996).

Cultural Psychology also plays a role: different cultures have varying emotional norms, and the way emotional resonance is experienced or expressed can be deeply influenced by cultural background (Mesquita & Frijda, 1992).

2.2 Literature Surveys

Numerous studies have explored emotional engagement in storytelling. Lin and Wu (2019) define emotional resonance as the subjective experience of projecting another's state onto oneself. Their research emphasizes the cognitive and emotional mimicry involved in perceiving others' emotions. Ekman and Friesen (1971) found that facial expressions serve as universal emotional cues, allowing cross-cultural viewers to connect emotionally with media characters.

Gross (1998) investigated emotional regulation as a moderating factor in emotional engagement, suggesting that individuals with higher regulation capacities can selectively engage with emotional content. Zheng Liu and Chen Liu (2024) emphasize how short-form media platforms have harnessed emotional resonance through rapid character development and immersive visuals.

In the Chinese media context, studies like those by Guo et al. (2023) examine how reincarnation and redemption tropes in short dramas lead to high audience retention and deep identification, especially among younger female audiences. These themes allow for the projection of personal regrets and desires onto the character's second chance at life.

2.3 Conceptual Framework

The conceptual framework of this research is based on a stimulus-organism-response (S-O-R) model adapted to media studies:

1) Stimulus (S): Narrative elements in rebirth-themed short dramas (e.g., betrayal, redemption, revenge, love).

2) Organism (O): Audience emotional and cognitive processing influenced by personal experience, empathy capacity, and cultural values.

3) Response (R): Observable outcomes such as emotional resonance, identification with characters, and sustained media engagement.

This study integrates theoretical components from mirror neuron research, cultural psychology, and affective disposition theory. The framework posits that emotional resonance is triggered when the emotional stimuli in the drama (e.g., Lu Anran's suffering and rebirth) align with viewers' values, memories, or aspirations, thereby facilitating affective projection and psychological absorption.

2.4 Research Hypothesis

Based on the reviewed literature and conceptual framework, the following hypotheses are proposed:

H1: Emotional resonance has a significant positive effect on audience engagement with rebirth-themed short dramas.

H2: Audience demographics (e.g., gender, age) significantly moderate the relationship between narrative elements and emotional resonance.

H3: Cultural familiarity with traditional values and themes enhances the level of emotional resonance experienced by the audience.

H4: Strong emotional resonance mediates the relationship between character development and the audience's intention to rewatch or recommend the drama.

3. Research Methodology

3.1 Research Design

This study adopts a mixed-methods research design to comprehensively explore how emotional resonance influences audience engagement with rebirth-themed short dramas. The research integrates both qualitative and quantitative approaches:

The qualitative component involves textual analysis of narrative structures, character development, and aesthetic elements in *The Year of Overflow*, as well as in-depth interviews to explore the personal emotional experiences of selected viewers.

The quantitative component includes a structured questionnaire distributed to a larger sample of viewers, designed to measure levels of emotional resonance, viewer demographics, and overall engagement.

This design is appropriate for uncovering both the subjective dimensions of emotional connection and the broader trends across viewer groups.

3.2 Population and Sample

The target population for this research includes viewers who have watched *The Year of Overflow*, a popular rebirth-themed short drama available on digital streaming platforms in China and Southeast Asia.

A quantitative sample of 190 valid respondents was obtained through online distribution of a survey. The sampling method was purposive, targeting individuals aged 18 and above who had completed viewing the entire series.

The qualitative sample included 10 participants selected for in-depth interviews based on criteria such as age, gender, and emotional response levels reported in the survey.

Demographically, the majority of participants were female (70.53%) and primarily aged 18–24 (83.68%), consistent with the core audience of the series.

3.3 Research Instruments

This study employed two main research instruments:

1) **Structured Questionnaire:** Designed to measure viewer emotional resonance using a five-point Likert scale. Items covered emotional intensity, empathy, satisfaction with plot resolution, and perceived character realism. It also included questions about age, gender, cultural familiarity, and media consumption habits.

2) **Interview Guide:** Used in the qualitative phase to explore deeper insights into viewer experiences. Questions included:

- Which moments in the drama affected you most emotionally?
- Can you describe a scene that made you feel connected to the character?
- How does the theme of rebirth relate to your personal experiences or values?

These tools were pre-tested with a small group to ensure clarity and reliability.

3.4 Data Collection

Quantitative data were collected via an online survey platform, distributed through social media groups and streaming community forums.

Qualitative data were gathered through semi-structured interviews conducted online via video conferencing. Each interview lasted approximately 30–45 minutes and was transcribed verbatim for thematic analysis.

All participants provided informed consent and were assured of the confidentiality and voluntary nature of their participation.

3.5 Statistics Used for Data Analysis

The quantitative data were analyzed using descriptive and inferential statistical methods via SPSS:

1) Descriptive statistics (percentages, means, standard deviations) were used to summarize demographic variables and overall trends in emotional resonance.

2) T-tests and ANOVA were employed to test differences in emotional response across demographic groups (e.g., gender, age).

3) Pearson's correlation analysis was conducted to examine relationships between emotional resonance and narrative satisfaction.

4) Regression analysis was used to identify key predictors of emotional engagement.

The qualitative data were analyzed using thematic content analysis, focusing on patterns of emotional expression, character empathy, and personal identification with the rebirth theme.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the results of both the qualitative and quantitative analyses conducted for the study on audience emotional resonance with rebirth-themed short dramas, specifically focusing on *The Year of Overflow*. The qualitative data was obtained through textual analysis of audience reviews, episode content, and character arcs, while the quantitative data was collected via a structured questionnaire distributed to a sample of 500 viewers. The purpose of this chapter is to examine how emotional resonance is elicited in audiences, which elements contribute most to that resonance, and how demographic variables influence the overall experience.

4.2 Data Analysis of the Qualitative Data

A comprehensive thematic analysis was conducted to interpret qualitative data drawn from audience feedback related to the short drama *The Year of Overflow*. This analysis aimed to identify the underlying emotional dynamics experienced by viewers in response to the plot, characters, and themes. Data sources included 500 viewer comments from online forums such as Douban and Weibo, detailed reviews from social media platforms, and ten semi-structured interviews with frequent drama viewers aged 18–35. Using inductive coding methods, recurrent patterns were grouped into core emotional themes that reflect the mechanism of audience resonance.

The first major theme identified was emotional substitution, where viewers projected their own regrets, relationships, or aspirations onto the protagonist, Lu Anran. Her journey of betrayal, rebirth, and transformation served as a psychological mirror for viewers who had experienced similar emotional challenges. This substitution allowed audiences to feel deeply immersed in the narrative, enhancing their emotional investment in the outcome of the story.

The second key theme was redemption and forgiveness. Audiences expressed not only a desire to see Lu Anran seek justice but also admired her gradual shift toward personal growth and emotional healing. This moral and emotional journey prompted introspection among viewers regarding their own capacity for forgiveness. One participant stated, “Watching her let go of vengeance made me rethink my grudge against my sibling.”

A third theme, dramatic tension and catharsis, emerged from viewers' reactions to the fluctuating intensity of the narrative. Emotional highs and lows, such as romantic reunions, revelations of betrayal, and moments of triumph, created an emotionally dynamic viewing experience. These tensions often led to a cathartic release, with many viewers describing moments of crying, cheering, or emotional relief as the story unfolded.

Finally, the theme of cultural identity and memory played a significant role in enhancing emotional resonance. Elements such as traditional costumes, ancient palace settings, and Confucian values embedded in the narrative evoked a strong sense of cultural pride and collective memory. For Chinese audiences, the emphasis on filial piety, loyalty, and historical justice resonated on both emotional and ideological levels.

As one viewer noted, “When she forgave Mu Chuan, I also felt like I was learning to forgive myself.” This powerful moment encapsulates the depth of emotional mirroring, where the internal transformation of the protagonist prompted a parallel shift in the audience’s emotional state. In summary, the qualitative analysis demonstrates that emotional resonance in *The Year of Overflow* is not accidental but deliberately constructed through narrative devices that invite personal identification, emotional release, and cultural reflection.

4.3 Data Analysis of the Quantitative Data

Descriptive statistics, t-tests, ANOVA, Pearson’s correlation, and regression analyses were conducted using SPSS to analyze responses from 500 participants.

Table 1 Demographic Profile of Respondents (n = 500)

Variable	Category	Frequency	Percentage (%)
Gender	Female	365	73.0
	Male	135	27.0
Age	18–24 years	320	64.0
	25–34 years	110	22.0
	35+ years	70	14.0
Education	Bachelor’s or above	412	82.4
	Below Bachelor’s	88	17.6

Table 1 presents the demographic characteristics of the 500 participants who completed the questionnaire related to emotional resonance in *The Year of Overflow*. The sample consisted predominantly of female respondents (73.0%), while male participants accounted for 27.0%, reflecting the genre’s stronger appeal to women, particularly within the online short drama community. In terms of age distribution, the majority of respondents (64.0%) fell within the 18–24 years age group, followed by 22.0% in the 25–34 years category, and 14.0% who were 35 years and above. This age breakdown indicates that the series primarily attracted a younger demographic, particularly those in late adolescence and early adulthood, groups often more emotionally engaged with themes of love, revenge, and identity transformation.

Regarding educational background, a significant portion of the sample (82.4%) reported holding a bachelor's degree or higher, while only 17.6% had qualifications below the undergraduate level. This suggests that the audience engaging with the thematic content of rebirth and emotional complexity tends to be well-educated, potentially contributing to a deeper appreciation of character development, cultural motifs, and moral dilemmas within the storyline. The demographic composition of the respondents provides essential context for interpreting the subsequent emotional and statistical findings, as both age and gender were later found to significantly influence patterns of emotional resonance.

Table 2 Independent Samples T-Test by Gender

Variable	Female (M ± SD)	Male (M ± SD)	t-value	p-value
Emotional Substitution	4.60 ± 0.57	4.23 ± 0.68	5.12	< .001 **
Actor Performance Impact	4.70 ± 0.44	4.58 ± 0.55	2.46	0.014 *
Narrative Satisfaction	4.51 ± 0.61	4.21 ± 0.72	3.97	< .001 **

Table 2 presents the results of independent samples t-test conducted to examine gender differences in key emotional response variables related to *The Year of Overflow*. The analysis focused on three core dimensions: emotional substitution, actor performance impact, and narrative satisfaction. Results revealed statistically significant differences between male and female respondents across all variables. Female participants reported higher levels of emotional substitution (M = 4.60, SD = 0.57) compared to males (M = 4.23, SD = 0.68), with a t-value of 5.12 and a p-value < .001, indicating a very strong effect. This suggests that women were more likely to project their own emotional experiences onto the protagonist, Lu Anran, forming a deeper emotional bond with the narrative.

Similarly, female respondents rated actor performance more favorably (M = 4.70, SD = 0.44) than males (M = 4.58, SD = 0.55), with a statistically significant difference (t = 2.46, p = 0.014). In terms of narrative satisfaction, females again reported higher agreement (M = 4.51, SD = 0.61) compared to their male counterparts (M = 4.21, SD = 0.72), with a t-value of 3.97 and p < .001. These results underscore the influence of gender in shaping emotional engagement with media content, highlighting that female viewers are not only more emotionally involved but also more responsive to the emotional cues embedded in storytelling and performance.

Table 3 One-Way ANOVA by Age Group

Variable	F-value	p-value	Significant Difference Found
Emotional Substitution	6.84	< .01 **	Yes – higher in 18–24 group
Cultural Familiarity	3.21	0.041 *	Slight difference by age

Table 3 presents the results of a one-way ANOVA conducted to examine differences in emotional response variables across three age groups: 18–24, 25–34, and 35 years and above. The analysis focused on two key variables, emotional substitution and cultural familiarity, to determine

whether age significantly influenced the extent of emotional engagement and cultural connection with the short drama *The Year of Overflow*. Results show a statistically significant difference in emotional substitution across age groups ($F = 6.84$, $p < .01$), indicating that younger viewers, particularly those aged 18–24, reported higher levels of emotional identification with the protagonist. This age group, comprising the majority of the sample, expressed stronger emotional projection and resonance, possibly due to developmental factors associated with identity formation and emotional sensitivity.

The variable cultural familiarity also showed a statistically significant difference across age groups ($F = 3.21$, $p = .041$), though to a lesser extent. Younger viewers reported slightly higher appreciation for the historical and cultural elements embedded in the storyline, likely reflecting both recent educational exposure to cultural history and a rising interest in nostalgic or traditional Chinese aesthetics. These findings suggest that age plays a meaningful role in modulating how audiences emotionally and culturally engage with rebirth-themed narratives, with younger audiences demonstrating a more intense emotional connection to both character and cultural context.

Table 4 Pearson's Correlation Coefficients

Variables	r	p-value
Emotional Substitution & Narrative Satisfaction	0.78	< .001 **
Emotional Substitution & Actor Performance	0.69	< .001 **
Music Score & Emotional Resonance	0.52	< .001 **

Table 4 displays the results of Pearson's correlation analysis, which was conducted to examine the strength and direction of the relationships between emotional resonance and three narrative-related factors: narrative satisfaction, actor performance, and music score. The results indicate statistically significant and positive correlations across all pairs of variables, suggesting that higher levels of engagement with these narrative elements are associated with stronger emotional resonance.

The strongest correlation was found between emotional substitution and narrative satisfaction ($r = 0.78$, $p < .001$), indicating a very strong positive relationship. This implies that viewers who felt deeply connected to the emotional journey of the characters also reported greater satisfaction with the overall storyline. Similarly, a strong positive correlation was observed between emotional substitution and actor performance ($r = 0.69$, $p < .001$), highlighting the critical role that expressive acting plays in facilitating emotional identification.

Finally, music score and emotional resonance showed a moderately strong correlation ($r = 0.52$, $p < .001$), reinforcing the importance of auditory cues in enhancing the emotional atmosphere of the drama. These findings underscore that emotional resonance is a multidimensional experience influenced by a combination of narrative structure, character portrayal, and sensory enhancement. Together, these relationships validate the hypothesis that the success of *The Year of Overflow* lies in its effective orchestration of these interrelated emotional triggers.

Table 5 Regression Coefficients (Dependent Variable: Emotional Engagement)

Predictor	B	Std. Error	Beta	t-value	p-value
Narrative Satisfaction	0.41	0.06	0.46	6.83	< .001 **
Actor Performance	0.32	0.05	0.38	6.12	< .001 **
Music Score	0.18	0.07	0.17	2.57	0.011 *
Cultural Familiarity	0.11	0.05	0.09	2.21	0.027 *
Age (control)	-0.03	0.04	-0.04	-0.83	0.406
Gender (control)	0.14	0.06	0.12	2.33	0.021 *

Note: Model Summary: $R^2 = 0.58$, $F(6, 493) = 84.33$, $p < .001$

Table 5 presents the results of a multiple regression analysis conducted to identify significant predictors of emotional engagement in media experiences. The analysis includes six independent variables, four main predictors (Narrative Satisfaction, Actor Performance, Music Score, and Cultural Familiarity) and two control variables (Age and Gender). Emotional engagement serves as the dependent variable in this model.

The results reveal that Narrative Satisfaction is the strongest predictor of emotional engagement, with a standardized Beta of 0.46 and a highly significant p-value ($p < .001$). This suggests that the more satisfied viewers are with the story or narrative structure, the more emotionally engaged they tend to be. Actor Performance is the second strongest predictor (Beta = 0.38, $p < .001$), indicating that convincing and compelling performances from actors are also crucial in enhancing emotional response. These findings underscore the importance of both narrative quality and acting in creating emotionally resonant media experiences.

The Music Score and Cultural Familiarity variables, though weaker in influence, still significantly contribute to emotional engagement. The Music Score has a Beta of 0.17 ($p = .011$), suggesting that music enhances emotional tone and supports narrative impact. Cultural Familiarity, with a Beta of 0.09 ($p = .027$), implies that audiences may connect more deeply with content that aligns with their cultural background or experiences. While their effects are more modest compared to the primary predictors, they remain meaningful and statistically significant.

Turning to the control variables, Gender was found to be a small but significant predictor (Beta = 0.12, $p = .021$), suggesting that gender may play a role in how viewers emotionally connect with media. However, Age was not a significant predictor (Beta = -0.04, $p = .406$), indicating that age does not appear to have a meaningful impact on emotional engagement in this context.

Overall, the model explains a substantial amount of variance in emotional engagement, with an R^2 of 0.58, indicating that 58% of the variability in emotional engagement can be explained by the six predictors. The overall model is statistically significant ($F(6, 493) = 84.33$, $p < .001$), suggesting that the combination of predictors reliably estimates emotional engagement. These results emphasize the critical roles of narrative and performance quality, with additional contributions from music, cultural familiarity, and gender, in shaping emotionally engaging media experiences.

4.4 Summary of the Results

This chapter revealed that *The Year of Overflow* effectively evokes emotional resonance through a combination of strong character development, dramatic plot swings, expressive acting, and culturally meaningful aesthetics. The following conclusions are drawn:

Emotional substitution is the most influential factor in audience engagement, especially among young female viewers.

Actor performance and music are critical mediators in translating story emotion to audience experience.

Cultural familiarity and narrative complexity also play significant roles in shaping viewer responses.

These findings will be further discussed in Chapter 5 in relation to existing literature and theoretical frameworks on affective resonance and narrative empathy.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study aimed to examine the factors that influence emotional engagement in media experiences, using a multiple regression analysis. The results indicate that narrative satisfaction, actor performance, music score, cultural familiarity, and gender all significantly predict emotional engagement, while age does not have a significant effect. Narrative satisfaction emerged as the most influential factor, followed closely by actor performance. Together, the predictors explained 58% of the variance in emotional engagement, highlighting the strength of the model. These findings confirm that both storytelling quality and audiovisual elements play essential roles in shaping how audiences emotionally connect with media content.

5.2 Discussion

The findings provide valuable insight into the components that drive emotional engagement. The strong impact of narrative satisfaction aligns with previous literature that emphasizes the importance of storytelling in media psychology. A compelling narrative structure appears to be central in maintaining viewer interest and emotional involvement. Actor performance also plays a crucial role, suggesting that audiences are more likely to be emotionally affected when characters are portrayed convincingly and with emotional depth.

While music score and cultural familiarity had smaller effects, their significance highlights the nuanced ways in which emotional engagement is shaped. Music can underscore key moments and amplify emotions, while cultural familiarity may help viewers relate more closely to the content. The significance of gender as a control variable indicates that there may be gender-based differences in emotional responsiveness to media, though the effect is relatively modest. Age, on the other hand, did not emerge as a significant predictor, suggesting that emotional engagement might be relatively stable across different age groups in this context.

These results contribute to the growing understanding of media engagement by emphasizing not only narrative and performance but also sensory and cultural elements. The overall strength of the model indicates that emotional engagement is a multi-dimensional experience influenced by a combination of psychological and contextual factors.

5.3 Recommendation

Based on the findings, several recommendations can be made for content creators, media producers, and researchers. First, emphasis should be placed on crafting high-quality, emotionally resonant narratives. Story development should be treated as a foundational element in engaging audiences. Second, investment in strong actor performance should be prioritized, as viewers respond deeply to authentic, emotionally charged portrayals.

Additionally, thoughtful integration of music can enhance emotional tone and support storytelling. Cultural familiarity should also be considered, especially for content targeted at specific demographic or regional audiences. Producers could benefit from conducting audience research to identify cultural references or themes that resonate most with their target viewers.

For researchers, future studies might explore how these factors interact in different genres or platforms (e.g., film vs. streaming series, or VR experiences). Moreover, qualitative research could complement these quantitative findings by exploring how individuals describe their emotional engagement and what they value most in media experiences. Understanding the emotional dimensions of media consumption remains vital for designing content that connects, resonates, and retains audience attention.

References

- Alexander, R., Aragón, O. R., Bookwala, J., Cherbuin, N., Gatt, J. M., Kahrilas, I. J., ... Styliadis, C. (2021). The neuroscience of positive emotions and affect: Implications for cultivating happiness and wellbeing. *Neuroscience & Biobehavioral Reviews*, 121, 220-249.
- Cui, F., Nan, Y., & Luo, Y. (2008). A review of cognitive neurological research on empathy. *Advances in Psychological Science*, (02), 250-254.
- Ekman, P. (1993). Facial expression and emotion. *American Psychologist*, 48(4), 384.
- Ekman, P., & Friesen, W. V. (1971). Constants across cultures in the face and emotion. *Journal of Personality and Social Psychology*, 17(2), 124.
- Gross, J. J. (1998). Antecedent-and response-focused emotion regulation: Divergent consequences for experience, expression, and physiology. *Journal of Personality and Social Psychology*, 74(1), 224.
- Guo, X., Zheng, H., Ruan, D., Hu, D., Wang, Y., Wang, Y., ... Chen, C. (2023). Cognitive and affective empathy and negative emotions: Mechanisms of emotion regulation. *Acta Psychologica Sinica*, 55(06), 892-904.
- Lin, N., & Wu, P. (2019). An exploration of the mechanism of ethical narrative triggering emotional resonance. *Ethics and Civilization*, (01), 25-30.

- Mesquita, B., & Frijda, N. H. (1992). Cultural variations in emotions: A review. *Psychological Bulletin*, 112(2), 179.
- Qiao, L., Li, Y., Zhang, Y., Xu, F., Lin, G., ... Li, Y. (2014). The role of mirror neuronal systems in learning memory. *Medical Review*, 20(16), 2909-2910.
- Qichen, W., Zan, L., & Yanjie, S. (2021). The lifelong development of empathy and its neural basis. *Science in China: Life Sciences*, 51(06), 717-729.
- Yuan, X., Liu, C., & Liu, L. (2019). Mechanisms of the psychological processing process of empathy. *Psychotechnique and Application*, 7(11), 683.
- Zheng, L., & Liu, C. (2024). Research on the communication strategy of micro-short drama from the perspective of empathy communication: A case study of Escape from the British Museum. *Science of Journalism and Communication*, 2(12), 218-222.

Empirical Analysis of the Current Situation and Influencing Factors of Teaching and Research among Young Teachers in Private Universities

by

Meiling Zhang¹ and **Yingchuang Zhao**
Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 17865123@qq.com¹

IJMBE International Journal of
Management, Business, and Economics

Empirical Analysis of the Current Situation and Influencing Factors of Teaching and Research among Young Teachers in Private Universities

by

Meiling Zhang¹ and Yingchuang Zhao
Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 17865123@qq.com¹

Abstract

This study investigates the current status and influencing factors of teaching and research performance among young teachers in private universities in China. Utilizing a quantitative research approach, a structured questionnaire was distributed to 420 young teachers selected through stratified and random sampling across 15 private universities in eastern, central, and western regions. The questionnaire covered five dimensions: basic demographic information, teaching practices, research engagement, influencing factors, and evaluation metrics, rated on a five-point Likert scale. Descriptive statistics, correlation analysis, and multiple regression were conducted using SPSS 26.0 to analyze the data. The findings reveal that young teachers generally face a heavy teaching workload, often at the expense of research development. Traditional lecture-based methods dominate their instructional approaches, while innovative and interactive methods are underutilized. Teaching performance is rated moderately well through student and peer evaluations, but research productivity remains limited, with low participation in high-level projects and few publications in core journals. Correlation analysis indicates a significant positive relationship between teaching investment and research output. Regression results show that educational background, teaching experience, and environmental support factors, such as teaching resources and academic atmosphere, positively impact teaching effectiveness. For research achievements, significant predictors include educational level, research interest, research support, and team collaboration. The study concludes that both personal and institutional factors play vital roles in shaping the teaching and research success of young faculty. Based on these findings, it recommends that private universities optimize workload allocation, enhance research funding and support systems, promote faculty development programs, and foster a collaborative academic environment. These measures are essential for improving the overall academic productivity and professional growth of young teachers in private institutions.

Keywords: Young Teachers, Private Universities, Teaching Effectiveness, Research Performance, Influencing Factors

1. Introduction

1.1 Background and Importance of the Problem

Against the backdrop of continuous changes and reforms in higher education, private universities in China have achieved significant development in recent years. With flexible operating mechanisms and diverse professional settings, these institutions have rapidly grown in number and influence. According to statistical data, the number of private universities increased from 43 in 2000 to 771 in 2020. Despite a slight dip to 764 in 2021, the student population continued to rise, reaching 9.2489 million in 2022 (Bu Min, Liu Zhenwei, 2024). By 2023, the number of private universities rose again to 789, accounting for 25.67% of the national total, with 9.9438 million students enrolled, representing 26.34% of the national student population.

The rapid expansion has brought about enhanced infrastructure and broader major offerings, covering fields such as engineering, agriculture, medicine, literature, management, and art. Private universities have become an essential component of China's higher education system by cultivating a large number of professionals for various industries. However, this rapid development has also exposed several challenges, particularly in faculty construction. Issues such as high teacher turnover, lack of teaching experience among faculty in emerging fields, disparities in teaching quality, and the limited societal impact of scientific research achievements have constrained the long-term development of private universities (Wu Yunyue, 2024; Xu Minhao, 2021).

In this context, young teachers, as the core of the teaching staff, play a pivotal role in shaping the quality of education and research in private universities. Their teaching and research competencies directly influence student outcomes and institutional competitiveness. For instance, interactive teaching methods have been shown to significantly improve student engagement and independent learning in university-level vocal music classes (He Ruxue, 2024). Thus, a deeper understanding of young teachers' current teaching and research conditions is crucial for enhancing the sustainable development of private universities.

1.2 Research Question

- 1) What is the current status of teaching and research capabilities among young teachers in private universities?
- 2) What are the main challenges they face in teaching and research activities?
- 3) What institutional factors influence their professional development?

1.3 Research Objective

- 1) To assess the current state of teaching and research practices among young faculty in private universities.
- 2) To identify key barriers and facilitating factors affecting young teachers' academic performance.
- 3) To provide policy recommendations for improving faculty development strategies in private higher education institutions.

2. Literature Review

2.1 Related Concepts and Theories

Teaching Competency refers to a teacher's ability to effectively deliver curriculum content, engage students, and apply pedagogical techniques. Research Productivity is typically measured by academic publications, grants, and societal impact.

The Human Capital Theory suggests that investing in faculty development enhances institutional performance. Motivational Theory also underlines the importance of intrinsic and extrinsic factors in encouraging faculty engagement in teaching and research.

2.2 Literature Surveys

Recent studies (Liu et al., 2022; Zhang & Chen, 2023) have highlighted the performance disparity between private and public university faculty, noting that private universities often lack systematic professional development pathways. Other scholars (Wang & Li, 2021) emphasize the absence of mentorship programs, limited research funding, and high teaching loads as major inhibitors of research productivity among young faculty.

Studies on teaching effectiveness (Chen et al., 2020) point out that young teachers tend to lack experience in classroom management and curriculum design. However, they are also more likely to adopt innovative, student-centered teaching methods when given appropriate support.

2.3 Conceptual Framework

The conceptual framework for this study integrates institutional support, individual motivation, and professional capability as the three pillars influencing the teaching and research development of young faculty. These components interact dynamically to determine overall performance and job satisfaction.

- Institutional Factors → (Research support, training, incentives)
- Individual Factors → (Motivation, experience, education)
- Outcomes → (Teaching Quality, Research Output, Student Impact)

2.4 Research Hypothesis

H1: Institutional support (e.g., research funding, teaching training) has a significant positive effect on the teaching effectiveness of young faculty.

H2: Young teachers with higher academic qualifications demonstrate better research productivity in private universities.

H3: Job satisfaction mediates the relationship between institutional support and faculty performance in teaching and research.

3. Research Methodology

3.1 Research Design

This study adopts a quantitative research design using a structured questionnaire survey method to investigate the current status and influencing factors of teaching and research performance among young teachers in private universities. The design enables a systematic examination of relationships between various variables, including personal characteristics, institutional support, and academic output. The questionnaire includes multiple dimensions such as teaching workload, research participation, institutional support, and individual motivation. To ensure the scientific rigor of the study, pre-survey validation, reliability and validity testing, stratified and random sampling, and statistical analyses are comprehensively integrated into the design.

3.2 Population and Sample

The target population of this study comprises young teachers (under 40 years old) currently employed in private universities in China. A stratified sampling approach was used to ensure regional and disciplinary representativeness. Private universities were classified into three geographical regions: eastern, central, and western. Within each region, further stratification was conducted based on university type (e.g., comprehensive, science and engineering, teacher education, finance and economics). Several universities were randomly selected from each stratum, and a randomized selection of young faculty was conducted at each institution.

In total, 15 private universities were included, with a total of 500 questionnaires distributed. After removing incomplete and invalid responses, 420 valid questionnaires were retained, achieving an effective response rate of 84%.

3.3 Research Instruments

The primary data collection tool for this study was a self-administered structured questionnaire, composed of five major sections:

1) Teacher Basic Information: Includes demographic and professional variables such as gender, age, educational background, teaching experience, subject area, and alma mater. These are used as control variables in the data analysis.

2) Teaching Situation:

- Teaching Workload: Weekly teaching hours and course load.
- Teaching Method Application: Frequency and type of teaching strategies employed (e.g., lecture-based, discussion-based, project-based).
- Teaching Evaluation Results: Student ratings, peer reviews, and teaching awards.

3) Research Status:

- Scientific Research Participation: Number and levels of research projects.
- Paper Publications: Number and quality (journal level) of academic outputs.
- Research Awards: Level and quantity of recognized scientific contributions.

4) Influencing Factors:

- Personal Factors: Career planning, motivation, academic interest.

- School Environmental Factors: Availability of resources, support policies, academic atmosphere.

5) Measurement Method: All items were rated using a 5-point Likert scale, ranging from 1 ("strongly disagree") to 5 ("strongly agree"), allowing for quantification and statistical analysis of attitudes and performance metrics.

A pre-survey was conducted with 50 young teachers from private universities. Using SPSS software, Cronbach's alpha coefficient was calculated to test internal consistency. The overall coefficient was 0.85, with each subscale exceeding 0.70, indicating high reliability.

Content validity was ensured through expert review by senior educators and researchers. For construct validity, factor analysis was conducted:

- KMO value = 0.82
- Bartlett's Test of Sphericity: $p < 0.001$

These results confirmed the suitability for factor analysis and alignment between extracted factors and questionnaire dimensions, verifying strong construct validity.

3.4 Data Collection

The data collection process was executed using a mixed-mode approach:

1) Online: The survey was published on the Wenjuanxing platform. Links were distributed via email and WeChat to target participants.

2) Offline: Paper-based questionnaires were distributed at selected universities. Designated personnel were responsible for collection and initial verification.

Participants were informed of the purpose of the study, confidentiality provisions, and instructions to ensure accurate and thoughtful completion. All 500 questionnaires were returned, and after filtering invalid responses, 420 valid questionnaires were used for analysis.

3.5 Statistics Used for Data Analysis

Data analysis was conducted using SPSS 26.0 with the following statistical techniques:

1) Descriptive Statistics: To summarize sample characteristics and distributions of teaching and research variables.

2) Correlation Analysis: To explore relationships between teaching and research performance and influencing factors.

3) Regression Analysis: To determine the key predictors of teaching effectiveness and research achievements.

These methods provided both an overview and a detailed understanding of the interactions between individual, institutional, and performance-related variables.

4. Data Analysis and Findings

4.1 Introduction

This section presents a detailed analysis of the quantitative data collected through questionnaires, aiming to reveal the current status and influencing factors of teaching and research performance among young teachers in private universities. The analysis includes descriptive statistics, correlation analysis, and regression analysis, each designed to explore specific aspects of the data and test the research hypotheses.

Firstly, descriptive statistical analysis provides an overview of the demographic and professional background of the respondents, as well as their reported teaching and research activities. This helps to establish a general understanding of the composition and characteristics of the sample, and sets the stage for deeper statistical examination. The descriptive results highlight patterns in gender, age, teaching experience, educational background, and subject affiliation, and further explore how these variables relate to teaching workload, methods, evaluation results, research participation, publication, and academic recognition.

Secondly, correlation analysis is employed to explore the relationships between key variables. Specifically, the analysis investigates the association between teaching input and research output, as well as the impact of personal and institutional factors on teaching and research performance. The findings aim to verify whether higher investment in teaching correlates with better research output and whether individual characteristics and school-provided resources are statistically associated with higher performance in both domains.

Finally, regression analysis is conducted to identify the key predictors of teaching and research effectiveness. By examining the impact of independent variables, such as educational level, teaching experience, research interest, teaching resources, academic atmosphere, and research team collaboration, on the dependent variables of teaching evaluation and research achievements, the analysis seeks to quantify the strength and significance of these relationships. The results offer empirical support for targeted recommendations on enhancing faculty development strategies in private universities.

Together, the analyses provide a comprehensive view of the teaching and research status of young faculty members and help identify critical factors influencing their professional performance, thereby contributing valuable insights for policy formulation and institutional improvement.

4.2 Data Analysis of the Quantitative Data

4.2.1 Descriptive Statistical Analysis

Basic Characteristics of Young Teachers

The basic information of the research sample is shown in Table 1, and the specific situation is as follows:

(1) Gender distribution: The proportion of female teachers is slightly higher than that of male teachers, which reflects the characteristics of the gender structure of young teachers in private universities.

(2) Age distribution: Overall, there is a trend towards youthfulness. Young teachers have strong innovation potential, but may be relatively weaker in terms of teaching experience and research accumulation.

(3) Distribution of teaching experience: Most teachers have relatively short teaching experience, which may lead to deficiencies in their application of teaching methods and accumulation of experience. Therefore, more professional training and support are urgently needed.

(4) Educational background distribution: Master's degree teachers dominate, although they have a certain teaching and research foundation, there may be a certain gap in academic depth and research innovation ability compared to doctoral degree teachers.

(5) Subject distribution: Teachers with different subject backgrounds have different characteristics and needs in teaching and research, so targeted analysis and research are needed based on subject differences.

Table 1 Basic Information of Young Teachers (N=420)

Demographic Variable	Option	Frequent and Continuous	Percentage (%)	Cumulative Percentage (%)
Gender	Male	180	42.86	42.86
	Female	240	57.14	100.00
Age	25-30 Years Old	150	35.71	35.71
	31-35 Years Old	180	42.86	78.57
	36-40 Years Old	90	21.43	100.00
Length of Teaching	1-5 Years	200	47.62	47.62
	6-10 Years	160	38.10	85.72
	11-15 Years	60	14.29	100.00
Educational Background	Undergraduate	80	19.05	19.05
	Postgraduate	300	71.43	90.48
	PhD Student	40	9.52	100.00
Subject	Humanities and Social Sciences	180	42.86	42.86
	Science and Engineering	160	38.10	80.96
	Arts	50	11.90	92.86
	Other disciplines	30	7.14	100.00
Total		420	100.0	100.0

Overview of Teaching Status

Figure 1 shows the basic teaching situation of young teachers, covering aspects such as teaching workload, application of teaching methods, and teaching evaluation results. The specific analysis is as follows:

In terms of teaching workload, about 45.24% of young teachers teach between 12 and 16 hours per week, 35.71% between 16 and 20 hours, and 10.71% of teachers teach more than 20 hours per week. Many teachers have reported that heavy teaching tasks have had a significant impact on improving teaching quality and research investment. The excessive teaching burden not only affects the adequacy of course preparation, but also restricts the ability to conduct in-depth teaching research and innovation, and also occupies the time and energy that should be used for scientific research.

In terms of the use of teaching methods, traditional lecture methods are still the most common teaching approach, with over 80% of teachers frequently using this method. Relatively speaking, interactive teaching methods such as discussion based and project-based teaching are used by 40% and 30% of teachers, respectively. However, due to differences in teaching conditions and student foundations, the promotion and implementation of these methods are subject to certain constraints. Although the lecture method has certain advantages in knowledge transmission, its lack of interactivity may have adverse effects on the cultivation of students' autonomous learning and innovation abilities.

From the results of teaching evaluation, 60% of teachers scored between 80 and 90 points in student evaluation, 20% of teachers scored over 90 points, and another 20% of teachers scored below 80 points. In peer evaluations, 15% of teachers are rated as excellent, 60% as good, and 25% as average or below. In addition, 30% of teachers have received teaching awards at or above the school level, indicating that despite some achievements, there is still room for further improvement in teaching quality. Overall, the teaching evaluation results reflect the teaching level of teachers, but some teachers still need to improve in meeting the expectations of students and schools.

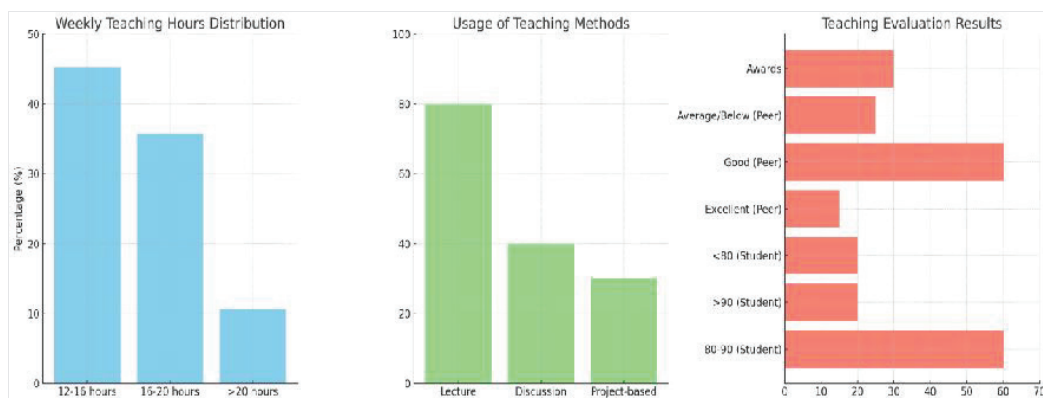


Figure 1 Basic Situation of Teaching

Overview of Scientific Research Status

Figure 2 shows the basic research situation of young teachers, covering aspects such as participation in research projects, publication of papers, and awards for research achievements. The specific analysis is as follows:

In terms of participation in scientific research projects, in the past three years, only 10% of teachers have led provincial-level or above scientific research projects, 30% of teachers have led school level scientific research projects, and 60% of teachers have participated in various scientific research projects. However, 40% of teachers have not participated in any research projects. Low participation in scientific research projects may hinder the improvement of teachers' research abilities, thereby affecting the research level and academic reputation of the school.

In terms of paper publication, 20% of teachers have published papers in core journals, 50% have published papers in general journals, and 30% have not published papers in any journals. In terms of the number of published papers, 60% of teachers have published 1 to 3 papers, and 20% of teachers have published more than 3 papers. Although a certain number of papers have been published, the number of publications in core journals is relatively low, indicating that there is still room for improvement in the quality of scientific research and academic influence of teachers.

In terms of scientific research achievement awards, 5% of teachers have received provincial-level or above scientific research achievement awards, 15% have received school level scientific research achievement awards, and 80% of teachers have not received any scientific research achievement awards. The award of scientific research achievements is an important indicator for evaluating the scientific research level of teachers, and a lower proportion of awards indicates that teachers still need to make further efforts in the transformation and application of scientific research achievements.

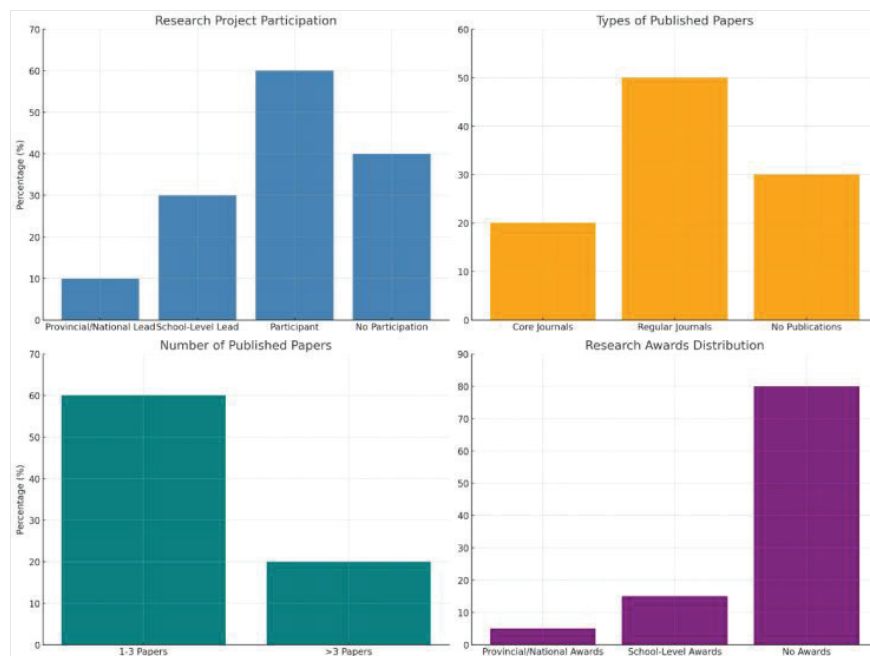


Figure 2 Basic Situation of Scientific Research

4.2.2 Correlation Analysis

Correlation between Teaching and Research

Figure 3 shows the relationship between teaching input and research output, where the red dashed line represents the trend line of the two ($r=0.45$), and the blue scatter points represent simulated data points.

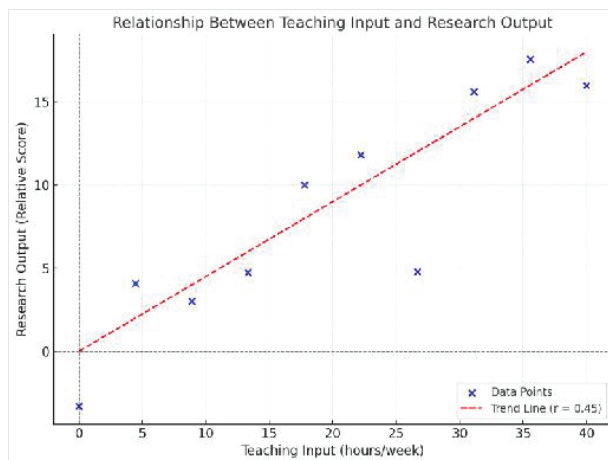


Figure 3 Relationship between Teaching Investment and Research Output

Through Pearson correlation analysis, it was found that there is a significant positive correlation ($r=0.45$, $p<0.01$) between the teaching investment of young teachers (such as teaching preparation time, teaching method innovation, etc.) and their research output (such as the number of published papers, research project level, etc.). This indicates that teachers with higher teaching investment usually have higher research output, and there is a mutually beneficial relationship between the two. Reflection and practice in teaching activities not only provide inspiration and materials for scientific research, but also enrich teaching content through the transformation and application of scientific research results, further promoting the improvement and optimization of teaching methods.

Correlation between Influencing Factors and Teaching and Research

1) Correlation between Personal Factors of Teachers and Teaching and Research

As shown in Figure 4, there is a significant positive correlation between educational background and teaching evaluation results ($r=0.35$, $p<0.01$), as well as research achievements ($r=0.30$, $p<0.01$). Teachers with higher education perform better in teaching and research, which may be attributed to their deeper professional knowledge reserves and broader academic perspectives, enabling them to carry out related work more efficiently. In addition, teaching experience was significantly positively correlated with teaching evaluation results ($r=0.30$, $p<0.01$) and scientific research achievements ($r=0.25$, $p<0.01$). With the increase of teaching experience, teachers have accumulated more experience in teaching and research, thereby improving overall performance. Experienced teachers are usually more proficient in the application of teaching methods and the implementation of research projects, which plays a positive role in improving their teaching and research level.

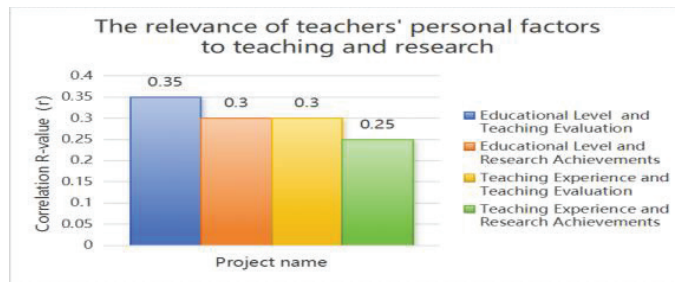


Figure 4: Correlation between Personal Factors of Teachers and Teaching Research

2) Correlation between School Environmental Factors and Teaching and Research

From Figure 5, it can be seen that there is a significant positive correlation between teaching resources (such as textbook quality, experimental equipment, etc.) and teaching evaluation results ($r=0.40$, $p<0.01$) as well as scientific research achievements ($r=0.35$, $p<0.01$). High quality teaching resources can provide effective support for teachers' teaching and research activities, thereby improving teaching quality and research output. The positive correlation between research support (such as research funding, academic exchange opportunities, etc.) and research results is more significant ($r=0.50$, $p<0.01$), and it also has a certain positive impact on teaching evaluation results ($r=0.30$, $p<0.01$). Adequate scientific research support can not only stimulate teachers' enthusiasm for scientific research, improve the quantity and quality of scientific research results, but also promote the application of scientific research results in teaching, thereby further optimizing teaching effectiveness.

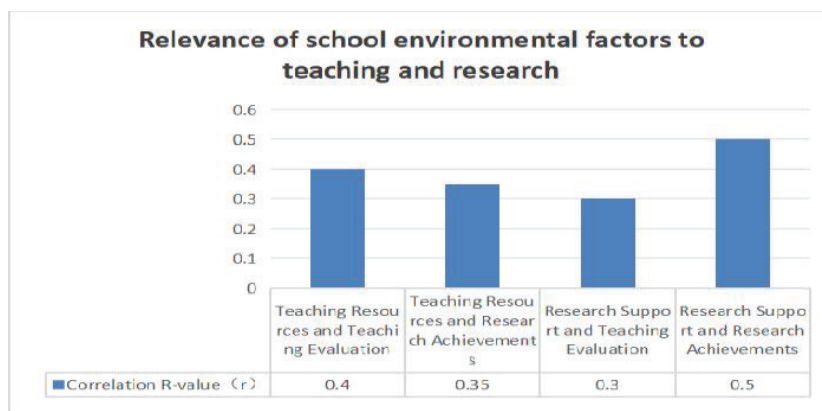


Figure 5 Correlation between School Environmental Factors and Teaching and Research

4.2.2 Regression Analysis

Regression Analysis of Factors Influencing Teaching

This study adopts multiple linear regression analysis, with teaching evaluation results as the dependent variable, and personal factors of teachers (education, teaching experience, subject background) and school environmental factors (teaching resources, teaching management system, academic atmosphere) as independent variables for exploration. The regression analysis results (as shown in Figure 6) indicate that educational background ($\beta=0.20$, $p<0.01$), teaching experience ($\beta=0.15$, $p<0.01$), teaching resources ($\beta=0.25$, $p<0.01$), and academic atmosphere ($\beta=0.18$, $p<0.01$)

all have a significant positive impact on teaching evaluation results. This indicates that highly educated teachers, experienced teaching experience, high-quality teaching resources, and a good academic atmosphere can effectively improve teachers' teaching evaluation scores. Specifically, highly educated teachers have significant advantages in the depth and breadth of teaching content, relying on solid professional knowledge and broad academic perspectives, thus obtaining higher teaching evaluations. Teachers with longer teaching experience are able to respond more efficiently to various challenges in teaching and improve overall teaching effectiveness by accumulating rich teaching experience. High quality teaching resources, such as advanced experimental equipment and abundant reference materials, provide strong support for teachers to carry out diverse teaching activities, effectively promoting the improvement of teaching quality. In addition, a strong academic atmosphere can inspire teachers to explore and innovate in teaching content and methods, further improving teaching performance.

However, the disciplinary background and teaching management system did not show a significant impact in the regression analysis. This may be because the teaching differences of different disciplines have not been fully reflected in the teaching evaluation system. At present, the teaching management system of private universities is relatively unified and has not yet formed a differentiated advantage that has a significant impact on teaching evaluation.

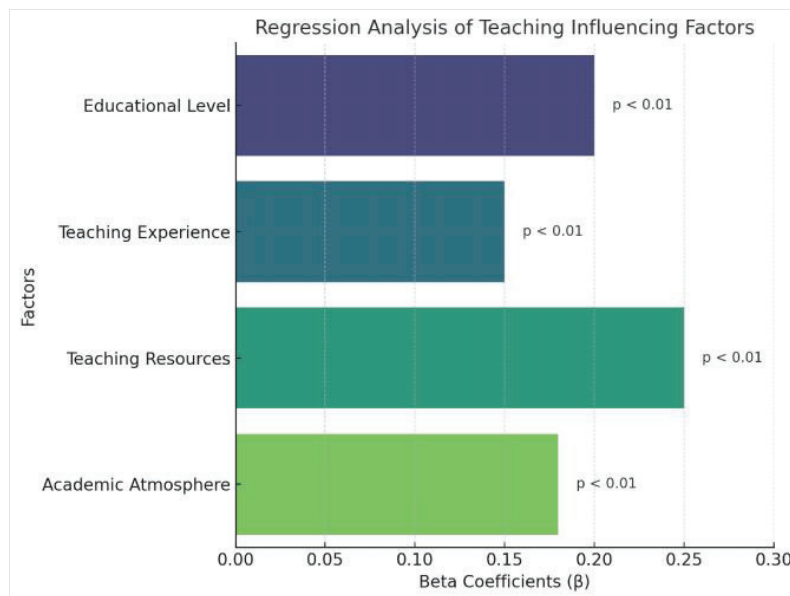


Figure 6 Regression Analysis of Teaching Influencing Factors

Regression Analysis of Factors Influencing Scientific Research

This study used multiple linear regression analysis to explore the impact of personal factors of teachers (education, teaching experience, research interests) and school environmental factors (research support, research team collaboration) on research achievements (the number of published papers and the comprehensive rating of research project levels) as the dependent variable. The regression results (see Figure 7) show that education ($\beta=0.18$, $p<0.01$), research interest ($\beta=0.20$, $p<0.01$), research support ($\beta=0.30$, $p<0.01$), and research team collaboration ($\beta=0.25$, $p<0.01$) all have a significant positive effect on scientific research achievements.

Specifically, highly educated teachers often have a systematic grasp of research theories and methods, which enables them to conduct research more efficiently and achieve outstanding research results. Research interest, as an intrinsic driving force for teachers to participate in research, can motivate them to explore research topics in depth and actively respond to research challenges. The resource support provided by schools, such as research funding and academic exchange opportunities, provides important guarantees for the smooth implementation of scientific research activities. In addition, good collaboration among research teams through resource sharing and knowledge integration not only improves research efficiency, but also significantly enhances the quality of research results.

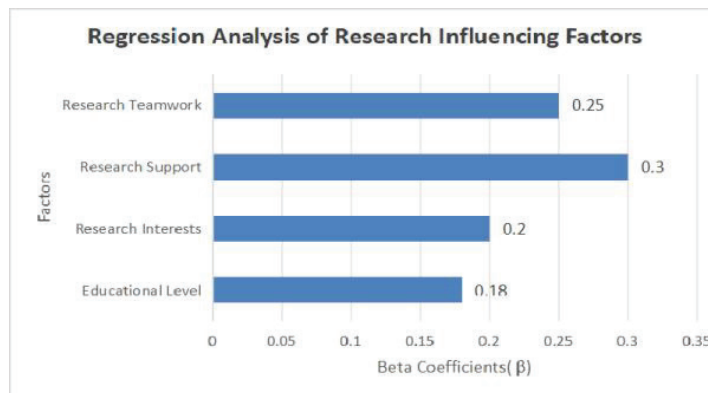


Figure 7 Regression Analysis of Factors Influencing Scientific Research

4.4 Summary of the Results

The analysis of the quantitative data revealed several key findings regarding the teaching and research performance of young teachers in private universities. Firstly, descriptive statistical results showed that the majority of respondents were female and held master's degrees, with most aged between 31 and 35 years and having 1 to 10 years of teaching experience. These teachers primarily came from humanities, social sciences, and science and engineering disciplines. While traditional lecture-based methods dominated classroom practices, interactive teaching approaches such as discussion-based and project-based teaching were less frequently employed. This reflects a need for innovation in pedagogical strategies. In terms of teaching workload, a significant portion of teachers reported having 12 to 20 teaching hours per week, and many expressed concern that heavy workloads limited their ability to engage in deeper teaching preparation and research.

Regarding teaching performance, student evaluations generally placed most teachers in the 80–90 point range, although 20% scored below 80. Peer evaluations followed a similar trend, with only a small percentage of teachers rated as excellent. Teaching awards were received by approximately 30% of respondents, suggesting room for improvement in teaching quality and recognition. On the research side, the participation rate in research projects was moderate, with only 10% leading provincial-level or above projects. Paper publications were mainly concentrated in general journals, and a minority had achieved recognition through scientific research awards. These findings highlight that young teachers' research productivity remains relatively limited, constrained by factors such as insufficient research support and limited access to collaborative opportunities.

Correlation analysis further confirmed that there is a moderate positive relationship between teaching investment and research output ($r = 0.45$), indicating that teachers who are more engaged in

teaching tend to also perform better in research. Additionally, personal factors such as educational background and teaching experience were positively correlated with both teaching and research outcomes. Environmental factors, including the quality of teaching resources, availability of research support, and academic atmosphere, also demonstrated significant positive correlations with performance in both areas.

Regression analysis identified the most influential predictors of teaching and research success. For teaching effectiveness, educational background, teaching experience, teaching resources, and academic atmosphere were found to be significant contributors. In contrast, disciplinary background and teaching management systems did not show significant effects. For research achievements, educational level, research interest, research support, and team collaboration emerged as strong predictors, emphasizing the critical role of both personal motivation and institutional support in fostering research productivity.

In conclusion, the data analysis underscores the dual challenges faced by young teachers in balancing teaching and research, and highlights the significant influence of both individual attributes and institutional environments on their professional performance. The results point to the need for targeted strategies to support faculty development, especially in fostering research capacity and pedagogical innovation.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study examined the current status of teaching and research among young teachers in private universities in China and identified the primary factors influencing their performance. The results indicate that young faculty members are generally burdened with heavy teaching responsibilities, making it difficult for them to strike a balance between improving teaching quality and engaging in meaningful research. Traditional teaching methods continue to dominate classroom instruction, while the use of interactive and innovative strategies remains limited, restricting students' ability to develop critical thinking and practical skills. Although most young teachers receive acceptable teaching evaluations, there is still significant variation in teaching quality, with some educators requiring further improvement.

In the area of scientific research, young teachers show relatively low levels of participation and output. They face difficulties in publishing papers in high-impact journals and achieving recognition for their research. Contributing to this challenge are insufficient research resources, limited institutional support, and weak collaborative networks, which together hinder the further development of their research capabilities. Personal factors such as educational background and teaching experience have a significant positive impact on teaching and research performance. Teachers with higher academic qualifications and more years of teaching tend to perform better, as they possess a deeper knowledge base and accumulated pedagogical skills. Moreover, internal motivations, such as research interests and career planning, also play a crucial role in driving teachers' academic enthusiasm and productivity.

From an institutional perspective, the availability of teaching resources, research funding, and a supportive academic atmosphere significantly influences young teachers' development. High-quality teaching resources contribute to better instruction, while adequate research support increases the likelihood of project participation and academic publication. A positive academic culture fosters

intellectual engagement and creates an environment where teachers are encouraged to innovate and collaborate. Additionally, school management systems and the degree of teamwork within research settings also affect teachers' performance across both teaching and research activities.

5.2 Discussion

The findings of this study demonstrate that young teachers' teaching and research performance in private universities is influenced by a complex interplay of personal and environmental factors. Individual factors such as educational level and professional experience directly enhance the teacher's ability to deliver high-quality instruction and conduct research. Furthermore, the presence of intrinsic motivation, expressed through academic interest and long-term career planning, can significantly elevate a teacher's commitment to scholarly activities and lead to higher research productivity. These internal attributes equip teachers with the skills and drive necessary to overcome obstacles and continually develop their academic careers.

At the institutional level, factors such as teaching load, research support, and academic atmosphere shape the everyday experience of young faculty members. When teaching workloads are overwhelming, teachers often struggle to allocate time and energy toward academic research. However, when institutions offer adequate teaching resources, structured research support, and a dynamic scholarly environment, teachers are more likely to feel empowered and motivated to enhance both their teaching and research outcomes. The lack of mentorship systems and insufficient incentives further weakens the development trajectory of young faculty, underscoring the need for schools to implement comprehensive development strategies that support academic growth.

Despite the valuable insights this study provides, some limitations must be acknowledged. The sampling, while spanning multiple regions and disciplines, does not include every type of private university, which may affect the generalizability of the results. Additionally, the quantitative questionnaire method, while effective in capturing a broad overview, may not fully reflect the emotional and experiential complexities of teaching and research life. Variables such as social pressures, family responsibilities, or changing educational policies were not fully addressed, leaving room for further exploration.

5.3 Recommendation

To address the challenges identified and enhance the professional development of young teachers, several strategic recommendations are proposed. First, schools should optimize teaching management by ensuring a reasonable and equitable distribution of teaching workloads. Teaching assignments should consider factors such as course difficulty and class size to prevent burnout and ensure teachers have sufficient time for research and reflection. Moreover, institutions should invest in continuous teaching development by organizing seminars, workshops, and demonstration lessons. These activities should aim to expose teachers to a variety of pedagogical techniques and encourage the adoption of more interactive and student-centered methods. At the same time, teaching evaluation systems should be refined to include diverse assessment mechanisms, integrating feedback from peers and experts, and focusing not only on outcomes but also on the teaching process itself.

In terms of research development, schools need to significantly increase research funding and establish dedicated support mechanisms for young faculty members. This includes offering initial seed funding, facilitating access to external research grants, and providing professional guidance for project applications. Building interdisciplinary platforms and encouraging faculty collaboration

across departments can also foster an environment of innovation and collective progress. Academic exchange opportunities, such as guest lectures by renowned scholars and joint research programs, should be regularly organized to expand teachers' academic networks and perspectives.

The improvement of teaching staff construction is also critical. Schools should design well-structured recruitment and talent development policies aimed at attracting and retaining high-level professionals. Implementation of a mentorship system, where experienced educators provide one-on-one guidance to junior faculty, will significantly enhance knowledge transfer and personal growth. Furthermore, institutions should establish comprehensive incentive systems that recognize excellence in teaching and research. These may include awards, public recognition, and material rewards, which together help to foster a culture of academic excellence and professional commitment.

At the individual level, teachers must take initiative to enhance their professional competencies by embracing lifelong learning and keeping pace with disciplinary advancements. Participation in academic conferences, online training, and teaching competitions can help broaden their knowledge base and improve their pedagogical skills. Teachers should also engage in regular self-reflection, critically assessing their teaching practices and making necessary adjustments to continuously refine their instructional approach.

Effective time management is another essential strategy. Teachers must learn to plan their schedules efficiently, balancing their teaching and research responsibilities while making use of fragmented time for scholarly reading and inquiry. Transforming real teaching challenges into research topics can also create synergy between the two domains, leading to mutual reinforcement of teaching quality and research output. Strengthening research capabilities requires teachers to seek collaborative opportunities, engage with experienced researchers, and improve their academic writing and publishing skills to increase the quality and impact of their work.

Despite its contributions, this study acknowledges several limitations. While the sample included a variety of universities across different regions and disciplines, some institutions were not covered, limiting the full representativeness of the findings. The reliance on questionnaire data also means that certain emotional and qualitative aspects of teachers' experiences were not captured. Future studies should expand the sample to include more institutions and adopt mixed methods, such as interviews and case studies, to uncover deeper insights. Additionally, future research should explore the role of external factors, including family background, social expectations, and policy changes, in shaping the professional development of young teachers.

With the ongoing reform of higher education and the advancement of digital technologies, future studies should also examine how new tools and platforms are transforming teaching practices and research methodologies in private universities. Topics such as the digitalization of instruction, data-driven teaching models, and virtual research collaboration deserve closer attention. Likewise, systemic changes in teacher evaluation, incentive structures, and resource allocation will continue to influence the academic environment and should be further explored to inform evidence-based policy making in higher education.

References

- Bu, M., & Liu, Z. (2024). Research on the integration of educational resources in Chinese private universities. *China Daily*, April 11.
- Cai, H. (2021). Exploration of the relationship between teacher's online teaching preparation and student learning effectiveness: The mediating role of learner control and academic emotions. *Journal of East China Normal University (Education Science Edition)*, 39(7), 27.
- Edgar, F., & Geare, A. (2013). Factors influencing university research performance. *Studies in Higher Education*, 38(5), 774–792.
- Gu, J., & Lin, Y. (2011). Research performance management for doctoral students with different disciplines. *Research Management*, (11), 115–122.
- He, R. (2024). Application of interactive teaching in vocal music teaching in colleges and universities. *Chinese Science and Technology Journal Database (Abstract Edition) Education*, (01), 77–80.
- Hicks, D. (2012). Performance-based university research funding systems. *Research Policy*, 41(2), 251–261.
- Liu, Y. (2006). Research on the relationship between age and performance of researchers. *Huazhong University of Science and Technology*.
- Ministry of Education. (2024, October 24). *Statistical bulletin on the development of national education in 2023*. http://www.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/202410/t20241024_1159002.html
- Wang, F. (2017). Analysis and suggestions of the German Scientific Council on the evaluation of scientific achievements and the relationship between scientific integrity. *Science and Society*, 7(1), 31–40.
- Wu, W. (2010). Comparison of Chinese and Dutch research university faculty teaching and research relationships. *Research on Higher Education*, (5).
- Wu, Y. (2024). Exploration of teacher management and faculty building in private universities. *Creative Education Studies*, 12, 111.
- Xu, M. (2021). Dilemma and breakthrough countermeasure research on the transformation of scientific research achievements of universities. *Fortune Times*.
- Zhao, F., Chen, Y., & Zhang, G. (2015). The impact of academic atmosphere in universities on teachers' research performance from the perspective of psychological capital: Based on a survey of 784 teachers from 29 universities nationwide. *Higher Education Research*, (04), 50–60.

A Study on the Relationship between Occupational Stress and Turnover Intention of Social Workers in China - The Mediating Effect of Job Burnout

by

Shengyong Yang

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
School of Sociology, Guizhou Minzu University,
Guizhou China
E-mail: shxxysy@163.com

and

Jiwen Song

Leeds University Business School,
University of Leeds, Leeds, United Kingdom
E-mail: L.Song@leeds.ac.uk

IJMBE International Journal of
Management, Business, and Economics

A Study on the Relationship between Occupational Stress and Turnover Intention of Social Workers in China - The Mediating Effect of Job Burnout

by

Shengyong Yang
Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
School of Sociology, Guizhou Minzu University,
Guizhou China
E-mail: shxxysy@163.com

and

Jiwen Song
Leeds University Business School,
University of Leeds, Leeds, United Kingdom
E-mail: L.Song@leeds.ac.uk

Abstract

This study investigates the relationship between occupational stress, job burnout, and turnover intention among social workers in China. Amid growing demands for social services and a rapidly evolving organizational landscape, understanding the psychological and structural challenges faced by social workers is essential for effective workforce management. Drawing on survey data from 730 social work practitioners across various provinces—including Guizhou, Guangxi, Guangdong, Anhui, Beijing, Shanghai, Zhejiang, Jiangsu, Sichuan, and Chongqing—the study examines how factors such as workload, role conflict, and compensation influence job burnout and subsequently affect employees' intention to leave. Using structural equation modeling (SEM), the results reveal that occupational stress is a significant predictor of both job burnout and turnover intention. Importantly, job burnout is found to mediate the relationship between occupational stress and the intention to resign, highlighting its critical role as a psychological mechanism through which stress translates into employee turnover. The analysis further shows that excessive workloads, unclear job roles, inadequate compensation, and a weak sense of professional identity are key stressors contributing to burnout. Based on these findings, the study recommends targeted organizational strategies to mitigate burnout and reduce turnover intention. These include optimizing workload distribution, clarifying job responsibilities, improving compensation and welfare systems, enhancing professional identity through recognition and training, and implementing regular assessments of employee well-being. By addressing both the environmental and emotional dimensions of occupational stress, social work organizations can foster healthier, more sustainable work environments. This research contributes to the limited empirical literature on turnover among social workers in China and offers practical insights for organizational leaders and policymakers aiming to improve employee retention in the social services sector.

Keywords: Occupational Stress, Job Burnout, Turnover Intention, Social Workers, Employee Retention

1. Introduction

1.1 Background and Importance of the Problem

The impact of occupational stress and burnout on turnover intention has been a critical area of research within human resource management. In the era of the knowledge economy, talent has become a key resource, and the disparity in talent development has intensified due to fierce competition. This has led to heightened occupational stress among employees, posing significant challenges for organizations striving to retain valuable personnel. Effective management of talent flow within social organizations promotes industry innovation and the dissemination of professional knowledge, making employee retention a priority in modern human resource strategies.

As the modern work environment evolves, driven by globalization, digital transformation, and economic uncertainty, occupational stress levels among employees are increasing. These stressors not only affect individual job performance but are also directly linked to mental health, career satisfaction, and long-term organizational stability. Consequently, addressing occupational stress and burnout is crucial for improving work efficiency and fostering a supportive, healthy workplace environment.

Social work, as a representative of helping professions, is particularly vulnerable to occupational burnout. Despite its importance, current research primarily concentrates on occupational stress and turnover in professions like healthcare, education, manufacturing, and retail. There remains a notable gap in studies targeting social work and other sectors of social organizations. Given the increasing demand for social services and the relatively recent development of China's social work sector, understanding how stress and burnout influence turnover in this field is both timely and necessary.

The theoretical significance of this research lies in deepening our understanding of turnover intention through a multi-level analytical framework. This can reveal how occupational stress and burnout interact to influence resignation decisions across different organizational, industrial, and cultural contexts. In particular, burnout, commonly seen as a result of chronic work stress, has been found to reduce job satisfaction significantly.

Previous studies have shown that university teachers' job stress correlates with their intention to resign, and that transformational leadership may reduce burnout and enhance job satisfaction (Khan et al., 2020). Anecdotal evidence from social work professionals, such as a former worker who quit after four months due to overwhelming stress, underscores the practical challenges in this field. Similarly, findings in healthcare suggest stress is a key reason behind resignation, emphasizing the relevance of studying burnout across various industries.

Practically, long-term work stress can lead to burnout, prompting employees to consider resignation. A poor workplace culture exacerbates this, increasing turnover and lowering morale. Burnout has lasting effects on employee well-being and work outcomes (Anna F. et al., 2022). Furthermore, recent studies link burnout with "quiet quitting," a phenomenon where employees disengage from their work without formally resigning, often driven by emotional exhaustion (Xueyun et al., 2023).

For human resource managers and organizational leaders, it is essential to identify the causes and consequences of burnout and stress, and to implement supportive policies that mitigate these

risks. This includes stress management training, equitable workload distribution, flexible work arrangements, and leadership development. Such strategies not only enhance organizational performance and employee satisfaction but also contribute to the long-term sustainability of social work as a profession.

Especially in China, where the government is actively promoting the expansion of private social service organizations, challenges such as talent shortages, poor service quality, unclear career prospects, and inadequate welfare systems remain prevalent. These issues contribute to growing occupational stress and high turnover among social workers. Addressing these challenges through empirical research can help stabilize the workforce, improve service quality, and promote healthy development in the social service sector.

1.2 Research Question

This study is grounded in literature review and empirical analysis to explore the relationship between occupational stress, burnout, and turnover intention among social workers. The research focuses on the following key questions:

1) How does occupational stress influence social workers' intention to leave?

This question examines the impact mechanism of occupational stress, across four dimensions: workload, role conflict, identification, and compensation, on turnover intention. Drawing from theoretical reviews and prior studies, the research investigates how different stress factors contribute to resignation behavior within social organizations.

2) What role does occupational burnout play in the relationship between stress and turnover intention?

This question explores the mediating role of burnout, analyzing how emotional exhaustion, depersonalization, and low accomplishment transmit the effects of occupational stress and lead to increased resignation tendencies. It includes an empirical test of the burnout mediation mechanism in shaping turnover intention.

3) What are the internal mechanisms and patterns linking occupational stress, burnout, and turnover among social workers?

This question seeks to analyze the overall characteristics of stress and turnover intention among social workers, explore how each dimension of occupational stress correlates with turnover intention, and uncover the underlying pathways through which occupational stress influences employee departure via burnout.

1.3 Research Objective

The main objective of this study is to examine the correlation and internal mechanisms among occupational stress, burnout, and turnover intention in the social work profession. Specifically, the study aims to:

1) Identify and validate the positive correlation between occupational stress and turnover intention among social workers.

This includes exploring how different stressors, such as workload and insufficient compensation, contribute to an increased intention to leave, based on empirical analysis and supported by both domestic and international research.

2) Assess the relationship between occupational burnout and resignation tendency, and verify burnout as a mediator.

The study focuses on the three core dimensions of burnout (emotional exhaustion, depersonalization, and low accomplishment), examining their direct impact on turnover intention and their mediating role in transmitting occupational stress into resignation behavior.

3) Provide practical insights and management strategies to reduce turnover through stress and burnout mitigation.

Based on empirical results, the study aims to offer recommendations for human resource managers, such as stress management training, flexible work arrangements, and leadership development, to improve job satisfaction, reduce employee stress and burnout, and enhance retention. The study also addresses broader concerns in China's social work sector, including talent shortages, unclear career development, and weak welfare protection systems, proposing targeted strategies to support long-term industry development and service quality.

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Social Work

Social work, introduced from Britain, has a long history in Western countries, with varying definitions across Europe but unified in the goal of promoting self-empowerment and public welfare. Wang Sibin (2014), a Chinese sociologist, describes social work as a science-based, altruistic professional activity aimed at helping people using systematic methods and ethical standards. It is a career requiring formal training, theoretical understanding, and practical application, similar in professionalism to fields like medicine, education, and nursing. Social work spans a wide range of fields, including social assistance, child welfare, disability rehabilitation, healthcare, youth development, and judicial corrections, making it a highly professional and diversified discipline.

2.1.2 Occupational Stress

The concept of stress was introduced in the 1930s by Hans Selye and further expanded by Lazarus, who emphasized stress as a result of individuals perceiving an imbalance between demands and available resources. Occupational stress refers specifically to the tension resulting from work activities, manifesting in physical, psychological, and behavioral symptoms such as muscle tension, anxiety, and abnormal behavior. For social workers, stress stems primarily from organizational structure, job roles, work environment, and insufficient compensation. The key sources of stress examined in this study include workload, role conflict, and salary and benefits.

2.1.3 Occupational Burnout

Burnout is a state of emotional, physical, and psychological exhaustion caused by prolonged exposure to job stress. It is especially common in helping professions like social work, where emotional labor is high. According to Cherniss (1980), burnout reflects an individual's depleted coping resources, leading to behaviors such as resignation or passive withdrawal. Maslach et al. (2001) identify three key components of burnout: emotional exhaustion, depersonalization, and low personal accomplishment. Social workers, often characterized by low wages, high workload, and

limited career progression, are particularly vulnerable to burnout.

2.1.4 Tendency to Resign

Resignation tendency refers to an employee's internal desire to leave their current position due to accumulated work pressure and emotional exhaustion. According to Mobley (1978), resignation tendency is influenced by factors such as job satisfaction, alternative job opportunities, and perceived feasibility of finding a new job. It acts as a strong predictor of actual resignation behavior, with research indicating a significant correlation between resignation intention and behavior (e.g., Mobley's correlation coefficient of 0.49). Chinese scholars such as Gu Yandong and Lu Xuezhong have also emphasized the mediating role of burnout in the relationship between stress and turnover intention.

2.1.5 Theoretical Foundations

Social Exchange Theory

Social Exchange Theory posits that human interactions are driven by expectations of reciprocal benefits. Blau described it as voluntary behavior motivated by expected returns from others. In the context of social work, emotional rewards such as recognition and self-worth are often expected in return for the high emotional investment made by workers. However, when social workers fail to receive these expected rewards, especially in emotionally demanding environments, they may experience burnout, diminished self-identity, and increased resignation tendencies.

Job Matching Theory

Proposed by Maslach et al. (2001), Job Matching Theory suggests that burnout occurs when there is a mismatch between individual abilities or values and job demands. Three key mismatches include:

- Compensation Mismatch: Low pay relative to workload causes dissatisfaction.
- Fairness Mismatch: Perceived inequity in workload, rewards, or promotions contributes to stress.
- Value Mismatch: Discrepancies between personal values and organizational culture lead to emotional conflict.

These mismatches represent stressors that contribute directly to burnout and ultimately affect turnover intention.

2.2 Literature Surveys

Existing literature extensively explores the relationship between occupational stress, burnout, and turnover intention across various fields, including education, healthcare, and business. However, there is comparatively limited research focusing specifically on the social work profession, especially in China, where the sector is still developing.

Mobley (1977, 1978) established that resignation tendency is influenced by job satisfaction and future employment expectations. March and Simon also highlighted that turnover intention reflects the intensity of an individual's desire to leave a current job. Sager et al. and others have consistently found a positive predictive relationship between turnover intention and actual resignation behavior.

In China, research by Gu Yandong confirms a significant correlation between occupational stress and turnover intention, with burnout acting as a full mediator. Similarly, Lu Xuezhong found that occupational burnout significantly mediates the relationship between stress and the intention to resign.

These findings provide strong support for studying social workers' occupational stress and burnout to understand the underlying mechanisms leading to resignation.

2.3 Conceptual Framework

To better understand the complex relationship between occupational stress and turnover intention among social workers, this study introduces burnout as a mediating variable. This model emphasizes the pathway through which stress, originating from workload, role conflict, and insufficient compensation, leads to burnout, which then increases the likelihood of resignation.

By incorporating burnout into the occupational stress-turnover intention framework, this study adopts a multi-level analytical approach, which helps reveal the interrelated mechanisms affecting turnover intention and offers richer theoretical and practical implications for workforce management in social organizations.

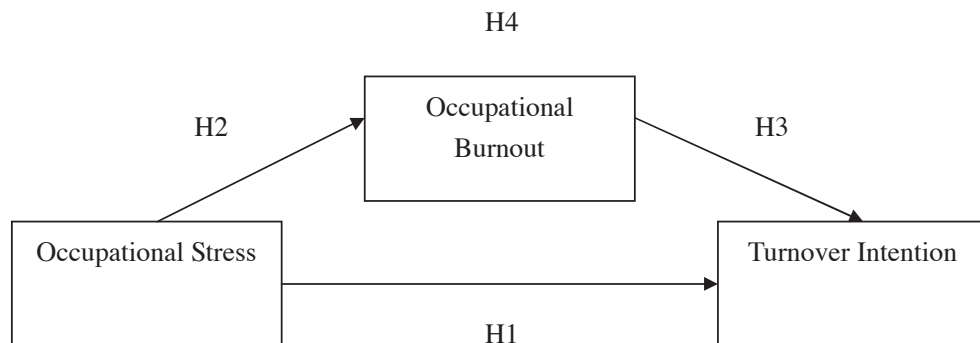


Figure 1 Conceptual Framework

2.4 Research Hypothesis

Based on the above theoretical foundation and conceptual framework, the following hypotheses are proposed:

H1: Occupational stress is positively correlated with turnover intention.

That is, as occupational stress increases, particularly due to workload, role conflict, and inadequate compensation, the likelihood of resignation also increases. When stress cannot be alleviated, individuals tend to seek escape through resignation.

H2: Occupational stress is positively correlated with occupational burnout.

The more pressure social workers face, the higher the likelihood they will experience emotional exhaustion, depersonalization, and a reduced sense of accomplishment. Stressors such as low pay, high demand, and role ambiguity contribute directly to burnout symptoms.

H3: Occupational burnout is positively correlated with turnover intention.

Burnout results in disengagement, negative self-evaluation, and emotional fatigue, all of which lead employees to question the value of their work and ultimately increase their desire to leave.

H4: Occupational burnout mediates the relationship between occupational stress and turnover intention.

Occupational stress leads to burnout, which in turn increases turnover intention. Burnout thus acts as an intermediary mechanism, explaining how work-related stress translates into employee resignation behavior.

3. Research Methodology

3.1 Research Design

This study employs a quantitative research design using a structured questionnaire to explore the relationship between occupational stress, burnout, and turnover intention among social workers in China. The study is cross-sectional in nature, utilizing convenience and snowball sampling methods for data collection. Statistical analysis is performed using SPSS 21.0 and Amos 24.0 to test the proposed relationships among the variables.

The design includes both primary and secondary components: a revised questionnaire derived from the “China Social Work Longitudinal Study (CSWLS2019)” conducted by East China University of Science and Technology, and a self-developed instrument tailored to the specific variables of this research.

3.2 Population and Sample

The target population for this study consists of social workers employed in Chinese social organizations and relevant government departments.

To recruit participants, the study used non-random convenience sampling and snowball sampling, where initial respondents were asked to complete the questionnaire and then refer additional qualified individuals within and outside their locality. This approach allows for rapid expansion of the sample base, ideal for hard-to-reach populations.

The survey was administered using Questionnaire Star, an online platform, resulting in 743 distributed questionnaires. After data cleaning, such as removing responses completed in under 100 seconds, 730 valid responses were retained for analysis.

3.3 Research Instruments

The study employs three main instruments, each corresponding to a specific variable:

3.3.1 Turnover Intention (Dependent Variable)

Turnover intention measures the subjective likelihood that an employee will leave their current job. Based on Liang Kaiguang’s (1999) resignation intention scale, three items were measured using a six-point Likert scale:

- I plan to leave my current institution within the next six months.
- I may leave my current institution in the next three years.
- I occasionally have thoughts about leaving my current institution.

3.3.2 Occupational Stress (*Independent Variable*)

Occupational stress in this study is captured through three dimensions, workload, role conflict, and compensation benefits, with a total of 10 items:

- Workload (Items 1–3): e.g., “I often have overtime,” “I am in an overloaded working state.”
- Role Conflict (Items 4–6): e.g., “My task assignments are unclear,” “I often have two or more leaders arranging my work.”
- Compensation Benefits (Items 7–10): e.g., “My salary and benefits are low,” “Because of salary issues, I often want to change jobs.”

3.3.3 Occupational Burnout (*Mediating Variable*)

Burnout is measured using the Chinese Maslach Burnout Inventory (CMBI), adapted from Li Yongxin, and includes 15 items grouped into three dimensions:

- Emotional Exhaustion (Items 1, 4, 7, 10, 13): e.g., “Work makes me feel physically and mentally exhausted.”
- Depersonalization (Items 2, 5, 8, 11, 14): e.g., “I don’t care about the inner feelings of service recipients.”
- Low Sense of Accomplishment (Items 3, 6, 9, 12, 15): e.g., “I can effectively solve the problems of service recipients.”

All items are rated on a Likert scale.

3.3.4 Control Variables

To account for alternative explanations, the following demographic variables were included as controls: gender, age, income, education level, marital status, and length of service.

3.4 Data Collection

The questionnaire was distributed electronically through Questionnaire Star, a popular online survey platform in China. Using a snowball sampling method, social workers from various local organizations were invited to participate. Each respondent, after completing the survey, was asked to recommend others who met the inclusion criteria. This process helped gather responses from a geographically and institutionally diverse sample.

The survey period yielded 743 responses, of which 730 were deemed valid after data cleaning processes that removed responses with unrealistic completion times. The resulting cross-sectional dataset was then prepared for statistical analysis.

3.5 Statistics Used for Data Analysis

The study utilized both SPSS 21.0 and Amos 24.0 to conduct statistical analyses. The procedures included:

- 1) Descriptive statistics to summarize demographic data and item responses.
- 2) Reliability analysis (e.g., Cronbach's alpha) to assess the internal consistency of the scales.
- 3) Correlation analysis to examine relationships among occupational stress, burnout, and turnover intention.
- 4) Regression analysis to test direct effects of stress and burnout on turnover intention.
- 5) Structural Equation Modeling (SEM) using Amos to assess the mediating effect of burnout on the relationship between occupational stress and turnover intention.

These analytical techniques ensured both the robustness and validity of the findings, enabling the study to test the proposed hypotheses and better understand the dynamics of social worker turnover.

4. Data Analysis and Findings

4.1 Introduction

The measurement scales of variables in this study are mature scales, and their reliability and validity have been tested. Therefore, formal questionnaire surveys can be conducted. This chapter conducts statistical analysis on the data obtained from the formal questionnaire survey, explores the relationship between variables and causal mechanisms, verifies the theoretical assumptions proposed by this research, and analyzes and discusses the results of testing.

4.2 Data Analysis of the Quantitative Data

4.2.1 Descriptive Analysis of Variables

This study distributed formal questionnaires to practitioners of social work in organizations and civil affairs systems in regions such as Guizhou, Guangxi, Guangdong, Anhui, Beijing, Shanghai, Zhejiang, Jiangsu, Sichuan, Chongqing, etc., with a total of 743 questionnaires issued and 730 valid questionnaires recovered, for an effective rate of 98.3%.

Table 1 Descriptive Statistics of Main Measurement Variables (N=730)

Variable Name	Mean	Standard Deviation	Skewness	Kurtosis
Occupational Stress	3.879	.7215	.299	.228
Turnover Intention	3.382	1.473	.060	-.801
Job Burnout	2.943	.950	.486	.773
Social Support	4.503	.904	-.485	.348
Job Satisfaction	4.202	1.011	-.204	-.138
Professional Identity	4.475	.880	-.446	.427

This study uses a Likert scale of six points for measuring the measurement scales of observed variables, with each number representing the degree to which the description of that item matches reality. "1" indicates very inconsistent, "2" indicates inconsistent, "3" indicates relatively inconsistent, "4" indicates relatively consistent, "5" indicates consistent, and "6" indicates very consistent; the higher the score, the stronger the attitude or tendency of the test subject towards this variable. As can be seen from Table 1, the mean values of all variables are between 3 and 5. The evaluation of the survey subjects is close to "relatively fitting", indicating that the survey subjects tend to give medium or higher evaluations on these indicators. According to the judgment criteria set by Ghiselli et al (1981), if the skewness is less than 2 and the kurtosis is less than 5, it can be judged that the sample data conforms to a normal distribution. As shown in Table 1, the skewness and kurtosis of the five variables are significantly lower than the judgment standard, which indicates that the sample data conforms to a normal distribution.

4.2.2 Reliability and Validity of the Scale

This study used Amos 24.0 version to conduct confirmatory factor analysis on the main latent variables involved in this research, and the results are shown in Table 5-3. The main latent variables include occupational stress, burnout, intention to leave, etc., among which occupational stress is estimated through four variables including workload, role conflict, professional identity, low compensation, etc. Through these four variables, occupational stress was estimated. By conducting confirmatory factor analysis, measurement indicators with load factors less than 0.6 were deleted, while those with load factors greater than 0.6 were retained to ensure the validity and reliability of the scale. The results showed that the Cronbach's α coefficients for the main latent variables such as occupational stress, burnout, intention to leave, social support, and job satisfaction were all much larger than 0.7 or close to 0.7, most of the scales had Cronbach's α coefficients between 0.7 and 0.9, P values less than 0.001, composite reliability (CR) values greater than 0.7, convergent validity (AVE) >0.5 , indicating that the measurement scales of these variables have excellent reliability, high consistency in internal measurement of each item, and strong reliability of questionnaire measurement tools. Data shows that the measurement indicators of each dimension have high reliability and validity, and the Cronbach's α value of all indicators is within an acceptable range. The internal consistency and convergent validity of the scales were also high, as indicated by Cronbach's α (CA) and average variance extracted (AVE). The factor loadings for most items were relatively high, indicating that each item was strongly representative of its corresponding dimension. All P values were ***, suggesting significant correlations among all items. These scales can effectively measure their respective constructs and can be used as reliable tools in further research and analysis.

The average variance extracted (AVE) of each dimension was greater than 0.5, indicating that the measurement model had good convergent validity for all dimensions.

4.2.3 Model Fit Test

The study used the maximum likelihood estimation method in AMOS 24.0 software to use structural equation models for the inspection, data and model fitting indicators are as follows: $\chi^2 = 178.791$, $df = 62$, $\chi^2/df = 2.884$, SRMR = 0.035, RM-SEA = 0.051, CFI = 0.975, IFI = 0.975, AGFI = 0.942, TLI = 0.964, GFI = 0.966. All major fit indices were greater than 0.9, and the dissimilarity index SRMR = 0.035, RM-SEA = 0.051 was less than 0.08, indicating that all fit indices reached a good level, and the overall model fit effect was excellent as shown in Table 2.

Table 2 Model Fit Indices

Fit Index	χ^2/df	SRMR	RMSEA	GFI	AGFI	IFI	CFI	TLI
Reference Value	≤ 3	<0.080	<0.080	>0.900	>0.900	>0.900	>0.900	>0.900
Test Value	2.884	0.0350	0.051	0.966	0.942	0.975	0.975	0.964

4.2.4 Path Analysis

The path analysis in SEM is used to explore direct and indirect relationships between variables. It can simultaneously analyze complex relationships among multiple variables, including both direct and indirect effects. Path analysis is an important part of structural equation modeling (SEM), through which we can reveal the direct and indirect relationships between variables. The paths are represented by arrows or chains connecting variables. Each path represents a hypothesized association that could be either direct or indirect. A direct path connects one independent variable with one dependent variable, indicating how changes in the independent variable affect the dependent variable. An indirect path indicates that a variable influences another variable indirectly via one or more other variables. This type of path often involves mediator variables, where each path has

A path coefficient indicates the strength and direction of the relationship between variables. Path coefficients can be positive (indicating a positive correlation), negative (indicating a negative correlation), or zero (indicating no relationship).

One of the goals of path analysis is to verify the model fit, that is, observe the consistency between data and model prediction. Through structural equation models, it can evaluate the significance of each path, standardized path coefficients, as well as overall model fit indices (such as chi-square test, RMSEA, CFI, etc.).

This study mainly explores the impact of independent variable occupational stress (X) on turnover intention (Y), which has a direct effect (X0Y), and the mediating variable is occupational burnout (M), also has an indirect effect (X0MoY). First, Amos24.0 software was used to analyze the path of the model, with results shown in Table 3.

Table 3 Path Analysis of the Research Model (N=730)

Path	Unstandardized Coefficient	S.E.	Z-value	P	Standardized Coefficient	Label
Job Burnout <--- Occupational Stress	0.234	0.038	6.101	***	0.248	a
Turnover Intention <--- Job Burnout	0.54	0.063	8.54	***	0.339	b
Turnover Intention <--- Occupational Stress	0.319	0.057	5.644	***	0.212	c

The path of occupational stress to burnout showed a moderate positive effect on burnout. The Z value was 6.101, which is much greater than 1.96, indicating that the path coefficient was significant.

The path from occupational burnout to job turnover intention showed that Z value was 8.54, which is much greater than 1.96, indicating significant path coefficient. P-value marked as *** with significance level less than 0.001 confirmed the significance of this path.

The path of occupational stress to intention to leave shows that Z value is 5.644, which is much greater than 1.96, indicating a significant path coefficient. The P-value marked as *** with significance level less than 0.001 confirms the significance of this path.

The P values of all path coefficients were less than 0.001, indicating that occupational stress had a significant positive effect on burnout and turnover intention, while burnout also had a significant positive effect on turnover intention. This suggests that burnout plays an important mediating role between occupational stress and turnover intention.

Overall, occupational stress not only directly increases the tendency to leave but also indirectly increases it by increasing occupational burnout. Therefore, reducing occupational stress and occupational burnout may be effective measures for reducing employees' tendency to leave.

4.2.5 Mediation Effect of Occupational Burnout, Direct and Indirect Effects

To further test the mediating effect, this paper uses Amos24.0 to analyze the model and verify it by using confidence interval method. The results are shown in Table 4.

Table 4 Results of the Bootstrap Test for the Mediating Effect of Career Burnout on the Relationship between Job Stress and Turnover Intention (N=730)

Path Relationship	Point Estimate	Product of Coefficient	Bootstrapping 1000 Times	95% CI	Effect Proportion (%)
	SE	Z	Lower	Upper	Lower
Indirect Effects					
Job Stress → Career Burnout → Turnover Intention	0.126	0.025	5.040	0.079	0.179
Direct Effects					
Job Stress → Turnover Intention	0.319	0.066	4.833	0.192	0.449
Total Effects					
Job Stress → Turnover Intention	0.445	0.065	6.846	0.323	0.576

The indirect effect of occupational stress on turnover intention through burnout was significant, with an estimated value of 0.126 and a standard error of 0.025, $Z = 5.040$, and its 95% confidence interval (CI) [0.079, 0.179] and percentile CI [0.077, 0.175] did not include zero, indicating that this indirect effect is statistically significant.

The direct effect of occupational stress on intention to quit was significant, with a point estimate of 0.319 and standard error of 0.066, Z value of 4.833, and both 95% confidence interval (0.192, 0.449) and percentile confidence interval (0.192, 0.452) not including zero, indicating that this direct effect is statistically significant.

The total effect of occupational stress on intention to quit was significant, with a point estimate of 0.445 and standard error of 0.065, Z value of 6.846, and both 95% confidence interval (0.323, 0.576) and percentile confidence interval (0.325, 0.580) not including zero, indicating that this total effect is statistically significant.

The total effect of occupational stress on turnover intention was mediated by burnout, accounting for 28.31%, and direct effects accounted for 71.69%. This suggests that although the direct effect of occupational stress on turnover intention is predominant, burnout as a mediator also plays an important role in this relationship.

Burnout plays a significant mediating role between occupational stress and turnover intention. Specifically, occupational stress not only directly increases turnover intention but also further enhances it by increasing burnout.

Table 5 Path Analysis of the Research Model

Path	Unstandardized Coefficients	S.E.	Z-value	P	Standardized Coefficients	SMC
Career Burnout <-- Job Stress	0.693	0.041	16.733	***	0.527	0.277
Turnover Intention <--- Career Burnout	0.764	0.056	13.704	***	0.492	0.32
Turnover Intention <--- Job Stress	0.247	0.073	3.361	***	0.121	

Occupational stress had a significant positive effect on occupational burnout ($p < 0.001$), with a standardized coefficient of 0.527. Occupational stress explained 27.7% of the variance in occupational burnout ($SMC = 0.277$). Hypothesis H2 was confirmed, that is, occupational stress had a significant positive effect on occupational burnout.

Burnout had a significant positive effect on turnover intention ($p < 0.001$), with a standardized coefficient of 0.492. Occupational stress also had a significant positive effect on turnover intention ($p < 0.001$), with a standardized coefficient of 0.121. Burnout and occupational stress together explained 32.0% of the variance in turnover intention ($SMC = 0.32$). Hypothesis H3 was confirmed, that is, burnout has a significant positive effect on turnover intention.

Occupational burnout was significantly positively affected by occupational stress. That is, the greater the occupational pressure, the higher the degree of occupational burnout. The tendency to resign was mainly significantly positively influenced by occupational burnout. In addition, occupational pressure also had a significant positive impact on the tendency to resign, but its influence was not as significant as that of occupational burnout. Hypothesis H1 was verified, i.e., occupational pressure has a significant positive effect on the tendency to resign.

4.4 Summary of the Results

This study aimed to examine the relationship between occupational stress, occupational burnout, and turnover intention among social workers in China. A total of 730 valid questionnaires were collected and analyzed using SPSS and Amos. The descriptive analysis showed that all key variables, occupational stress, burnout, turnover intention, job satisfaction, social support, and professional identity, had average scores ranging from 3 to 5 on a six-point Likert scale, indicating that respondents generally reported moderate to high levels across these dimensions. Furthermore, the skewness and kurtosis values indicated a normal distribution of the data, meeting statistical assumptions for further analysis.

Reliability and validity testing confirmed that all measurement scales demonstrated strong internal consistency (Cronbach's $\alpha > 0.7$), high composite reliability ($CR > 0.7$), and satisfactory convergent validity ($AVE > 0.5$). The measurement model exhibited good fit with all key indicators (e.g., $CFI = 0.975$, $RMSEA = 0.051$) falling within acceptable thresholds.

Path analysis revealed that occupational stress had a significant positive effect on both burnout and turnover intention, and burnout itself had a strong positive influence on turnover

intention. The mediation analysis further confirmed that burnout partially mediated the relationship between occupational stress and turnover intention. Specifically, 28.31% of the total effect of occupational stress on turnover intention was mediated by burnout, while 71.69% was a direct effect.

In summary, the findings validated all three hypotheses: (H1) occupational stress significantly increases turnover intention; (H2) occupational stress significantly increases burnout; and (H3) burnout significantly increases turnover intention. These results highlight the critical role burnout plays in linking job stress to resignation intentions, underscoring the importance of stress management and burnout prevention strategies in social work organizations.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study aimed to explore how various work-related factors influence occupational burnout and, in turn, affect employees' intention to leave. Drawing on data collected from 730 social work practitioners in regions including Guizhou, Guangxi, Guangdong, Anhui, Beijing, Shanghai, Zhejiang, Jiangsu, Sichuan, and Chongqing, the findings demonstrate that occupational stress significantly predicts both job burnout and turnover intention. More importantly, job burnout serves as a mediating variable between occupational stress and turnover intention. Among the components of occupational stress, workload, role conflict, and compensation were found to be key contributing factors. The study validates the theoretical assumption that stress and burnout are strongly linked to an employee's desire to leave, confirming that burnout not only reflects the consequence of workplace stress but also intensifies its impact on resignation intentions.

5.2 Discussion

The analysis confirms that occupational stress plays both a direct and indirect role in influencing turnover intention, with job burnout acting as a significant mediator. The direct impact of stress is evident in the way increased workload, ambiguous roles, and insufficient compensation contribute to the psychological strain experienced by social workers. Many respondents reported frequent overtime, large numbers of service recipients, and overwhelming work responsibilities, which collectively contributed to emotional exhaustion, a core component of burnout. Role conflict, often arising from unclear task allocation and multiple sources of supervision, also led to increased stress and burnout, although its direct influence on the decision to leave was not as strong. Moreover, compensation emerged as a critical factor; when employees perceived their salaries to be below industry standards or inconsistent with their workload, their dissatisfaction translated into higher levels of burnout and greater intentions to resign. A lack of professional identity further deepened this problem, as individuals who felt their roles lacked social value or recognition experienced reduced motivation and engagement. Together, these findings emphasize the need to address both environmental and psychological conditions in the workplace to mitigate turnover risk.

5.3 Recommendation

Based on the findings, several strategies should be considered to reduce burnout and turnover intention among social workers. First, it is essential to reduce excessive workload by ensuring that work assignments are fairly distributed and aligned with employees' capacities. Avoiding chronic overwork and allowing time for recovery can mitigate emotional exhaustion and reduce the

likelihood of burnout. Second, organizations should work to reduce role conflict by clarifying job descriptions, minimizing overlapping responsibilities, and streamlining lines of authority to avoid confusion and redundancy. Establishing clearer communication between managers and staff can help alleviate tension and promote a more cohesive working environment. Third, enhancing professional identity can be an effective way to strengthen employees' commitment. This can be achieved through training, recognition, and career advancement opportunities that affirm the value of social work and its contributions to society. Fourth, improving salary and benefits is crucial. Ensuring fair compensation that aligns with the workload and is delivered in a timely manner will reduce stress and improve job satisfaction. Finally, organizations must take job burnout seriously by regularly monitoring employee well-being, conducting mental health assessments, and offering support mechanisms such as counseling or stress-relief programs. By implementing these measures, social work organizations can create a more supportive and sustainable work environment that reduces stress, prevents burnout, and retains valuable personnel.

References

- Anna, F. B., Coetzee, S. K., & Klopper, H. C. (2022). The association between the practice environment and selected nurse educator outcomes in public nursing education institutions: A cross-sectional study. *Nurse Education in Practice*, 58.
- Khan Kelly, L., & Lefton, C. (2017). Effect of meaningful recognition on critical care nurses' compassion fatigue. *American Journal of Critical Care*.
- March, P.-L., A. (2018). Work stress, personality traits, and cortisol secretion: Testing a model for job burnout. *Work (Reading, Mass)*.
- Mobley, W. H., Griffeth, R. W., Hand, H. H., & Meglino, B. M. (1979). A review and conceptual analysis of the employee turnover process. *Psychological Bulletin*, 86(3), 493–522.
- Wang, S. B. (2014). *Introduction to social work* (3rd ed.). Higher Education Press.
- Xueyun, Z., Al Mamun, A., & Masukujjaman, M. (2023). Modelling the significance of organizational conditions on quiet quitting intention among Gen Z workforce in an emerging economy. *Scientific Reports*, 13, 15438.
- Zhang, Y. C., & Han, Y. Q. (2007). Descriptive analysis and review of foreign employee turnover research literature. *Technology Economics*, 8, 13–23.

**Research on M&A Motivation and Performance of
Pharmaceutical Retail Industry - Taking Jianzhijia's
Acquisition of Tang Dynasty Medicine as an Example**

by

Suping Li¹ and Zhaomei Chi
Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 190897507@qq.com¹

IJMBE International Journal of
Management, Business, and Economics

Research on M&A Motivation and Performance of Pharmaceutical Retail Industry - Taking Jianzhijia's Acquisition of Tang Dynasty Medicine as an Example

by

Suping Li¹ and Zhaomei Chi

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 190897507@qq.com¹

Abstract

This study investigates the motivations, performance outcomes, and strategic implications of Jianzhijia's acquisition of Tangren Pharmaceutical, with the aim of providing insights into the role of mergers and acquisitions (M&A) in the development of China's pharmaceutical retail industry. Against the backdrop of industry consolidation, government policy support, and intensifying market competition, Jianzhijia pursued M&A as a strategic approach to expand its market share and enhance operational competitiveness. A mixed-methods approach was adopted, utilizing event study analysis to assess short-term market reactions, the Economic Value Added (EVA) method for evaluating long-term value creation, financial ratio analysis for measuring operational performance, and non-financial indicators to assess strategic positioning. The findings reveal that Jianzhijia achieved a 9.65% cumulative excess return shortly after the acquisition, indicating positive investor sentiment. Over the long term, EVA and net profit consistently increased, reflecting improved value creation. Non-financial performance metrics also highlight significant regional expansion and enhanced market presence, particularly in northern China. However, the acquisition also introduced financial challenges. Declining debt-paying and operational efficiency ratios suggest post-merger financial strain. Integration issues, overvaluation of assets, and cultural misalignment contributed to underperformance in key areas. These challenges underscore the importance of rigorous pre-merger due diligence, diversified financing strategies, and structured post-merger integration. Based on these findings, the study proposes targeted recommendations across three M&A stages: strengthening early preparation, enhancing mid-stage integration, and promoting post-merger innovation. The case of Jianzhijia offers practical reference value for pharmaceutical retail enterprises considering M&A as a growth strategy. It contributes to the academic discourse on corporate strategy and provides actionable insights for navigating the complexities of industry consolidation in China's healthcare sector.

Keywords: Jianzhijia, Mergers and Acquisitions, Pharmaceutical Retail, EVA, Financial Analysis

1. Introduction

1.1 Background and Importance of the Problem

According to statistics from the China National Medical Products Administration, the pharmaceutical retail industry in China has experienced significant growth. By the end of 2021, there were 589,700 pharmacies across the country, consisting of 337,400 retail chain stores and 252,300 individual pharmacies. The proportion of chain pharmacies reached 57.22%, marking an increase of 0.72% from 2020. This indicates a growing trend of industry concentration and chain development.

In the "Guiding Opinions on Promoting the High Quality Development of the Drug Circulation Industry during the 14th Five-Year Plan Period", the Chinese government set a goal for the sector: by 2025, cultivate 5–10 specialized and diversified drug retail chain enterprises with valuations exceeding 50 billion yuan and increase the retail chain rate to approximately 70%. These initiatives highlight the state's support for integration and structural upgrading within the pharmaceutical retail sector.

As a listed company, Jianzhijia (605266) has demonstrated a solid trajectory of development. However, the company continues to face intense pressure related to survival and growth due to fierce market competition and evolving policy dynamics. In response, Jianzhijia has looked toward mergers and acquisitions (M&A) as a strategy to expand its business scale and enhance market share. Notably, in June 2024, the company announced a strategic shift to reduce its annual store expansion plan. This adjustment aims to focus more resources on enhancing the performance of existing stores, thereby improving their competitiveness and long-term viability.

1.2 Research Question

This study seeks to address the following key question: what are the motivations, performance outcomes, and implications of Jianzhijia's acquisition of Tangren Pharmaceutical, and how can this case inform the broader pharmaceutical retail industry's M&A practices and development?

1.3 Research Objective

This research is structured around five main objectives:

1) Reveal the Motives Behind Mergers and Acquisitions:

Analyze the background and strategic motivation behind Jianzhijia's acquisition of Tangren Pharmaceutical. This includes examining the driving forces from perspectives of market competition, industry policy trends, and the company's internal development strategies. By understanding the rationale behind such decisions, the research aims to uncover the internal logic guiding M&A activities in the pharmaceutical retail sector.

2) Evaluate the Performance of the Acquisition:

Employ multiple evaluation methods, such as event study analysis, EVA (Economic Value Added), financial indicator analysis, and non-financial performance metrics, to assess both short-term and long-term impacts of the acquisition. This includes evaluating how the acquisition has influenced Jianzhijia's financial performance, operational efficiency, and market competitiveness, and whether it has achieved the intended strategic goals.

3) Summarize Successful Experiences and Shortcomings:

Through an in-depth review of the M&A process, identify both the strengths and weaknesses in Jianzhijia's acquisition of Tangren Pharmaceutical. Issues such as inadequate post-merger integration, unrealized synergies, and financial risk exposure will be analyzed. Based on this, constructive suggestions will be proposed to improve future M&A activities.

4) Provide Industry References:

Use this case as a reference point for other enterprises in the pharmaceutical retail industry considering or engaging in mergers and acquisitions. By analyzing the motives and performance outcomes of this acquisition, the research aims to uncover common patterns and critical success factors in M&A strategies, helping other companies improve their planning and execution.

5) Promote Industry Development:

This study aims to contribute theoretical insights and practical guidance to support the broader development of the pharmaceutical retail industry. It explores how M&A can be leveraged to integrate resources, increase industry concentration, enhance competitiveness, and promote a more standardized, specialized, and high-quality growth model within the industry.

2. Literature Review

2.1 Related Concepts and Theories

Corporate mergers and acquisitions (M&A) are strategic moves that allow companies to grow, gain market access, acquire new technologies, and improve resource allocation. Several theoretical frameworks support M&A motivations, including the resource-based view, synergy theory, and institutional theory. According to Wang et al. (2022), Chinese companies emphasize acquiring intangible assets like technology and patents, aligning with the resource-based perspective. Institutional theory is relevant when considering findings by Xu and Li (2022), who noted that external macroeconomic conditions strongly influence M&A motivations.

In evaluating M&A performance, multiple conceptual tools are used. Marieta et al. (2021) adopted Environmental, Social, and Governance (ESG) frameworks to assess sustainable development outcomes post-merger. Alternatively, financial and accounting-based approaches, such as factor analysis and the event study method, are used to analyze short- and long-term performance changes (Gui et al., 2020; Yang, 2020). The Economic Value Added (EVA) model has emerged as a more comprehensive financial evaluation tool. Scholars such as Chen (2024), Wang (2024), and Liu (2024) advocate for EVA's ability to capture value creation by considering the cost of capital, going beyond traditional financial metrics.

2.2 Literature Surveys

Wang et al. (2022) compared M&A motivations between Chinese and American firms, revealing that while both prioritize market and resource acquisition, Chinese firms are more focused on the intangible assets of target companies and less on financial performance. Xu and Li (2022) observed that economic conditions significantly affect M&A motivations, when external environments are stable, M&A incentives strengthen.

In terms of performance evaluation, Marieta et al. (2021) developed quantitative indicators and ESG metrics to analyze post-merger corporate value. Gui et al. (2020) used factor analysis to

compare average performance levels before and after M&A. Yang (2020) emphasized the limitations of event study methods when information disclosure is incomplete, advocating instead for asset return index-based evaluations.

Nnadi et al. (2020) applied a market model to assess abnormal returns and investor reactions to M&A announcements. Ye and Long (2021) argued that different approaches should be used for short-term and long-term performance evaluations, reinforcing the importance of methodological alignment.

Sector-specific studies, particularly in pharmaceuticals, highlight the role of technology-driven M&A. Zhang et al. (2020) used both financial indicator and event study methods, using asset return rate and profit margin as key metrics, to show that technological M&A supports innovation through resource integration. Dong (2020) applied regression analysis, concluding that the growth capability of pharmaceutical retail firms positively correlates with M&A success.

EVA analysis has become increasingly relevant in recent years. Chen (2024) applied EVA to assess WuXi AppTec's investment value and demonstrated its strength in capturing real value creation. Wang (2024) evaluated strategic M&A performance in agricultural machinery firms using EVA, while Liu (2024) applied it in analyzing Hikvision's mixed ownership reform. Wang and Liu (2024) combined EVA with the Balanced Scorecard (EVA-BSC), concluding that integrated frameworks provide more comprehensive and scientific evaluations of corporate performance.

2.3 Conceptual Framework

Based on the literature review, a conceptual framework is developed as follows:

1) M&A Motivation: Influenced by internal strategic needs (e.g., technological acquisition, market access) and external environmental factors (e.g., macroeconomic conditions, policy incentives) (Wang et al., 2022; Xu & Li, 2022).

2) Performance Evaluation:

- Short-term: Captured using event study methods and market reaction models (Nnadi et al., 2020).
- Long-term: Assessed through financial indicators (e.g., asset return, profit margin) and advanced models like EVA (Yang, 2020; Chen, 2024).

3) Sectoral Focus: Particularly in pharmaceutical M&A, technology-driven integration improves innovation and profitability (Zhang et al., 2020; Dong, 2020).

4) Sustainability and Strategic Value: ESG and EVA frameworks serve as robust tools to capture both financial and non-financial aspects of M&A success (Marieta et al., 2021; Wang & Liu, 2024).

2.4 Research Hypothesis

Based on the above conceptual framework and literature insights, the following hypotheses are proposed:

H1: External macroeconomic conditions significantly influence the motivations for corporate mergers and acquisitions (Xu & Li, 2022).

H2: Chinese enterprises prioritize the acquisition of intangible assets over financial performance in overseas M&A (Wang et al., 2022).

H3: Technology-driven M&A positively affects the innovation capacity and financial performance of acquiring firms (Zhang et al., 2020; Dong, 2020).

H4: EVA provides a more accurate measure of value creation post-merger than traditional financial indicators (Chen, 2024; Wang, 2024; Liu, 2024).

H5: Combining EVA with ESG or Balanced Scorecard methods enhances the comprehensiveness of post-M&A performance evaluations (Marieta et al., 2021; Wang & Liu, 2024).

3. Research Methodology

3.1 Research Design

This study adopts a mixed-methods research design that combines both qualitative and quantitative approaches to comprehensively evaluate the performance of Jianzhijia's acquisition of Tangren Pharmaceutical. The qualitative component focuses on understanding the strategic intent, motivations, and integration process of the M&A, while the quantitative component analyzes financial performance before and after the acquisition using established financial metrics and evaluation tools. This dual approach enables a deeper exploration of both tangible and intangible impacts of M&A activities, ensuring that the research findings are well-rounded and robust.

3.2 Population and Sample

The study focuses on a single-case analysis of Jianzhijia's acquisition of Tangren Pharmaceutical, a prominent event within the pharmaceutical retail industry. This case was selected due to its representativeness and data availability, making it a suitable sample for exploring the broader dynamics and performance implications of M&A in this sector. While the study centers on one enterprise, the insights derived are intended to reflect generalizable patterns and offer guidance for other companies considering similar M&A strategies in the same or related industries.

3.3 Research Instruments

The research primarily employs three instruments:

1) Literature Analysis Framework: Relevant literature was collected from authoritative academic databases such as China National Knowledge Infrastructure (CNKI), Wanfang Database, and Google Scholar to establish a solid theoretical and analytical base. This framework was used to examine M&A motivations, performance evaluation methods, and trends within the pharmaceutical retail sector.

2) Financial and Strategic Evaluation Tools: Quantitative analysis was conducted using tools such as financial indicators (e.g., asset return rate, profit margin), Economic Value Added (EVA) analysis, and event study methodology to measure the pre- and post-merger performance.

3) Qualitative Case Analysis Framework: The M&A process, motives, and integration practices were assessed through descriptive analysis of the Jianzhijia–Tangren case, focusing on strategic relevance and key decision-making points.

3.4 Data Collection

Data was collected from both secondary sources and company disclosures:

1) Academic literature was reviewed to construct the theoretical framework and identify evaluation methods relevant to M&A performance.

2) Annual reports, financial statements, and industry reports of Jianzhijia and Tangren Pharmaceutical were examined to gather specific financial and strategic data related to the M&A event.

3) Industry databases and financial news sources were also utilized to understand the broader market and regulatory context in which the M&A occurred.

This combination of data sources ensured the scientific rigor and reliability of the analysis, providing a comprehensive foundation for evaluation.

3.5 Statistics Used for Data Analysis

The quantitative component of the study employed descriptive and inferential statistics to assess M&A performance:

1) Financial indicators such as asset return rate and profit margin were calculated to compare pre- and post-merger financial outcomes.

2) EVA analysis was used to assess value creation by incorporating capital cost, thereby offering a more accurate measure of economic performance.

3) Event study methodology was applied to analyze market reactions and abnormal returns surrounding the M&A event.

These statistical techniques enabled a multidimensional assessment of M&A effectiveness, ensuring that both short-term market responses and long-term performance changes were captured.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents a comprehensive analysis of the data collected to evaluate the performance of Jianzhijia following its acquisition of Tangren Pharmaceutical. The aim is to assess the impact of the merger and acquisition (M&A) both in the short term and long term, using a combination of quantitative financial data and non-financial performance indicators. The analysis begins with the application of the event study method to examine the short-term market response to the acquisition, focusing on the changes in stock returns during the event window. The cumulative excess return (CAR) is calculated to determine the market's immediate reaction to the merger

announcement. Subsequently, the study utilizes the Economic Value Added (EVA) index method to evaluate the long-term value creation of the company post-acquisition. This includes detailed calculations of Net Operating Profit After Tax (NOPAT), adjusted total capital, and the Weighted Average Cost of Capital (WACC) over the years following the merger. In addition, the chapter conducts a financial ratio analysis to measure Jianzhijia's debt-paying ability, operational efficiency, profitability, and growth capability from 2019 to 2023. This section helps to reveal changes in the company's financial health and performance trends over time. Furthermore, the chapter examines non-financial performance metrics, including regional expansion, changes in market position, and pricing of M&A assets. These indicators provide insights into how the acquisition has influenced the company's strategic development and market competitiveness beyond financial outcomes. Overall, the findings presented in this chapter offer a multi-dimensional perspective on the effects of the acquisition, combining quantitative data with qualitative interpretation to support the evaluation of Jianzhijia's M&A strategy and its implications for future growth and risk management.

4.2 Data Analysis of the Quantitative Data

4.2.1 Short term M&A Performance Analysis

Application of Event Study Method

Event study method is an effective tool for evaluating the short-term performance of corporate mergers and acquisitions, which measures the market's response to merger and acquisition events by calculating the cumulative excess return (CAR). This study selected the five trading days before and after the announcement of the merger on the official website of Jianzhijia as the event window period, and estimated the expected return using the Capital Asset Pricing Model (CAPM) from 110 to 10 trading days before the merger announcement date. The excess return and cumulative excess return were then calculated.

Window Period Profit Calculation

According to the data provided by the Ruisi database, the expected and actual returns of the 10 days before and after the merger of Jianzhijia were obtained through linear regression analysis. The calculation results are shown in the following table:

Table 1 Comparison of Expected and Actual Returns during the Window Period

Date	Expected Rate of Return	Real Rate of Return
2022/8/16	1.03%	0.32%
2022/8/17	-0.21%	6.34%
2022/8/18	0.31%	0.35%
2022/8/19	1.12%	1.74%
2022/8/20	0.07%	-1.40%
2022/8/21	0.55%	-2.38%
2022/8/22	-0.81%	0.33%
2022/8/23	1.25%	2.25%
2022/8/24	-0.93%	-0.84%
2022/8/25 Merger and Acquisition Day	0.87%	2.24%
2022/8/26	0.38%	1.31%
2022/8/27	0.67%	2.45%
2022/8/28	0.82%	2.26%

2022/8/29	-0.13%	0.62%
2022/8/30	-0.34%	0.40%
2022/8/31	-1.22%	-3.60%
2022/9/1	1.44%	2.26%
2022/9/2	0.75%	2.31%
2022/9/3	0.74%	0.58%
2022/9/4	0.75%	-0.78%

Note: Calculating and Organizing based on the Ruisi Database

Through calculation, the excess return rate during the window period is relatively stable, with a cumulative excess return rate of 9.65%, and the entire window period is positive, indicating that the market supports the acquisition of Tangren Pharmaceutical by Jianzhijia and its short-term performance is good.

4.2.2 Long Term Performance Analysis of Mergers and Acquisitions

Analysis of EVA Index Method

The EVA index method comprehensively considers the cost of capital and can more accurately measure the value creation ability of enterprises. The calculation formula is: Economic Value Added (EVA)=NOPAT (Net Operating Profit After Tax) - WACC (Weighted Average Cost of Capital) × TC (Invested Capital).

Calculation of Net Operating Profit After Tax

The calculation formula for net operating profit after tax is: net operating profit after tax=(net profit and interest expenses and income tax expenses) × (1-T) and non operating expenses - non operating income and increase in deferred income tax liabilities and increase in deferred income tax assets and asset impairment losses. According to the relevant data of Jianzhijia from 2019 to 2023, it is calculated that:

Table 2 Calculation Results of After-Tax Net Operating Profit (Unit: Ten Thousand Yuan)

Year	Net Operating Profit After Tax
2019	16249.4
2020	20976.4
2021	28658.775
2022	35537.95
2023	46395.9

Note: Compiling from the Annual Reports of Dongfang Wealth Network and Jianzhijia

Calculation of Adjusted Total Capital

The calculation formulas for equity capital and debt capital are as follows:

Equity capital=owner's equity and provision for impairment of assets - construction in progress and deferred tax liabilities - deferred tax assets

Debt capital=short-term borrowings and trading financial liabilities and non current liabilities due within one year and long-term borrowings and payable bonds and long-term payables

The calculation results are shown in the following table:

Table 3 Calculation Results of Total Capital (Unit: Ten Thousand Yuan)

Year	Equity Capital	Debt Capital	Total Capital
2019	58840.6	5599.2	64440.6
2020	171637.6	10472.0	182109.6
2021	183752.0	5523.0	189275.0
2022	241070.7	32070.0	273140.7
2023	266605.2	85179.9	351785.2

Note: Compiling from the Annual Reports of Dongfang Wealth Network and Jianzhijia

Weighted Average Cost of Capital Calculation

The formula for calculating the weighted average cost of capital is: $WACC = (D/E) \times K_d \times (1 - T_c)$ and $(E/D) \times K_e$. According to relevant data calculations:

Table 4 Capital Cost Calculation Results

Year	Weighted Average Cost of Capital (%)
2020	18.41
2021	4.11
2022	3.59
2023	3.61

Note: Compiling from the Annual Report of Jianzhijia on Oriental Wealth Network and the Official Website of Bank of China

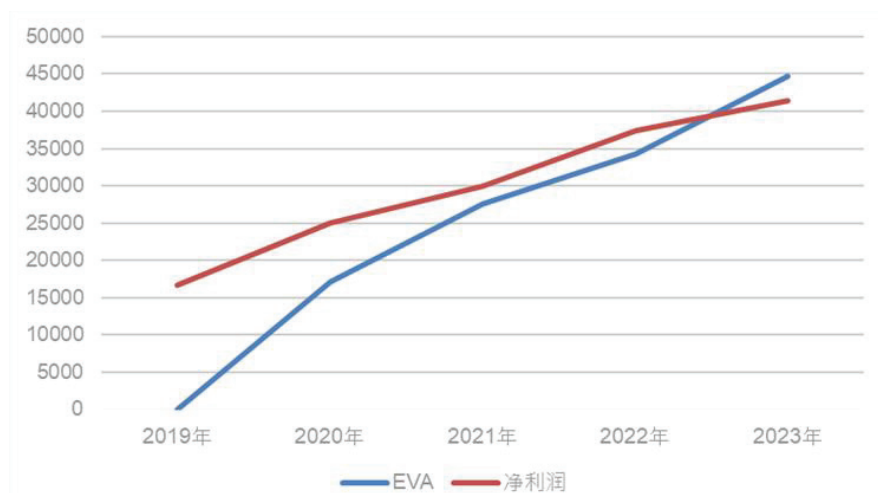
EVA Calculation and Analysis

According to the above data, the EVA values are calculated as shown in the following table:

Table 5 EVA Values

Year	EVA (Unit: Ten Thousand Yuan)
2020	17114.64
2021	27480.90
2022	34262.14
2023	44721.01

Note: Compiling from the Choice Financial Database and the Official Website of Bank of China



Note: Calculating and Organizing based on the Choice Financial Database and the Annual Report of Dongfang Wealth Jianzhijia

Figure 1 Trend of EVA Value and Net Profit of Jianzhijia

From the trend of EVA value changes, it can be seen that the EVA value of Jianzhijia continues to increase after the merger, indicating a significant improvement in the company's value creation ability, and the merger has played a positive role in the company's development.

4.2.2 Financial Analysis

Debt Paying Ability Analysis

Debt paying ability is an important indicator for measuring the financial health of a company. The financial indicators related to the debt paying ability of Jianzhijia before and after the merger are shown in the following table:

Table 6 Analysis of Specific Indicators of Jianzhijia's Debt Repayment Ability from 2019 to 2023

Year	Current Ratio	Quick Ratio	Cash Flow Ratio	Asset Liability Ratio	Equity Ratio
2019	1.027	0.58	0.248	71.05	2.454
2020	1.625	1.2	0.184	50.94	1.038
2021	1.031	0.568	0.307	63.69	1.754
2022	0.932	0.42	0.282	73.37	2.755
2023	0.81	0.322	0.211	71.41	2.497

Note: Compiling from the Annual Report of Oriental Wealth Jianzhijia

From the perspective of short-term solvency, after going public in 2020, Jianzhijia's current ratio and quick ratio both reached their highest values, but have been declining year by year since then. From 2021 to 2023, both the current ratio and quick ratio showed a downward trend, indicating that Jianzhijia's short-term solvency has weakened. The cash flow ratio did not recover to the pre merger level after the merger, indicating that the company's financial condition was greatly affected by the merger. From the perspective of long-term debt paying ability, both the asset liability ratio and

equity ratio have shown an upward trend, with the asset liability ratio increasing from 50.94% in 2020 to 71.41% in 2023, indicating that the proportion of total liabilities in total assets of enterprises is constantly increasing, and financial risks are gradually increasing. When acquiring Tangren Pharmaceutical, Jianzhijia paid a large amount of cash, of which 60% came from bank loans, which is also an important reason for the significant increase in asset liability ratio.

Analysis of Operational Capability

The operational performance indicators of Jianzhijia after acquiring Tangren Pharmaceutical are shown in the following table:

Table 7 Specific Indicator Analysis of Jianzhijia's Operating Capacity from 2019 to 2023

Year	Accounts Receivable Turnover Rate (Times)	Inventory Turnover Rate (Times)	Total Asset Turnover Rate (Times)
2019	23.56	4.024	1.915
2020	29.85	4.419	1.635
2021	26.53	3.626	1.206
2022	18.34	2.92	1.011
2023	17.6	2.566	0.927

Note: Compiling from the Annual Report of Oriental Wealth Jianzhijia

After the merger, the inventory turnover rate of Jianzhijia showed a downward trend, indicating that the company's inventory management level has not significantly improved, and the problem of inventory backlog is more prominent. The accounts receivable turnover rate is also lower than the industry average, and shows a downward trend after mergers and acquisitions, indicating that the company's sales revenue collection speed is slow. Although the total asset turnover rate is higher than the industry average, it is showing a downward trend, indicating a decrease in the efficiency of enterprise asset utilization.

Profitability Analysis

The profitability indicators of Jianzhijia's acquisition of Tangren Pharmaceutical are shown in the following table:

Table 8 Analysis of Specific Indicators of Profitability of Jianzhijia from 2019 to 2023

Year	Return on Equity (%)	Return on Total Assets (%)	Gross Profit Margin (%)	Net Profit Margin (%)
2019	32	9.03	35.15	4.71
2020	31.79	9.13	33.69	5.58
2021	16.7	6.89	35.83	5.72
2022	16.2	5.04	36.14	4.98
2023	15.22	4.23	35.88	4.56

Note: Compiling from the Annual Report of Oriental Wealth Jianzhijia

After the merger, the total asset return rate of Jianzhijia showed a continuous downward trend, indicating that the expansion speed of the company's asset scale exceeded the growth rate of revenue. The gross profit margin and net profit margin have remained stable, indicating that the company has performed well in cost control and sales profit maintenance, but the return on assets and shareholder investments has decreased significantly.

Development Capability Analysis

The development capability indicators of Jianzhijia after acquiring Tangren Pharmaceutical are shown in the following table:

Table 9 Analysis of Specific Indicators for the Development Capacity of Jianzhijia from 2019 to 2023

Year	Total Asset Growth Rate (%)	Net Profit Growth Rate (%)	Revenue Growth Rate (%)	Growth Rate of Owner's Equity (%)
2019	18.17	25.32	27.57	29.12
2020	73.81	50.00	26.58	194.51
2021	50.33	19.99	17.21	11.24
2022	79.99	21.43	43.54	35.19
2023	6.93	44.89	38.03	13.87

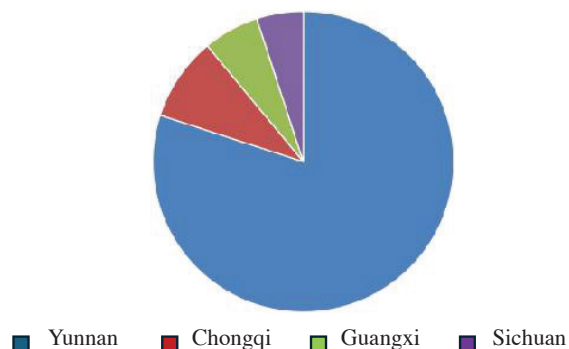
Note: Compiling from the Annual Report of Oriental Wealth Jianzhijia

After the merger, Jianzhijia's total asset growth rate, net profit growth rate, and operating income growth rate all significantly increased, indicating that the merger has played a positive role in the company's profitability and development ability. Especially in 2022, the expansion rate of new stores reached 79.99%, and the number of stores significantly increased, laying the foundation for the long-term development of the enterprise.

4.2.3 Non Financial Performance Analysis

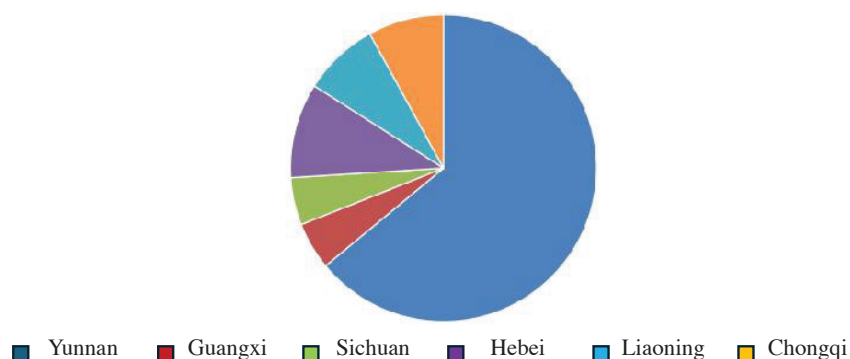
Regional Expansion

After the acquisition of Tangren Pharmaceutical by Jianzhijia, there have been significant changes in the distribution of stores and the regions where revenue comes from. Before the merger, Jianzhijia's stores were mainly concentrated in the Yunnan region, with a relatively high proportion; After the merger, the number of stores in Liaoning and Hebei regions increased significantly, and the distribution of stores became more diversified. In terms of revenue, before the merger, Jianzhijia mainly relied on the Yunnan market, while after the merger, the proportion of revenue in Liaoning and Hebei regions significantly increased, reducing dependence on a single market.



Note: Compiling and Plotting based on Data from the China National Medical Products Administration

Figure 2 Distribution of Jianzhijia Outlets Before the Acquisition of Tangren Pharmacy (2021)



Note: Compiling and Plotting based on Data from the China National Medical Products Administration

Figure 3 Distribution of Jianzhijia Outlets After the Acquisition of Tangren Pharmacy (2022)

Market Position

From the perspective of total sales and growth rate, Jianzhijia's market position has significantly improved after the acquisition of Tangren Pharmaceutical. In 2022, Jianzhijia's sales increased by 2292.06 million yuan, with a growth rate of 45.84%, far higher than other competitors. Although its total sales are still lower than industry leaders, its growth rate ranks among the top, indicating that Jianzhijia has a strong development momentum after the merger.

Table 10 Growth of Total Sales of Jianzhijia's Main Competitors

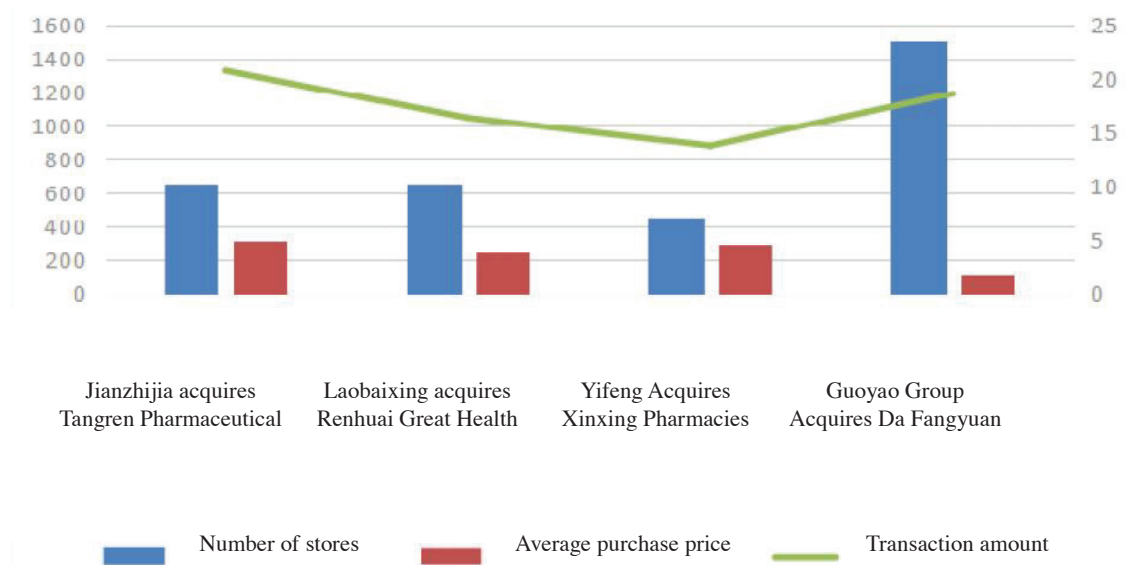
Enterprise Name	China National Pharmaceutical Group Co., Ltd	Dashenlin	Laobaixing	Yifeng	Yixin Hall	Jianzhijia
Sales Growth Situation						
Total sales in 2021	2415644	1748526	1581829	1569285	1334956	500000
Ranking	1	2	3	4	5	9
Total sales in 2022	2577658	2212809	2051477	1938178	1474685	729206
Ranking	1	2	3	4	5	6
Year-on-year growth	6.71%	26.55%	29.69%	23.51%	10.47%	45.84%
Ranking changes	Not change	Not change	Not change	Not change	Not change	and 3

Note: Compiling from the 2022 Statistical Analysis Report on the Operation of the Drug Circulation Industry by the Ministry of Commerce of China

Pricing of Merger and Acquisition Assets

The average unit price of a single store acquired by Jianzhijia from Tangren Pharmaceutical is 3.1472 million yuan, which is much higher than the net asset value of Tangren Pharmaceutical, indicating Jianzhijia's high recognition of Tangren Pharmaceutical's future development potential.

However, such high premium mergers and acquisitions also bring high risks of goodwill impairment, and companies need to be cautious.



Note: Compiled and plotted based on relevant data from the official website of the National Bureau of Statistics of China

Figure 4 Merger and Acquisition Transactions of Various Chain Pharmacies in 2022

After acquiring Tangren Pharmaceutical, Jianzhijia has achieved significant results in both short-term and long-term performance. In the short term, the market has responded positively to mergers and acquisitions, with a cumulative excess return rate of 9.65%. In the long run, the continuous growth of EVA value indicates a significant improvement in the company's ability to create value. In terms of financial indicators, profitability and development capabilities have been enhanced, but debt repayment and operational capabilities are facing certain pressures. In terms of non-financial performance, regional expansion and market position improvement are significant, but the pricing of M&A assets is relatively high, which poses certain risks. Overall, mergers and acquisitions have played a positive role in the development of Jianzhijia, but attention should also be paid to the financial risks and integration challenges brought by mergers and acquisitions.

4.3 Summary of the Results

The analysis of Jianzhijia's acquisition of Tangren Pharmaceutical reveals a comprehensive picture of the merger's short-term and long-term performance, financial outcomes, and strategic impact. In the short term, the event study method shows a cumulative excess return of 9.65% around the merger announcement, indicating a positive market reaction and investor confidence in the strategic value of the acquisition. From a long-term perspective, the EVA index analysis demonstrates a continuous increase in Jianzhijia's value creation capacity post-merger, with EVA rising steadily from 2020 to 2023. This suggests that the acquisition contributed positively to the company's long-term financial performance.

The financial analysis provides mixed results. While profitability and development capacity indicators, such as net profit growth and revenue growth, show significant improvement, debt-paying ability and operational efficiency declined. Increased liabilities due to the high cash-based acquisition method have elevated financial risk, and a downward trend in inventory turnover and asset utilization reflects pressure on operational management. The non-financial performance analysis highlights meaningful progress. Jianzhijia successfully expanded into new regional markets, notably Liaoning and Hebei, reducing its reliance on the Yunnan market and strengthening national presence. Its improved market position, as evidenced by rapid sales growth and ranking gains, underscores the strategic success of the merger. However, the high premium paid for Tangren Pharmaceutical introduces potential goodwill impairment risks, warranting careful post-merger management. In summary, Jianzhijia's acquisition of Tangren Pharmaceutical has generally been beneficial, enhancing its strategic positioning and long-term value. Nonetheless, financial strain and integration challenges must be addressed to ensure sustained growth and stability.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

Through in-depth research on the case of Jianzhijia's acquisition of Tangren Pharmaceutical, this study reveals the important role and inherent complexity of corporate mergers and acquisitions in the pharmaceutical retail industry. The research found that Jianzhijia successfully achieved market expansion, enhanced brand influence, and increased overall competitiveness, fulfilling its core strategic objectives. From a financial performance perspective, although profitability and development indicators showed improvements post-acquisition, challenges remained in terms of debt-paying ability and operational efficiency, indicating financial pressure brought by the acquisition. Notably, the increase in EVA (Economic Value Added) and net profit suggests that the M&A contributed positively to long-term value creation.

From a non-financial performance standpoint, the acquisition enabled Jianzhijia to enter new markets in Liaoning and Hebei, significantly enhancing regional market share and leveraging Tangren Pharmaceutical's customer resources and sales channels. However, the M&A process was not without flaws. Issues such as insufficient due diligence, overvaluation, weak integration, and post-merger underperformance posed notable risks. In summary, Jianzhijia's acquisition of Tangren Pharmaceutical stands as a successful strategic initiative that strengthened the company's national market position and brand value. Nevertheless, it also highlights the necessity for rigorous planning, precise execution, and continual strategic optimization in order to fully realize the benefits of M&A.

5.2 Discussion

Jianzhijia demonstrated several commendable practices throughout the acquisition process. Notably, the company prioritized market research and risk assessment prior to the transaction. Comprehensive due diligence efforts ensured the rationality and feasibility of the acquisition, establishing a solid foundation for later stages. This proactive and cautious approach minimized operational risks and contributed to the stability of the M&A process. During the transaction phase, Jianzhijia displayed strong negotiation and coordination abilities, successfully reaching agreements with Tangren Pharmaceutical and promoting trust and cooperation between both parties. Post-merger, the company swiftly initiated integration measures, including cultural alignment, team building, and process optimization. These steps were effective in mitigating integration risks, enhancing efficiency, and promoting long-term enterprise vitality.

However, several critical shortcomings also emerged. Initial due diligence lacked sufficient depth, especially in understanding Tangren Pharmaceutical's financial conditions and risk exposures. This led to key information omissions and laid the groundwork for integration difficulties. Additionally, the overvaluation of the target company, without adequately considering external market and policy variables, increased acquisition costs and the likelihood of goodwill impairment. The use of a single payment method and reliance on substantial cash outflows created short-term financial strain, affecting operational stability. Mid-stage integration revealed problems with corporate culture alignment, resulting in reduced management efficiency, resource waste, and loss of key talent. In the later stage, performance failed to meet expectations, with decreased profitability, weak innovation, and limited adaptability to market dynamics further limiting potential development. These experiences underscore the multifaceted challenges of M&A and provide both valuable insights and cautionary lessons for other enterprises engaging in similar activities.

5.3 Recommendation

To address the challenges identified in the case of Jianzhijia's acquisition of Tangren Pharmaceutical, the following strategic recommendations are proposed to enhance M&A effectiveness and support sustainable corporate development:

1) Early Stage: Strengthening Preparation to Mitigate Risks

- Conduct Comprehensive Due Diligence: Employ professional third-party institutions to thoroughly investigate the target company's financials, operations, and potential risks to minimize decision-making blind spots.
- Adopt Multiple Valuation Methods: Utilize diversified valuation techniques that incorporate external market and policy considerations, thereby avoiding overvaluation and reducing the risk of goodwill impairment.
- Diversify Financing Channels: Explore alternatives such as targeted convertible bonds or hybrid payment models to alleviate financial burdens from large cash payments, optimize capital structure, and reduce liquidity risk.

2) Mid-Term: Enhancing Integration to Improve Synergy

- Promote Cultural Integration: Develop a unified corporate culture, improve internal communication, optimize performance evaluation systems, and strengthen employee engagement to retain talent and foster unity.
- Accelerate Business Integration: Create detailed, time-bound integration plans with clearly defined responsibilities to avoid internal conflicts, enhance resource efficiency, and streamline operations.
- Reinforce Brand Development: Reposition the brand, implement differentiation strategies, enhance marketing efforts, and integrate customer loyalty programs to boost brand value and customer retention.

3) Post-Merger: Driving Innovation for Sustainable Growth

- Improve Operational and Financial Efficiency: Strengthen cost control, restructure product lines, and enhance store-level operations to improve profitability.
- Foster Innovation Capability: Continuously upgrade product and service offerings, establish upstream and downstream collaborations within the medical and health ecosystem, and embrace sustainable development models.

- Invest in Talent Development: Refine recruitment and training systems, enhance cultural alignment, and build a stable talent pool to support long-term strategic execution and adaptability.

By implementing these recommendations, Jianzhijia, and similar enterprises, can optimize their M&A strategies, reduce associated risks, and position themselves for sustainable, long-term growth in an increasingly competitive and dynamic market environment.

References

- Chamberlin, E. H. (1933). *The theory of monopolistic competition*. Harvard University Press.
- Chen, W. J. (2024). Investment value analysis of WuXi AppTec based on EVA. *Modern Marketing (Late Edition)*, (12), 40–42.
- Dong, Y. X. (2020). Analysis of the impact of retail enterprise growth capability on mergers and acquisitions performance. *Business Economics Research*, (20), 123–125.
- Gui, L. J., Zhang, C. C., & Li, L. (2020). Internal control, institutional shareholding, and corporate merger and acquisition performance. *Friends of Accounting*, (17), 81–87.
- Liu, J. J. (2024). Research on the effect of mixed-ownership reform of Hikvision based on EVA. *SME Management and Technology*, (20), 185–187.
- Marieta, M. D., Alexandru, Ș. R., Alin, O., Mihai, I., Vasile, B., & Liliana, B. (2021). The impact of mergers and acquisitions and sustainability on company performance in the pharmaceutical sector. *Sustainability*, 13(12), 12–13.
- Marshall, A. (1890). *Principles of economics* (8th ed.). Macmillan.
- Nnadi, M., Volokitina, E., & Aghanya, D. (2020). The effect of government involvement and payment method on merger and acquisition performance: The case of China. *International Journal of Banking, Accounting and Finance*, 11(3), 14–15.
- Porter, M. E. (1980). *Competitive strategy: Techniques for analyzing industries and competitors*. Free Press.
- Robinson, J. (1933). *The economics of imperfect competition*. Macmillan.
- Wang, K., Gao, T. H., & Hu, F. (2022). Analysis of the motives and impacts of Chinese enterprises' overseas mergers and acquisitions: A comparison with U.S. enterprises. *Asia-Pacific Economy*, (01), 93–101.
- Wang, W., & Liu, J. F. (2024). Application of EVA-BSC in performance evaluation of P Publishing House. *Journal of Xi'an Shiyou University (Social Sciences Edition)*, 33(05), 75–82.
- Wang, Z. K. (2024). Performance research on strategic mergers and acquisitions of agricultural machinery enterprises based on EVA. *Digital Agriculture and Intelligent Agricultural Machinery*, (10), 100–105.

- Xu, Q. M., & Li, J. N. (2022). Research on the reasons and risks of separation in railway enterprise mergers and acquisitions under multiple constraints. *Railway Transportation and Economy*, (12), 132–137, 145.
- Yang, L. H. (2020). Venture capital, agency costs, and M&A performance. *Financial Communication*, (24), 34–37.
- Ye, X. J., & Long, C. (2021). Empirical analysis of merger and acquisition performance of A-share companies based on the nature of controlling rights. *Journal of Yunnan University of Finance and Economics*, (01), 102–110.
- Zhang, Y. J., He, Y., Zhang, N. K., & Duan, X. Y. (2020). Research on technology mergers and acquisitions and performance of Chinese pharmaceutical listed companies. *Management Review*, (08), 131–141.

**The Capital Influencing Factors of College Students'
Active Marginalization in Classroom Learning:
A Case Analysis from the Perspective of Social Practice Theory**

by

Xupeng Huang¹ and Jiangting Chu
Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: HuangXP@hstc.edu.cn¹

IJMBE International Journal of
Management, Business, and Economics

The Capital Influencing Factors of College Students' Active Marginalization in Classroom Learning: A Case Analysis from the Perspective of Social Practice Theory

by

Xupeng Huang¹ and Jiangting Chu
Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: HuangXP@hstc.edu.cn¹

Abstract

This study explores the phenomenon of classroom marginalization among college students through the lens of Pierre Bourdieu's theory of social practice, focusing on the influence of economic, cultural, social, and symbolic capital. As higher education expands, many students exhibit disengagement characterized by absenteeism, apathy, and resistance to academic norms. Traditional explanations often attribute this to laziness or poor discipline, overlooking the structural and subjective mechanisms that shape learning behaviors. Using a qualitative case study approach, this research investigates the lived experience of a student ("Student A") who, despite having access to ample resources, strategically withdraws from classroom participation. Findings reveal that marginalization is not rooted in a lack of capital but in a misalignment between the student's personal capital configuration and the expectations of the academic field. Student A's economic abundance reduces dependency on academic success, while his cultural capital favors pragmatic, self-directed learning over theory-based instruction. His strong social network encourages entrepreneurial values that compete with academic commitments, and he views symbolic capital—such as grades and credentials—as instrumental rather than intrinsically meaningful. This case highlights how marginalization can be a conscious and rational adaptation rather than passive failure. The study recommends educational reforms that enhance classroom capital appeal, build supportive academic social networks, and create flexible evaluation systems that recognize diverse achievements. By understanding the complex interplay of capital, habitus, and field, institutions can design inclusive strategies that re-engage marginalized students and make learning more meaningful. This research contributes to a more nuanced understanding of student disengagement and calls for capital-sensitive educational management that respects diverse student trajectories and values.

Keywords: Classroom Marginalization, Bourdieu, Capital Theory, Student Engagement, Higher Education

1. Introduction

1.1 Background and Importance of the Problem

In recent years, the continuous expansion of college admissions has led to a steady increase in the number of college students. While this growth has enhanced access to higher education, it has also brought forth a series of challenges related to educational management and student engagement on campus. Among these challenges, classroom marginalization has become particularly prominent. A growing number of students are struggling to adapt to and value university life and academic study. Phenomena such as lack of interest in coursework, frequent class skipping, and academic dishonesty are becoming increasingly common.

Within the university classroom, many students have become "marginals" or "outsiders," indicating a shift in classroom dynamics and raising concerns about the effectiveness of current educational approaches. Faculty often perceive a decline in students' academic quality and motivation, attributing such behavior to a lack of discipline or poor learning attitudes. However, these surface-level explanations fall short in capturing the complexity of the issue. Understanding the deeper, structural causes behind students' disengagement is essential for devising meaningful and effective educational interventions.

As Zhu Aimin and Yao Xuejin (2019) suggest, marginalization in the classroom may represent a new way for students to explore identity and social roles, rather than simply a problem to be corrected. Hence, it is crucial to investigate the broader social and institutional mechanisms behind this phenomenon. Recognizing this issue as part of a complex interaction between students and their environment can help inform more nuanced and student-centered management and teaching strategies.

1.2 Research Question

Why do college students become marginalized in the classroom, and what are the capital-based influencing factors that drive this marginalization?

1.3 Research Objective

This study aims to explore the capital-driven mechanisms behind the marginalization of college students in classroom learning. Guided by Pierre Bourdieu's theory of social practice, particularly his concepts of field, capital (economic, social, cultural, and symbolic), and habitus, the research seeks to:

- 1) Analyze how different forms of capital influence students' status and engagement within the classroom.
- 2) Investigate how students navigate the classroom as a social field, including the dynamics of capital competition and transformation.
- 3) Uncover the interplay between individual agency and external structures in shaping marginalized learning behaviors.
- 4) Offer grounded insights to support targeted and differentiated educational management strategies that align with students' diverse backgrounds and needs.

Through a qualitative case study approach, this research will delve into the lived experiences of contemporary college students, providing an in-depth interpretation of their classroom behaviors and the underlying logic of their active marginalization.

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Marginalization of Classroom Learning

The "marginalization of classroom learning" refers to the phenomenon in which students are either not fully accepted by teachers and mainstream peers due to internal factors (e.g., psychological, personality, physical conditions) or external environments (e.g., family background, school structure, societal pressures), or they actively choose to distance themselves from the center of classroom activity. This results in low participation, minimal engagement, and a general sense of neglect in the learning process.

2.1.2 Economic Capital

Economic capital represents resources that can be directly converted into money or material wealth. In Bourdieu's framework, it forms the foundation for acquiring other forms of capital and plays a critical role in determining a student's access to educational resources and learning conditions.

2.1.3 Cultural Capital

Cultural capital includes knowledge, skills, educational qualifications, cultural preferences, and competencies. Bourdieu outlines three forms:

- Embodied (corpomorphism): Internalized dispositions, literacy, and competence.
- Objectified: Cultural goods such as books and instruments.
- Institutionalized: Official recognition through credentials and academic qualifications.

2.1.4 Social Capital

Social capital refers to the networks, relationships, and connections that provide individuals with social support and access to opportunities. Within the classroom, social capital can influence students' group inclusion, peer learning, and overall academic integration.

2.1.5 Symbolic Capital

Symbolic capital consists of prestige, honor, and recognition that confer legitimacy and status within a particular field. Though intangible, it significantly affects students' classroom influence and perceived academic value.

2.2 Literature Surveys

2.2.1 Characteristics of Classroom Learning Marginalization

Scholars have identified multiple dimensions of marginalization in the classroom, such as spatial marginalization, discursive exclusion, reduced behavioral participation, and diminished subject consciousness (Chen Lin, 2021; Fan Gaixia & He Pan, 2021). Marginalized students may not always be visibly distinct, making their identification complex (Messiou, 2019). The condition often exists in nuanced forms, simultaneously visible and hidden, stable and changing, individual and contextual (Qi et al., 2014; Li Sheliang, 2017).

Research has proposed typologies to understand this diversity. Zhang Yuanyuan (2022) categorized marginalized students into protesters, disillusioned waiters, and self-indulgent learners, while Zhu Aimin et al. (2019) proposed the distinction between active and passive marginalization.

2.2.2 Influencing Factors of Marginalization

Multiple studies point to teaching strategies, classroom dynamics, and external pressures as key contributors to student marginalization. Poor instructional methods, rigid curriculum, lack of interactive opportunities, and outdated content can reduce the educational effectiveness and alienate students (Hong Mingyong & Zhou Wei, 2010; Qiao Ying, 2006).

Additionally, digital distractions, such as smartphones, are increasingly cited as a new dimension of marginalization in technology-driven classrooms (Deng Fang, 2021; Zhao et al., 2019). Uneven access to educational resources and variations in cultural, social, and symbolic capital further widen the gap between central and peripheral learners (Zhang Xinji, 2023).

2.2.3 Mechanisms of Marginalization Formation

The emergence of "marginal people" in classroom settings is attributed to an interplay of various systemic factors, including distorted educational values, teacher bias, and the absence of family capital (Li Sheliang, 2017). Mechanisms like low participation, classroom silence, and limited teacher-student dialogue have also been shown to sustain marginalization (Wang Shan & Pan Yining, 2017; Liang & Hu Ting, 2011).

The accumulation or lack of capital, especially cultural and symbolic, directly affects students' classroom performance and their willingness to engage. According to Shi Guangjun (2021), classroom silence can be understood as a capital contest, where failure in capital accumulation leads to withdrawal and invisibility.

2.3 Conceptual Framework

This study is grounded in Pierre Bourdieu's theory of social practice, particularly the interplay of field, capital, and habitus:

- **Field:** The university classroom is treated as a competitive social space where different actors struggle for recognition, influence, and success.
- **Capital:** Students' classroom behavior and learning status are significantly influenced by their economic, cultural, social, and symbolic capital. These types of capital interact dynamically within the classroom field, influencing students' positioning.

- **Habitus:** The internal dispositions and learning tendencies formed by students over time reflect their previous life experiences and shape how they respond to the classroom environment.

This theoretical lens enables the study to dissect the multi-layered mechanisms through which students become marginalized and offers a robust framework to examine the dynamic transformation and competition of capital in classroom learning.

2.4 Research Hypothesis

Based on the literature and conceptual framework, the following hypotheses are proposed:

H1: Differences in economic capital significantly influence students' classroom participation and access to learning resources.

H2: Students with lower levels of cultural capital are more likely to experience marginalization in classroom interactions and assessments.

H3: Weak social capital networks contribute to students' alienation and lack of peer support in learning activities.

H4: Symbolic capital (e.g., recognition, prestige) mediates students' classroom engagement, with those lacking symbolic recognition more prone to disengagement.

H5: The interaction and transformation of various forms of capital within the classroom field drive the process of marginalization and shape students' behavior and attitudes toward learning.

3. Research Methodology

3.1 Research Design

This study employs a qualitative case study design, which is particularly effective for examining complex social phenomena within real-life contexts. The core objective is to investigate the marginalization of college students in classroom learning through an in-depth examination of a single, representative case. The case study method allows for a deep, contextualized understanding of the student's experiences, motivations, and interactions within the classroom field, aligning with the theoretical framework of Bourdieu's theory of capital and social practice.

This design is supported by two main qualitative techniques, in-depth interviews and direct classroom observation, which together offer a comprehensive view of the student's behavior, thoughts, and social context, helping to reveal the mechanisms of marginalization in a higher education setting.

3.2 Population and Sample

The population consists of college students identified as exhibiting characteristics of classroom marginalization, students who either actively or passively withdraw from classroom engagement.

A preliminary screening and interview process involving 21 students was conducted to assess their levels and forms of marginalization. From this group, one case was purposefully selected for its representative and complex characteristics, ensuring the subject embodies both commonalities with other marginalized students and distinctive traits that could yield deeper insights.

The selection aimed to capture diversity in terms of: socioeconomic background, academic performance, participation behavior, and social and cultural engagement.

3.3 Research Instruments

The research utilized multiple qualitative instruments to ensure comprehensive data collection:

1) Case Study Framework: Structured guidelines to capture the participant's profile, background, classroom behavior, and patterns of marginalization.

2) In-depth Interview Guide: A semi-structured guide was developed to explore areas such as: personal educational experiences, attitudes toward learning, perceptions of inclusion/exclusion in the classroom, relationships with peers and teachers, and self-perception and future aspirations.

3) Observation Checklist: Used to systematically document: student's seating and positioning, frequency and nature of verbal participation, non-verbal cues and engagement, and peer and teacher interactions.

4) Field Notes and Reflective Memos: Maintained throughout the research process to record contextual factors, researcher observations, and evolving interpretations.

3.4 Data Collection

The data collection process was multi-staged and took place over a sustained period to ensure richness and reliability:

1) In-depth Interviews: Conducted in a private, non-threatening setting to foster open communication. The researcher clarified the non-evaluative nature of the study and actively worked to neutralize power dynamics associated with teacher-student roles. Interviews were audio-recorded (with consent), transcribed verbatim, and analyzed thematically.

2) Classroom Observation: The researcher engaged in direct, non-participant observation over several weeks, attending regular classroom sessions involving the selected student. Observations focused on behavior, participation, peer dynamics, and signs of disengagement. This allowed for naturalistic data collection, capturing spontaneous and subtle expressions of marginalization.

3) Data Triangulation: The integration of multiple sources (interviews, observations, and notes) enhanced credibility and validity, allowing the study to cross-check findings and develop deeper interpretations.

3.5 Statistics Used for Data Analysis

Given the qualitative nature of the study, no numerical statistics were used. Instead, the following qualitative analysis methods were applied:

1) Thematic Coding: Transcripts and observation records were coded and categorized to identify major themes related to classroom behavior, forms of capital, and experiences of marginalization.

2) Narrative Construction: The subject's learning and participation trajectory was constructed as a narrative, offering a chronological and interpretive account of their marginalization process.

3) Capital Analysis Framework: Drawing from Bourdieu's theory, the data were analyzed to identify the student's levels and interplay of economic, cultural, social, and symbolic capital, and how these shaped their position in the classroom field.

These methods allowed for a deep exploration of subjective experiences, contextual interactions, and structural influences, yielding rich insights into the mechanisms and dynamics of classroom learning marginalization.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the findings of the case study on the marginalization of classroom learning among university students, focusing on an in-depth analysis of a single representative case: Student A, a third-year male student majoring in Computer Science and Technology at an ordinary university in China. Despite being born into a highly privileged and resource-rich family, with a father holding a doctoral degree and a mother employed in government service, Student A has gradually become marginalized in classroom learning. He exhibits frequent absenteeism, poor engagement, reliance on plagiarism, and minimal academic effort, with an evident resistance to traditional classroom teaching models. Through interviews, observations, and theoretical framing using Bourdieu's concepts of economic, cultural, and social capital, this chapter aims to uncover the multilayered, capital-driven process by which Student A deviates from conventional academic pathways and constructs a personalized, alternative mode of learning and growth.

4.2 Data Analysis of the Qualitative Data

4.2.1 Basic Information of the Case

Student A comes from a highly intellectual and economically stable family. His father, a doctoral degree holder and professor in computer science, and his mother, a government official, provided him with rich cultural and social capital from early childhood. His upbringing emphasized educational freedom, democratic values, and self-directed learning. Consequently, Student A developed independent thinking skills and confidence in his ability to shape his own path.

He was not particularly concerned about the specific university or major he attended, as long as he could obtain a bachelor's degree. By his second year of university, Student A had leveraged his family's social resources to start his own company and had become deeply involved in entrepreneurial activities.

Despite this promising background, Student A's academic engagement declined significantly. He seldom attended classes, relied on others for attendance, plagiarized assignments, and viewed exams as mere formalities. He resisted the rigid and theoretical nature of traditional teaching and often opted out of class sessions.

"I feel like I really haven't taken a few classes seriously in college, and it's all because the deputy class leader helped me when I registered for attendance... sometimes I suddenly feel that I don't understand in class, so I use my mobile phone to play games... or I will quit the class."

4.2.2 Analysis of the Marginalization Process

Stage 1: Capital Accumulation and the Formation of Learning Motivation

(1) The Support of Economic Capital

Student A's financial security, derived from a well-off family background, provided a safety net that reduced the perceived value of academic performance. He was not compelled to rely on academic success for social mobility or career opportunities, leading to a utilitarian approach to higher education.

"I don't have too high requirements for myself in learning, but I still have relatively high requirements for the ability to make money, I can not be the rich second generation, but my children must be the rich second generation."

Economic capital served three functions: purchase (of resources or privileges), insurance (against failure), and regulation (relaxing external pressures), as described by Hällsten, Martin & Pfeffer (2017). These mechanisms allowed Student A's family to make educational decisions based on personal interests rather than societal constraints.

"My dad still wanted me to go to a junior college at that time... but I took the undergraduate line in the exam... it is still more face-saving to say that undergraduates."

(2) The Early Infusion of Cultural Capital

Student A's family imparted cultural capital in the form of behavioral norms, critical thinking, and personalized learning strategies. His father's hands-on, guided approach to learning encouraged independent discovery and problem-solving.

"My grades when I was a child were actually made up for me by my father... he was the kind of guided, let me study and tell him about it, and then he felt that it was wrong and then corrected it."

Although this form of capital nurtured curiosity and initiative, it clashed with the theoretical and repetitive format of university teaching. Student A found these methods uninspiring and irrelevant:

"I took a practical programming class before... just made a PPT... let's put this line of code on the virtual machine... I was thinking, what's the use of this thing? I don't know what each line of code means."

Student A's weak internalization of the university's educational norms became a critical factor in his academic marginalization.

Stage 2: Reconstruction of Cultural Capital and the Deviation of Learning Paths

According to Bourdieu, the behavior and strategies of individuals are largely shaped by their capital structure. Student A's growing disinterest in classroom learning reflected his disidentification with the academic field and reconstruction of learning through alternative, self-defined methods.

Despite not liking his major, he chose it due to societal prestige attached to a bachelor's degree. Once enrolled, he found it abstract and impractical.

"I don't like computers... not because I don't like computer science, but because I don't like to see such a mess of code... the school's teaching method is more rigid... so I just get a graduation certificate."

Student A defined himself as an "output-oriented learner", he valued understanding and application over rote memorization or surface-level learning. His approach often conflicted with rigid curriculum pacing.

"I'm the type of slow learner... if I don't understand it, I don't change it... I could only get points in the mechanics part of the exam... by the time I had finished most of it, I would be the first in the exam."

He selectively attended "important" classes and ignored what he considered "water courses" (courses with minimal impact on graduation), further disconnecting from the traditional classroom framework.

"If I feel that not going to this course will have basically zero impact on me, then I will not go... I can pass this course, so I basically won't go."

Rather than disengagement, this phase marked a transformation of cultural capital: Student A pursued practical learning and entrepreneurship, expanding his skills and knowledge outside the boundaries of formal education.

Stage 3: Expansion of Social Capital and the Solidification of Marginalization

University provided Student A with fertile ground to cultivate social capital, both inside and outside the campus. His interpersonal skills and proactive attitude made him a central figure in the class, facilitating connections between classmates and forming valuable peer networks.

"On the first day of military training, I got to know everyone... by the second day, I almost got the whole class to know each other."

Through extracurricular part-time jobs and early entrepreneurial efforts (cross-border e-commerce, livestreaming, sales), Student A gained practical business experience and widened his social circles. His growing network offered him access to information, resources, and status within and beyond the university.

"Before I set up a company... I was too busy... the company was going to be established and registered... venture capitalists, procurement, and phone calls came to me, and I couldn't help but answer."

These time-intensive external commitments deepened his marginalization from classroom learning. His social and business activities took precedence over academic tasks, formalizing a shift in priorities that ultimately removed him from the academic core of the university.

4.3 Summary of the Results

The case of Student A illustrates that classroom marginalization is not necessarily a consequence of disadvantage but can also result from an abundance of economic, cultural, and social capital that misaligns with the institutional logic of formal education. While economic capital afforded him security and reduced the urgency for academic achievement, his rich cultural upbringing, though intellectually stimulating, conflicted with the rigid, theory-oriented classroom model, leading to disengagement. Furthermore, his strong social capital enabled him to build networks and pursue entrepreneurial paths outside the classroom, reinforcing his detachment from traditional academic structures. Importantly, Student A did not reject learning itself but redefined it through self-directed, practical, and interest-driven endeavors, challenging deficit-based narratives around academic marginalization. This case underscores the need to view disengagement through a sociological lens that considers how students' capital configurations and agency interact with institutional expectations to shape diverse educational trajectories.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

The case of Student A illustrates that marginalization in classroom learning is not necessarily the outcome of a lack of resources, but may instead stem from a complex interplay between different forms of capital, economic, cultural, social, and symbolic, and their alignment with the field of education. Student A exhibits low engagement and participation in classroom learning, driven not by inability but by a strategic reconfiguration of capital. His economic abundance weakens traditional academic motivations; his cultural capital is pragmatic but misaligned with institutional expectations; his social capital, while rich, diverts focus from academic pursuits; and his symbolic capital, especially in terms of educational credentials, is perceived as a formal necessity rather than a meaningful goal. Student A's case reveals how classroom marginalization can emerge from a perceived incongruence between the student's values and the institutional rules and rewards of the educational field. Rather than being passively marginalized, Student A actively chooses to prioritize business, social recognition, and real-world success over academic achievement. This highlights the importance of rethinking student engagement beyond the deficit perspective and examining the nuanced effects of capital-field dynamics on educational behaviors.

5.2 Discussion

Student A's marginalization in classroom learning is a product of the strategic interplay and reconstruction of various forms of capital. His economic capital provides security and reduces dependence on academic success. The motivation shift from academic excellence to entrepreneurial activity stems from this abundance. As he states, "I don't have too high requirements for myself in learning, but I have high requirements for my ability to make money". This demonstrates how economic rationalism, encouraged by parental influence, devalues academic pursuits in favor of financial independence and wealth accumulation. From the perspective of cultural capital, Student A's pragmatic learning preference further alienates him from the theory-based, rigid teaching style of the classroom. He values efficiency and applicability over memorization, and while he possesses cultural capital, it does not align with the form sanctioned by the academic field. His preference for self-paced, output-driven learning, and a reliance on last-minute exam preparation, reflect a metacognitive confidence that is incompatible with the structured classroom environment. This divergence further marginalizes him from classroom engagement.

In terms of social capital, Student A is well-networked and socially competent, which shifts his value orientation. His peer group's emphasis on business and early financial success encourages him to prioritize non-academic pursuits. "My good friends... all got into good universities and dropped out halfway", he states, revealing a subcultural value system that elevates entrepreneurship over educational credentials. This peer reinforcement of business success undermines his academic commitment and reframes his identity as someone "in school and in society," disconnected from the institutional academic field. Symbolic capital also plays a key role. Student A shows resistance to traditional educational symbols such as grades, exams, and teacher authority. He critiques lectures as formulaic and unengaging, seeking instead individualized and meaningful learning experiences. Furthermore, he views academic qualifications instrumentally, as tools for achieving minimal requirements, rather than as markers of intellectual growth. His decision to choose an undergraduate major not out of interest but to satisfy social expectations further demonstrates the alienation of academic credentials as symbolic capital.

The essence of his marginalization is therefore not learning slackness, but a rational, agentic response to the misfit between his personal capital configurations and the dominant expectations of the academic field.

5.3 Recommendation

To address and potentially reduce cases like Student A's, higher education institutions should adopt a multifaceted approach that recognizes diverse forms of capital and reorients the educational field to be more inclusive and engaging:

1) Enhance the capital attractiveness of the classroom:

Colleges and universities should redesign teaching methods to accommodate students who may lack traditional cultural capital or whose learning preferences differ. This can be achieved through flipped classrooms, case-based teaching, and experiential learning, making classroom learning more aligned with students' pragmatic and application-oriented values.

2) Optimize the guiding role of social capital:

Institutions should build academic-oriented social networks by promoting peer study groups, mentorship programs, and academic communities. This would allow students to derive social recognition and emotional support from academic engagement rather than from external, non-academic networks.

3) Adjust the impact of economic capital on academic motivation:

For economically privileged students, academic incentives such as scholarships for innovation, competitive internships, and tailored learning pathways could reignite the perceived value of education. Personalized academic coaching can also help reframe learning as a valuable investment.

4) Redefine the role of symbolic capital:

Academic institutions should diversify evaluation systems to include practical achievements such as entrepreneurial projects, community service, and innovation. This would align symbolic capital more closely with students' career interests and values, restoring its legitimacy and motivational power.

5) Improve students' ability to convert capital across fields:

Through targeted career planning, interdisciplinary curricula, and academic guidance programs, students should be taught how to transfer skills and knowledge across different social fields. This can prevent marginalization by empowering students to recognize the relevance of classroom learning to their broader life goals.

By recognizing and addressing the structural dynamics that shape students' engagement, higher education institutions can foster inclusive, relevant, and motivating learning environments that accommodate diverse forms of capital and educational trajectories.

References

- Barfels, S., Delucchi, K., & Others. (2003). History reproduces itself: The transmission of symbolic capital at a private liberal arts college in the USA. *Teaching in Higher Education*, 8(2), 181–194.
- Bai, T., & Fan, S. (2023). Analysis of the causes of college students' "truancy" in online education and its intervention path. *University Education*, (04), 15–18.
- Boxill, B. R. (2000). *Race and racism*. Oxford Readings in Philosophy.
- Cai, H., Yao, L., & Du, X. (2017). Investigation and analysis of college students' "truancy". *Higher Education Exploration*, (03), 78–85.
- Chen, L. (2021). *The phenomenon of "marginal people" in high school ideological and political classroom teaching and its dissolution* (Master's thesis). Hunan Normal University, Hunan, China.
- Chen, X. (2000). *Qualitative research methods and social science research*. Educational Science Press.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94(Supplement), S95–S120.
- Dai, Y. (2021). Research on the impact of mobile phone addiction on classroom teaching and countermeasures among college students. *Journal of Science and Education*, (26), 181–183.
- Deng, F., Ye, Z., Liang, L., et al. (2021). Challenges and coping strategies of mobile phones for college students' classroom education and teaching. *Education and Teaching Forum*, (35), 13–16.
- Fan, G., & He, P. (2021). The dilemma of the phenomenon of "marginalized people" in classroom teaching and its dissolution: Based on the perspective of acknowledging justice. *Contemporary Education and Culture*, 13(05), 46–52.
- Feldman, G., Strier, R., et al. (2016). The performative magic of advocacy organizations: The redistribution of symbolic capital. *British Journal of Social Work*, 46(6), 1759–1775.
- Foucault, M. (1994). *The order of things*. Preface.

- Geronimo, I. (2011). Deconstructing the marginalization of "underclass" students: Disciplinary alternative education. *Social Science Electronic Publishing*.
- Goffman, E. (1963). Stigma: Notes on the management of spoiled identity. *American Journal of Sociology*.
- Hall, J. M., Stevens, P. E., et al. (1994). Marginalization. *Advances in Nursing Science*, 16(4), 23–41.
- Hällsten, M., & Pfeffer, F. T. (2017). Grand advantage: Family wealth and grandchildren's educational achievement in Sweden. *American Sociological Review*, 82(2).
- Hong, M., & Zhou, W. (2010). College students' truancy: Current situation, causes and countermeasures. *Education and Culture Forum*, 2(04), 28–34.
- Huang, B. (2004). Social causes and correction of college students' truancy. *Journal of Harbin University*, (05), 112–117.
- Ji, T., & Zhu, J. (2023). Marginalized people in the university field: Causes and transformation paths. *Educational Exploration*, (09), 38–43.
- Kraaykamp, G., Van Eijck, K., & Others. (2010). The intergenerational reproduction of cultural capital: A threefold perspective. *Social Forces*, 89(1), 209–231.
- Lamont, M., & Lareau, A. (1988). Cultural capital: Allusions, gaps and glissandos in recent theoretical developments. *Sociological Theory*, 6(2), 153–168.
- Li, S. (2017). The generation mechanism and transformation direction of "marginal people" in classroom teaching. *Educational Research and Experimentation*, (6).
- Li, W., & Liu, C. (2011). The connotation and interpretation of the concept of marginalized students. *Journal of Hunan University of Science and Technology (Social Sciences)*, 14(02), 51–55.
- Li, W., Tu, S., Liu, C., Huang, Y., & Gan, J. (2012). A case study of the survival of a marginalized college student.
- Liang, L., & Hu, T. (2011). Causes and countermeasures of apathy in college classrooms. *Forum on Education and Teaching*, (31), 168–169.
- Luo, S., & Zhuang, M. (2017). Current situation and cause analysis of mobile phone dependence in college students' classrooms. *Journal of Zunyi Normal University*, 19(01), 146–150.
- McDonald, S., Chen, X., & Others. (2015). Cross-national patterns of social capital accumulation: Network resources and aging in China, Taiwan, and the United States. *American Behavioral Scientist*, 59(8), 914–930.
- Messiou, K. (2019). Understanding marginalisation through dialogue: A strategy for promoting the inclusion of all students in schools. *Educational Review*, 71(3), 306–317.
- Moore, F. C. T., Foucault, M., et al. (1974). The archaeology of knowledge. *Man*, 9(2).

- Ohashi, Y., Yuki, A., Taguchi, A., et al. (2017). Cultural capital: A concept analysis. *Public Health Nursing, 34*(4), 380–387.
- Pan, L. (2019). Power, body, and gender: Female school physical education practices in modern China. *Journal of Shanghai University of Sport, (2)*.
- Pan, Z., & Yang, J. (2019). Cultural reproduction, class differentiation and educational equity in higher education and their practice in China. *Learning and Practice, (01)*, 86–94.
- Park, R. E. (1928). Human migration and the marginal man. *American Journal of Sociology, 33*(6), 881–893.
- Prest, J. L., Bowman, C., et al. (2017). Creating inclusive classroom communities through social and emotional learning to reduce social marginalization among students.
- Pret, T., Shaw, E., & Others. (2016). Painting the full picture: The conversion of economic, cultural, social and symbolic capital. *International Small Business Journal, 34*(8), 1004–1027.
- Puzić, S., Gregurović, A., & Others. (2016). Cultural capital – A shift in perspective: An analysis of PISA 2009 data for Croatia. *British Journal of Sociology of Education, 37*(7), 1056–1076.
- Qi, Y., & Li, S. (2014). On the formation process and coping strategies of marginalized people in classroom teaching. *Educational Sciences, 30*(02), 32–37.
- Qiao, Y., Li, T., & Tian, Y. (2006). Analysis on the causes and countermeasures of college students' truancy. *Chinese Journal of Higher Education Research, (03)*, 78–80.
- Qin, Q., & Du, S. (2015). Research on the phenomenon of "marginal people" in classroom teaching. *Education and Instructional Research, 29*(11), 5.
- Ren, Y., & Wei, H. (2021). On the dilemma and transformation path of "marginal people" in classroom teaching. *Teacher Training for Primary and Secondary Schools, (07)*, 37–41.
- Shi, G. (2021). Student classroom silence from a field perspective: Mechanism and optimization. *Chinese Journal of Education, (10)*, 68–72.
- Spivak, G. C. (1988). Can the subaltern speak? In *Marxism and the interpretation of culture* (pp. 271–313).
- Stonequist, E. V. (1937). The marginal man: A study in personality and culture conflict. *Educational Research Bulletin, 18*(2), 54.
- Tewell, E. (2019). Reframing reference for marginalized students: A participatory visual study. *Reference and User Services Quarterly, 58*(3), 162.
- Umaña-Taylor, A. J., & Rivas-Drake, D. (2021). Ethnic-racial identity and adolescents' positive development in the context of ethnic-racial marginalization.

- Wang, S., & Pan, Y. (2017). On the mechanism of students' participation in classroom teaching "marginalization": A case-based analysis of classroom discourse. *Educational Theory and Practice*.
- Wedin, Å. (2015). Non-challenging education and teacher control as factors for marginalization of students in diverse settings. *International Electronic Journal of Elementary Education*.
- Zhang, X. (2023). A field theory review of the developmental dilemma of students on the edge of the classroom. *Teaching and Management*, (24), 61–64.
- Zhao, H., & Wang, Y. (2019). Transformation of "marginal people" in classroom teaching in the context of educational informatization. *Teaching and Management*, (3).
- Zhu, A., & Yao, X. (2019). Survival styles and characteristics of contemporary marginalized college students and their adaptation. *Contemporary Educational Theory & Practice*, 11(02), 104–109.

Escape as Resistance: A Case Study on the Capital Logic and Field Position Reconstruction of College Students' Marginalization in Classroom Learning

by

Xupeng Huang

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: huangXP@hstc.edu.cn

and

Jiangting Chu

School Characteristic Development and
Experimental Center, Beijing Normal University,
Beijing, China

IJMBE International Journal of
Management, Business, and Economics

Escape as Resistance: A Case Study on the Capital Logic and Field Position Reconstruction of College Students' Marginalization in Classroom Learning

by

Xupeng Huang

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: huangXP@hstc.edu.cn

and

Jiangting Chu

School Characteristic Development and
Experimental Center, Beijing Normal University,
Beijing, China

Abstract

This study explores classroom learning marginalization among college students through the lens of Pierre Bourdieu's theory of social practice, focusing on the relationship between individual capital and the institutional field. Using an in-depth case study of a second-year software engineering student from a low-income rural family in China (Student C), the research examines how mismatches in economic, cultural, social, and symbolic capital contribute to disengagement in university classrooms. Findings show that financial constraints limit access to educational resources and professional certification opportunities. A lack of cultural capital, passed down through generations, hinders the student's adaptability to theoretical and abstract learning. Social isolation further weakens classroom collaboration, and low symbolic capital contributes to feelings of inferiority and reduced motivation. In response, Student C adopts active marginalization strategies such as skipping classes, reducing academic goals, and avoiding group participation. While these behaviors offer short-term coping mechanisms, they deepen the student's disconnection from institutional success paths. This case highlights that marginalization is not simply the result of personal shortcomings, but of systemic misalignment between students' capital profiles and the field logic of higher education. The university classroom, as a competitive space governed by implicit rules, often disadvantages those who lack the necessary capital to fully participate. To address this issue, the study recommends capital-sensitive interventions: targeted financial support, blended learning models, inclusive group work strategies, recognition of diverse forms of achievement, and stronger home-school partnerships. These measures aim to reduce inequality and promote greater inclusion in higher education learning environments. By uncovering the mechanisms behind academic marginalization, this research contributes to developing more equitable educational structures.

Keywords: Marginalization, Bourdieu, Capital, Higher Education, Engagement

1. Introduction

1.1 Background and Importance of the Problem

In the reality of higher education, not all college students are able to adapt to or embrace the academic and social life of the university. On the contrary, phenomena such as skipping classes, excessive use of mobile phones during lectures, and disengagement or silence in the classroom are common. A growing number of students can be categorized as "marginal people" or "outsiders", those who exhibit limited interest or participation in the academic environment.

Traditional explanations for such behaviors typically focus on student burnout or the quality of teaching. However, these perspectives often overlook a critical dimension: the university classroom is not merely a physical space but a "field" of capital competition. According to sociologist Pierre Bourdieu, successful participation in such a field requires students to possess capital, such as academic language proficiency, cultural adaptability, and social networks, that aligns with the implicit rules of the educational environment. Without these forms of capital, students may struggle to engage effectively, thus becoming marginalized in classroom learning.

Understanding marginalization in the university context requires moving beyond surface-level symptoms and examining the deeper, structural relationships between student capital and the field of education. This theoretical lens allows for a more comprehensive understanding of why certain students become alienated and how they respond to their marginalized status.

1.2 Research Question

This study is guided by the following core research questions:

- 1) How does the capital structure of college students influence their classroom learning behaviors?
- 2) When students experience a misfit between their capital and the field rules, how do they adopt active marginalization strategies (e.g., skipping classes, disengaging from group discussions) to reconstruct their position within the educational field?

1.3 Research Objective

The objective of this study is to explore the mechanisms by which individual capital alignment, or misalignment, with the university field contributes to learning marginalization. By conducting an in-depth case study of a college student (referred to as C student) using Bourdieu's theory of social practice, the study aims to:

- 1) Reveal how different forms of capital (economic, social, cultural) shape student behavior in the classroom.
- 2) Examine the dynamic interaction between student agency and structural constraints through strategies of active marginalization.
- 3) Provide a theoretical and empirical foundation for higher education practitioners to better understand and address marginalization in classroom learning environments.

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Field

Pierre Bourdieu defines a "field" as a structured social space with its own rules and power dynamics (Bourdieu, 1993). It is a space of conflict and competition where individuals, equipped with various forms of capital, interact and struggle for positions of dominance and legitimacy. In the context of the university classroom, the "field" refers not only to the physical learning space but also to the network of invisible power relations and expectations shaping students' behavior.

2.1.2 Capital

In Bourdieu's theory, capital is accumulated labor (material or embodied) that individuals possess and utilize to gain advantages within a given field (Bourdieu, 1990). He categorizes capital into:

1) Economic Capital: Material wealth or financial resources that can be exchanged for goods and services.

2) Cultural Capital: Includes educational qualifications, language skills, tastes, and embodied dispositions. It appears in:

- Embodied state: Skills and knowledge internalized in the individual.
- Objectified state: Cultural goods such as books or instruments.
- Institutionalized state: Academic credentials and titles.

3) Social Capital: The network of social relationships that provides access to resources and opportunities.

4) Symbolic Capital: Honor, prestige, and recognition that are socially legitimized and convertible into other types of capital.

2.1.3 Marginalization in Classroom Learning

This refers to students' peripheral status in the learning process, where they are not fully integrated or accepted due to personal, environmental, or systemic factors. This marginalization can be either passive (due to exclusion or disadvantage) or active (a strategic withdrawal or refusal to participate), leading to disengagement and reduced academic participation.

2.2 Literature Surveys

2.2.1 Characteristics of Marginalization

Research shows that classroom marginalization manifests in spatial, discursive, behavioral, and cognitive dimensions (Fan & He, 2021; Ji, 2023; Chen, 2021). Students may display both overt and covert signs of marginalization, and scholars categorize them as "active vs. passive", "explicit vs. implicit", or based on their evolving attitudes toward learning (Zhu & Yao, 2019; Ren & Wei, 2021; Zhang, 2022).

2.2.2 Influencing Factors

A range of factors contribute to marginalization:

- 1) Pedagogical issues: Outdated content, one-way teaching, and lack of student-centered approaches reduce classroom inclusivity (Wedin, 2015; Qiao, 2006).
- 2) Technological factors: Overuse of smartphones and poor-quality online platforms affect student engagement (Deng, 2021; Bai & Fan, 2023).
- 3) Capital imbalance: Unequal distribution of economic, cultural, and symbolic capital intensifies marginalization (Zhang Xinji, 2023).

2.2.3 Formation Mechanisms

Marginalization results from interactions between:

- 1) Institutional structures: Rigid teacher-centered systems limit student agency (Liang & Hu, 2011; Huang, 2004).
- 2) Capital mismatch: Students lacking dominant cultural or symbolic capital struggle to adapt to the academic discourse and participation norms (Manyang, 2020; Shi, 2021).
- 3) Low engagement: Silence, avoidance of group work, and strategic disengagement signal deeper issues with capital alignment.

2.2.4 Capital and Learning Marginalization

- 1) Economic Capital: Financial hardship restricts access to resources and creates long-term marginalization risks (Xiao & Yang, 2019; Ou et al., 2012).
- 2) Cultural Capital: Family background shapes learning attitudes and integration. Gaps in parenting style, communication, and educational expectations contribute to alienation (Mi et al., 2018; Ji & Zhu, 2023).
- 3) Social Capital: While potentially a buffer against marginalization, access to strong networks is unequally distributed (Morgan et al., 2020; Gamarnikow & Green, 2013).
- 4) Symbolic Capital: Classroom participation and recognition depend on language proficiency, discourse familiarity, and perceived legitimacy, which many marginalized students lack (Wang & Pan, 2017; Li Mao, 2024).

2.3 Conceptual Framework

Based on Bourdieu's theory of social practice, this study conceptualizes the university classroom as a field where students engage in struggles over educational success. Their position in this field is determined by the volume and composition of capital they possess:

- 1) Students with aligned capital (e.g., academic language, cultural fluency, strong networks) adapt well and become central actors.

2) Students with misaligned or deficient capital are pushed to the margins, either involuntarily (passive marginalization) or by choice (active marginalization).

This marginalization is mediated by students' habitus, their internalized dispositions, which guides how they perceive, interpret, and respond to the structural conditions of the classroom. The framework enables an understanding of marginalization as not only a result of exclusion but also a strategic, subjective response to capital-field dissonance.

2.4 Research Hypothesis

Drawing from the above framework and literature, this study proposes the following hypotheses:

H1: The capital structure (economic, cultural, social, symbolic) of college students significantly influences their classroom participation and learning behavior.

H2: A mismatch between students' capital and the dominant field rules of the classroom leads to marginalization.

H3: Some students adopt active marginalization strategies, such as silence, selective engagement, or skipping classes, to reconstruct power relations and protect their self-worth in the field.

H4: Students' ability to re-position themselves in the classroom field is contingent upon their capacity to convert or accumulate relevant forms of capital.

3. Research Methodology

3.1 Research Design

This study adopts a qualitative case study design to deeply explore the phenomenon of classroom learning marginalization among college students. The case study method is particularly effective in uncovering the complex and contextualized interactions between individual student experiences and broader structural forces. Drawing from Bourdieu's theory of social practice, this study seeks to understand how mismatches between students' capital and classroom field rules contribute to marginalization. By focusing on one representative student case (Student C), the research aims to generate rich, detailed insights into the lived experience and strategies of marginalized students.

3.2 Population and Sample

The study's target population consists of college students who exhibit varying degrees of classroom learning marginalization. Initial data were gathered through pre-interviews with 21 students identified as marginalized learners based on behavioral indicators (e.g., frequent absenteeism, minimal classroom interaction, disengagement).

From this group, Student C was selected as the focal case for in-depth analysis. The selection criteria included:

- Low alignment between student's capital (economic, cultural, social, symbolic) and the implicit rules of the academic field;
- Evident behavioral patterns of marginalization in the classroom;
- Willingness to participate and reflect deeply in the research process.

Student C represents a highly illustrative case of how capital mismatch and active marginalization unfold in the university context.

3.3 Research Instruments

3.3.1 In-depth Interviews

Semi-structured, one-on-one interviews were conducted with Student C to explore their subjective experiences, motivations, and perceptions of classroom learning. The interviews focused on:

- Educational background and family situation (capital structure);
- Perceived barriers to classroom engagement;
- Emotional responses to marginalization;
- Strategies of adaptation or resistance.

Special attention was paid to creating an open, non-hierarchical dialogue to reduce bias arising from power differentials between the researcher and participant.

3.3.2 Classroom Observations

A structured observation protocol was used to track Student C's behaviors over the course of a full academic semester. Observations included:

- Patterns of participation and silence;
- Interactions with peers and instructors;
- Use of technology and body language;
- Spatial positioning within the classroom.

These observations helped capture real-time indicators of marginalization and served as a triangulation tool to support the interview findings.

3.4 Data Collection

Data were collected across a full semester through the following means:

- 1) Pre-screening interviews with 21 marginalized students to identify a suitable case.
- 2) Multiple rounds of in-depth interviews with Student C, each lasting approximately 60–90 minutes.
- 3) Systematic classroom observations (2 sessions per week for 16 weeks), supported by field notes, behavioral logs, and photographic documentation (with consent).
- 4) Informal follow-up conversations to clarify or deepen emerging themes.

All interviews were audio recorded (with participant consent) and transcribed verbatim for analysis.

3.5 Statistics Used for Data Analysis

As this is a qualitative study, the focus was not on statistical testing but on thematic analysis and pattern coding. The following analytic strategies were employed:

1) Open coding of interview transcripts and observation notes to identify recurring themes and categories.

2) Axial coding to relate capital types to observed learning behaviors and field alignment.

3) Narrative analysis to construct a coherent account of Student C's experiences and identity shifts over time.

4) Triangulation between interview and observational data to ensure consistency and reliability.

While no inferential statistics were used, descriptive frequencies (e.g., number of class absences, instances of verbal participation) were recorded as supplementary indicators of behavioral trends.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the data analysis and findings from the case study of Student C, a second-year software engineering student from a financially disadvantaged rural family in China. Utilizing Bourdieu's capital theory framework, including economic, cultural, social, and symbolic capital, this analysis explores how socio-economic background, institutional structures, and personal agency interact to shape learning experiences in higher education. This section draws primarily from qualitative data, emphasizing the lived realities and subjective interpretations of Student C as revealed through in-depth interviews.

4.2 Data Analysis of the Qualitative Data

4.2.1 Lack of Economic Capital and Learning Investment

Student C comes from a low-income family sustained by farming and part-time jobs. His financial constraints significantly influence his educational decisions and lifestyle:

"My family gives me about 1,000 living expenses every month, plus the state grant from the school, which is almost enough. My uncle works outside the home, and sometimes gives some money... but I am embarrassed to always ask him for money." (s3_20240423)

To navigate this, Student C applies a "capital collage technique," blending institutional grants, kinship support, and frugal living. He avoids costly certifications, choosing instead cheaper exams, reflecting a compressed educational investment strategy.

4.2.2 The Dilemma of Family Cultural Capital and Academic Adaptation

Student C's parents possess limited education and convey their expectations in simple terms. Their emphasis on "learning a skill to survive" forms a practical but narrow view of education:

"The concern for him and his sister in their studies 'is always a few words'... 'only by mastering a technology can we gain a foothold in society.'" (s3_20240423)

This utilitarian mindset affects how Student C perceives university learning. He equates education with job preparation and struggles to appreciate abstract or liberal arts courses.

4.2.3 Social Capital Deficiency: Narrow Peer Network

Student C avoids social interaction beyond his dormitory circle and dislikes organized gatherings:

"These activities are very boring... most of them are playing with their mobile phones... Now I play more with a classmate in the dormitory... the others didn't have much contact." (s3_20240423)

His restricted social radius limits opportunities for peer learning and collaborative academic growth. Conflicts within the dormitory further exacerbate his sense of isolation.

4.2.4 Classroom Marginalization and Capital Mismatch

The misalignment between Student C's cultural capital and university expectations manifests in classroom disengagement. He prefers online courses and perceives university lectures as impractical:

"Many classes in school are meaningless... like Music Appreciation... These classes are a waste of our time." (s3_20240423)

Online learning, while seemingly adaptive, leads to fragmented knowledge and reinforces instrumental rationality, deepening his alienation from the classroom field.

4.2.5 Challenges in Cooperative Learning

Student C struggles with group work due to weak social ties:

"My roommates... all form a team... I have to find someone else... sometimes there is no one left to team us together." (s3_20240423)

This exclusion pushes him toward solitary study in his dormitory, symbolically withdrawing from the academic collective and reconstructing an individualistic learning approach.

4.2.6 Symbolic Capital and Strategic Withdrawal

Student C avoids leadership roles or scholarship pursuits due to perceived futility:

"No matter how good you are in the exam, you can't be awarded a scholarship... it's better to be a common person... as long as I can graduate without failing a course." (s3_20240423)

This reflects a strategy of survival over excellence, internalizing limitations imposed by the academic field.

4.2.7 Institutional Rules and Passive Participation

Student C sees classroom regulations as external impositions rather than intrinsic motivations:

"I don't understand why we need to be named and why the school forces us to attend classes... we just need to pass the exam." (s3_20240423)

Class leaders sometimes choose not to enforce attendance strictly, indicating informal negotiations around rule enforcement and peer dynamics.

4.3 Summary of the Results

The case of Student C demonstrates how systemic inequalities, embedded in economic scarcity, limited cultural exposure, narrow social networks, and weak symbolic positioning, shape marginalized experiences in higher education. Student C's coping strategies—financial conservatism, selective learning, social withdrawal, and strategic compliance—are rational responses to structural disadvantage but ultimately reinforce his marginalization. These findings underscore the need for institutional sensitivity to diverse student backgrounds and the creation of inclusive learning environments that accommodate varying forms of capital and learning identities.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

The case of Student C shows that the marginalization of classroom learning is the product of the conflict between capital structure and field rules. Specifically, the lack of economic capital restricts access to educational resources; intergenerational rupture of cultural capital weakens academic adaptability; narrowing of social capital hinders participation in cooperative learning; and lack of symbolic capital leads to identity crises. In response to the low alignment between capital and field norms, Student C adopts marginalization strategies such as withdrawing from classrooms and compressing learning goals. However, these actions only exacerbate his passive status and marginal position in the academic system.

5.2 Discussion

This study illustrates that the learning marginalization of students from disadvantaged backgrounds is not the result of individual failure, but rather systemic misalignment between personal capital configurations and the institutional logic of higher education. Student C's story reflects a broader phenomenon whereby students reconstruct power relations through symbolic withdrawal, yet fail to escape the reproducing structure of educational inequality. His narrative highlights the urgent need for structural reforms that not only address economic hardship but also promote meaningful inclusion across cultural, social, and symbolic dimensions.

5.3 Recommendation

To mitigate the marginalization of college students in classroom learning, we propose the following actionable strategies:

1) Optimize the Capital Allocation Mechanism: Schools should establish dedicated financial support programs that cover skill certification fees for low-income students to ease their economic burden and support academic progression.

2) Reconstruct Classroom Field Rules: Universities should integrate general and vocational education more closely to help students internalize critical thinking. Blended learning—combining online resources with in-person interaction—can bridge cultural capital disparities. Additionally, optimizing cooperative learning through randomized grouping may reduce the exclusion caused by pre-existing social capital hierarchies.

3) Enhance Symbolic Capital Accumulation: Institutions should develop multi-faceted evaluation systems such as practical projects and competitions to provide alternative pathways for recognition. Faculty should increase their attention to marginalized students through personalized feedback and inclusive pedagogical practices.

4) Foster Home-School Collaboration: Schools can offer parental education initiatives to enhance the transmission of cultural capital, reducing the influence of pragmatic values that devalue education. Collaborative interventions can bridge the gap between family habitus and educational aspirations.

References

- Bai, T., & Fan, S. (2023). Analysis of the causes of college students' "truancy" in online education and its intervention path. *University Education*, (04), 15–18.
- Bourdieu, P. (1993). *The field of cultural production: Essays on art and literature*. Cambridge: Polity Press.
- Chen, L. (2021). The phenomenon of "marginal people" in high school ideological and political classroom teaching and its dissolution (Master's thesis). Hunan Normal University.
- Dai, Y. (2021). Research on the impact of mobile phone addiction on classroom teaching and countermeasures among college students. *Journal of Science and Education*, (26), 181–183.
- Deng, F., Ye, Z., Liang, L., et al. (2021). Challenges and coping strategies of mobile phones for college students' classroom education and teaching. *Education and Teaching Forum*, (35), 13–16.
- Fan, G., & He, P. (2021). The dilemma of the phenomenon of "marginalized people" in classroom teaching and its dissolution: Based on the perspective of acknowledging justice. *Contemporary Education and Culture*, 13(05), 46–52.
- Hällsten, M., & Pfeffer, F. T. (2017). Grand advantage: Family wealth and grandchildren's educational achievement in Sweden. *American Sociological Review*, 82(2).

- Hong, M., & Zhou, W. (2010). College students' truancy: Current situation, causes and countermeasures. *Education and Culture Forum*, 2(04), 28–34.
- Huang, B. (2004). Social causes and correction of college students' truancy. *Journal of Harbin University*, (05), 112–117.
- Ji, T., & Zhu, J. (2023). Marginalized people in the university field: Causes and transformation paths. *Educational Exploration*, (09), 38–43.
- Li, M. (2024). The formation mechanism and transformation strategy of "marginal people" in the classroom from the perspective of interactive ritual chain theory. *Educational Research and Experimentation*, (04), 97–106.
- Li, S. (2017). The generation mechanism and transformation direction of "marginal people" in classroom teaching. *Educational Research and Experimentation*, (06).
- Liang, L., & Hu, T. (2011). Causes and countermeasures of apathy in college classrooms. *Forum on Education and Teaching*, (31), 168–169.
- Luo, S., & Zhuang, M. (2017). Current situation and cause analysis of mobile phone dependence in college students' classrooms. *Journal of Zunyi Normal University*, 19(01), 146–150.
- Messiou, K. (2019). Understanding marginalisation through dialogue: A strategy for promoting the inclusion of all students in schools. *Educational Review*, 71(3), 306–317.
- Morgan, H., Parker, A., & Marturano, N. (2020). Community-based intervention and marginalised youth: Inclusion, social mobility and life-course transition. *Journal of Education and Work*, 33(5–6), 327–342.
- Miyaliuji. (2007). Bourdieu's theory of social practice (Master's thesis). Nanjing Normal University.
- Park, R. E. (1928). Human migration and the marginal man. *American Journal of Sociology*, 33(6), 881–893.
- Qi, Y., & Li, S. (2014). On the formation process and coping strategies of marginalized people in classroom teaching. *Educational Sciences*, 30(02), 32–37.
- Qiao, Y., Li, T., & Tian, Y. (2006). Analysis on the causes and countermeasures of college students' truancy. *Chinese Journal of Higher Education Research*, (03), 78–80.
- Qin, Q., & Du, S. (2015). Research on the phenomenon of "marginal people" in classroom teaching. *Education and Instructional Research*, 29(11), 5.
- Ren, Y., & Wei, H. (2021). On the dilemma and transformation path of "marginal people" in classroom teaching. *Teacher Training for Primary and Secondary Schools*, (07), 37–41.
- Shi, G. (2021). Student classroom silence from a field perspective: Mechanism and optimization. *Chinese Journal of Education*, (10), 68–72.

- Wang, S., & Pan, Y. (2017). On the mechanism of students' participation in classroom teaching "marginalization": A case-based analysis of classroom discourse. *Educational Theory and Practice*.
- Wedin, Å. (2015). Non-challenging education and teacher control as factors for marginalization of students in diverse settings. *International Electronic Journal of Elementary Education*, 7(2), 169–188.
- Xiao, A., & Yang, Y. (2019). Analysis of the causes of "marginalized groups" of college students. *Urban Journal*, 40(04).
- Zhang, X. (2023). A field theory review of the developmental dilemma of students on the edge of the classroom. *Teaching and Management*, (24), 61–64.
- Zhang, Y. (2022). Why is the material for reading: A case study of college students learning about "marginalized people" (Master's thesis). Xinjiang Normal University.
- Zhao, H., & Wang, Y. (2019). Transformation of "marginal people" in classroom teaching in the context of educational informatization. *Teaching and Management*, (03).
- Zhu, A., & Yao, X. (2019). Survival styles and characteristics of contemporary marginalized college students and their adaptation. *Contemporary Educational Theory and Practice*, 11(02), 104–109.

**Impact of Perfection Pursuing on Anxiety: An Empirical
Analysis of a Sample of 228 College Students Studying Vocal Music**

by

Yonglei Mei

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 3020195311@qq.com

IJMBE International Journal of
Management, Business, and Economics

Impact of Perfection Pursuing on Anxiety: An Empirical Analysis of a Sample of 228 College Students Studying Vocal Music

by

Yonglei Mei

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 3020195311@qq.com

Abstract

This study explores the psychological mechanisms linking perfectionism and anxiety in college students engaged in vocal music learning, with a specific focus on the mediating role of self-efficacy and the moderating role of emotional education. Grounded in cognitive learning theory and emotional education theory, the research employed a quantitative approach using survey data from 256 valid teacher-student pairs across universities in China. Structural equation modeling and hierarchical regression analyses were conducted using SPSS 22.0 and Mplus 8.0 to test six proposed hypotheses. Findings indicate that students who demonstrate a stronger pursuit of perfection are significantly more likely to experience elevated levels of learning-related anxiety in vocal music education. However, self-efficacy plays a partial mediating role in this relationship, serving as a protective psychological factor that can buffer the negative emotional effects associated with perfectionism. Moreover, emotional education was found to moderate the link between perfectionism and self-efficacy, though this moderating effect varies significantly by gender. For female students, emotional education strategies, such as emotionally engaged singing and expressive role-playing, positively impact self-efficacy and thereby reduce anxiety. In contrast, for male students, heightened emotional involvement can diminish their sense of control and confidence, potentially increasing anxiety. These gender-based differences highlight the need for differentiated teaching approaches in vocal instruction. The results suggest that emotional education can be a powerful pedagogical tool when appropriately tailored, but it is not universally effective. Cultivating students' self-efficacy should be a core instructional goal in order to reduce anxiety and improve learning outcomes. The study contributes to existing literature by offering theoretical and practical insights into the localization of Western vocal pedagogy in the Chinese educational context. It emphasizes the importance of integrating emotional and psychological dimensions into teaching, thus fostering more adaptive, resilient, and effective vocal learners.

Keywords: Perfectionism, Anxiety, Self-Efficacy, Emotional Education, Vocal Music Learning

1. Introduction

1.1 Background and Importance of the Problem

Vocal music learning emphasizes the mastery of vocal techniques, musical skills, and expressive performance. It is inherently practical and places high demands on students' self-exploration abilities, such as vocal imitation and identifying resonance positions. However, many students, despite their efforts, find it difficult to locate proper vocal positions and develop a sense of resonance, often becoming stuck at the beginner level. This stagnation slows their progress and frequently leads to psychological pressure and learning anxiety.

Anxiety, a psychological state marked by fear and worry, adversely impacts cognitive functions and learning behaviors. In vocal education, anxiety can negatively affect a student's pitch accuracy, rhythm, emotional expressiveness, and overall performance. Research has shown that students may struggle to enter a productive learning state due to performance concerns and self-doubt (Chen Ling, 2010).

Emotional education strategies, such as singing with emotional engagement, sharing contextual background, encouraging communication, and role playing, have shown promise in improving students' self-efficacy and emotional resilience. Cognitive learning theories suggest that both internal motivation and external stimuli are critical in the learning process. While traditional one-on-one vocal teaching methods foster emotional connection between teachers and students, enhancing learning outcomes, the theoretical basis for Emotional education's impact remains insufficiently explored.

1.2 Research Question

Based on current literature and practical observations, the central research questions of this study are:

- 1) Is there a statistically significant relationship between college students' pursuit of perfection in vocal music learning and their experience of anxiety?
- 2) What are the underlying mechanisms through which perfectionism affects learning anxiety?
- 3) What role does self-efficacy play in this process?
- 4) Can Emotional education moderate the relationship between perfectionism and anxiety?

1.3 Research Objective

This study aims to explore and verify the relationship between perfectionism and learning anxiety among college students in vocal music programs. Specifically, the objectives are to:

- 1) Determine whether perfectionist tendencies in vocal learning contribute to increased levels of anxiety.
- 2) Investigate the mediating role of self-efficacy in the relationship between perfectionism and anxiety.

3) Examine the moderating effect of emotional education methods in reducing anxiety and improving students' psychological and learning states.

4) Provide empirical data and theoretical insights to inform more effective vocal teaching strategies and psychological interventions for students experiencing learning-related stress.

2. Literature Review

2.1 Related Concepts and Theories

Perfectionism is defined in Webster's Dictionary as an unattainable state of flawlessness or superiority. Zhang Bin (2012) described it as a concept often tinged with negativity. Psychologically, perfectionism involves setting excessively high standards, which often results in harsh self-criticism and feelings of failure (Pacht, 1984). While some studies suggest it may drive achievement (Slaney, 1995), it is more often associated with negative emotional outcomes, particularly anxiety.

Anxiety, a negative emotional state characterized by feelings of tension and worry, was extensively studied by Spielberger (1983), who differentiated between state anxiety (temporary emotional states) and trait anxiety (more consistent personality traits). In the context of vocal learning, performance anxiety is especially prevalent due to pressure for precision and expressiveness.

Self-efficacy, introduced by Bandura (1997), refers to a person's belief in their capacity to execute behaviors necessary to produce specific performance attainments. It encompasses elements like self-confidence and perceived control. High self-efficacy is often linked to better stress management and lower levels of anxiety.

Emotional education stems from the concept of emotional labor, introduced by Hochschild (1983), which emphasizes that high-quality interpersonal work (e.g., teaching) involves managing emotions. Emotional education, particularly in vocal instruction, includes strategies like deep acting and role-playing, which foster stronger student-teacher interaction and psychological engagement (Morris et al., 1997). Systems like Orff education also integrate emotional experience as a core part of vocal learning (Lixin & Enfu, 2004).

2.2 Literature Surveys

Research has increasingly linked perfectionism to negative outcomes such as anxiety and depression. Pacht (1984) argued that perfectionists suffer from intense self-criticism, leading to psychological distress. Though Slaney (1995) acknowledged potential motivational benefits of perfectionism, empirical studies largely show a positive correlation between perfectionist traits and anxiety.

Studies on self-efficacy demonstrate its mediating effect between perfectionism and emotional outcomes. Preusser et al. (1994) found that self-esteem mediated the relationship between perfectionism and depression, and Rice et al. (1998) extended this finding to self-efficacy. Students striving for perfection in vocal learning may face repeated setbacks, leading to avoidance and anxiety, an outcome that can be mitigated by higher self-efficacy.

Regarding emotional labor, Hochschild (1983) emphasized that teaching is an emotionally intensive occupation. When teachers apply Emotional education strategies, such as deep emotional engagement or role modeling, students may experience increased motivation, reduced anxiety, and improved self-efficacy. Emotional education may thus act both as a moderator and mediator in the relationship between perfectionism and anxiety.

2.3 Conceptual Framework

Based on the theoretical and empirical foundations, this study builds a framework involving four key constructs:

- 1) Perfectionism in vocal learning as an independent variable.
- 2) Anxiety as a dependent variable.
- 3) Self-efficacy as a mediator between perfectionism and anxiety.
- 4) Emotional education as both a moderator and mediated moderator, influencing the strength and direction of the relationships.

In summary, this article proposes a research model as shown in Figure 1.

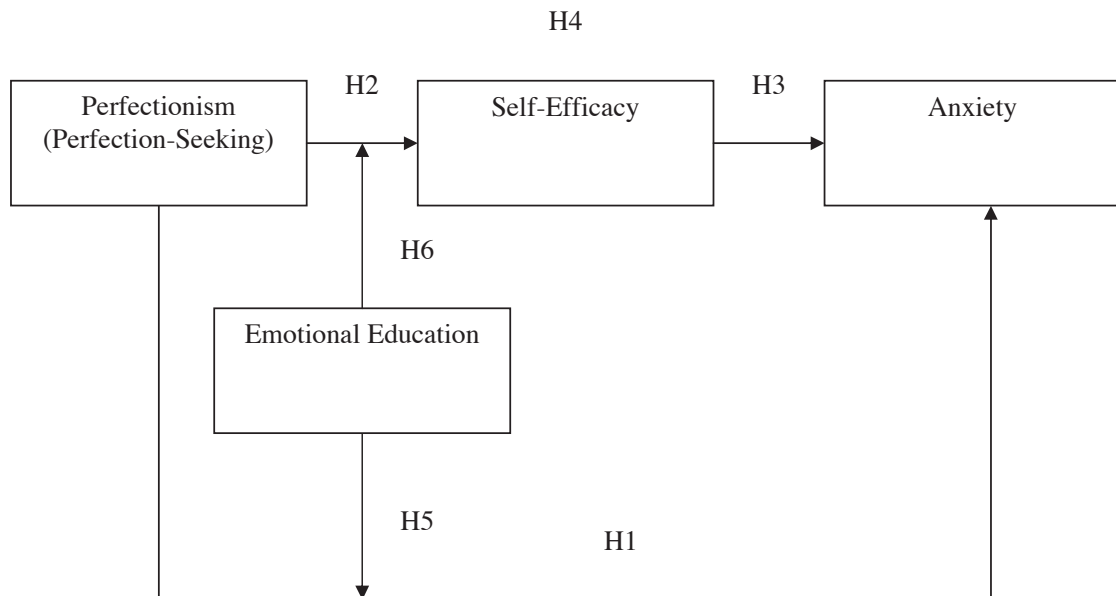


Figure 1 Conceptual Framework

This conceptual model aims to clarify how emotional education and self-efficacy influence the path from perfectionism to anxiety among college vocal music students.

2.4 Research Hypothesis

Based on the reviewed theories and literature, the following hypotheses are proposed:

H1: The pursuit of perfection in college students' vocal learning has exacerbated their personal anxiety.

H2: The pursuit of perfection in college vocal learning has a positive impact on self-efficacy.

H3: Self-efficacy has a negative impact on anxiety.

H4: Self-efficacy mediates the relationship between perfectionism and anxiety in college vocal learners.

H5: Emotional education negatively moderates the relationship between perfectionism and anxiety; that is, higher emotional education weakens the positive impact of perfectionism on anxiety.

H6: Emotional education moderates the relationship between perfectionism and self-efficacy, thereby indirectly suppressing anxiety, a moderated mediation effect.

3. Research Methodology

3.1 Research Design

This study employed a quantitative research design using a structured questionnaire method to examine the relationships among perfectionism, self-efficacy, anxiety, and Emotional education in the context of vocal music education. The study was constructed to empirically test the proposed hypotheses through a cross-sectional survey approach. By collecting data from both vocal music students and their teachers, the study adopted a teacher-student paired model. In this model, students were responsible for self-reporting on their levels of perfectionism, self-efficacy, and anxiety, while teachers provided responses related to their Emotional education practices. This pairing allowed the research to investigate not only direct psychological relationships within students but also the moderating effects of teacher behaviors on student outcomes.

3.2 Population and Sample

The target population of this study included undergraduate and postgraduate students studying vocal music, along with their teachers, from universities in Guizhou and Shanghai. A total of 310 questionnaires were initially distributed using a matched teacher-student pairing method to ensure the integrity of the relational data. After screening for completeness and validity, 228 valid teacher-student pairs were retained for analysis, resulting in an effective response rate of 82.58%. Within the final sample, 67% of respondents were female. In terms of academic background, business students accounted for 56% of the sample, while art students accounted for 38%. Furthermore, 82% of the participants were pursuing undergraduate degrees. This composition reflects a reasonably diverse pool of vocal music learners with varying disciplinary and educational backgrounds.

3.3 Research Instruments

The research employed established measurement instruments with proven reliability and validity to ensure the robustness of the data. To enhance cultural and linguistic clarity, a back translation procedure was used based on the method developed by Karasz and Singelis (2009). This helped optimize the Chinese-language expression of the questionnaire items, ensuring that the meaning was clear and contextually appropriate for all respondents. The questionnaire was designed using a six-point Likert scale, where 1 represented "strongly disagree" and 6 represented "strongly agree", thereby minimizing the risk of central tendency bias.

Perfectionism was measured using the well-known scale developed by Hewitt (1991), which includes items such as "My goal is to strive for perfection in everything I do" and "I always force myself to do my best." The reliability coefficient (Cronbach's alpha) for this scale was 0.777, indicating good internal consistency. Anxiety was assessed through the Spielberger (1972) scale, as translated into Chinese by Shen Yu Village in 1988. Representative items included "I often feel nervous and uneasy" and "I overly worry about things that are actually not important." This scale demonstrated strong reliability, with a Cronbach's alpha of 0.915. Self-efficacy was measured using a revised Chinese version of the General Self-Efficacy Scale originally developed by Schwarzer et al. (1997). Example items included "If I try my best, I can always solve difficult problems" and "With my talent, I can definitely handle unexpected situations," with a Cronbach's alpha of 0.888. Emotional education, completed by teachers, was assessed using a scale by Diefendorff (2005), which included statements such as "I care about my students very much" and "When communicating with students, I always maintain a good mood." This scale also demonstrated good reliability, with a Cronbach's alpha of 0.874. Gender, grade level, and major were included as control variables to account for potential demographic influences.

3.4 Data Collection

The data collection process was carried out using the online platform "Questionnaire Star." The research team first reached out to vocal music teachers at selected universities to explain the purpose and methodology of the study. With the cooperation of these teachers, students were then invited to participate, and paired teacher-student relationships were established for the purpose of the survey. The questionnaire was divided into two sections: the first collected basic demographic information such as gender, grade, and major; the second contained the core items measuring the four primary constructs under investigation. The students completed the sections on perfectionism, self-efficacy, and anxiety, while teachers completed the emotional education section. Ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly observed during the entire data collection process.

3.5 Statistics Used for Data Analysis

The data analysis for this study involved several statistical techniques to test the validity of the proposed hypotheses. Descriptive statistics were first used to summarize the demographic characteristics and general trends in the data. Reliability testing was conducted using Cronbach's alpha coefficients to ensure the internal consistency of each measurement scale. To test the relationships between variables, correlation analyses were performed. For hypothesis testing, various regression techniques were used. Simple linear regression was applied to assess direct effects among perfectionism, self-efficacy, and anxiety. Mediation effects were analyzed using the Baron and Kenny method along with bootstrapping techniques to validate the mediating role of self-efficacy. To examine the moderating and moderated mediation effects of Emotional education, the PROCESS

macro developed by Hayes was employed. Statistical analyses were conducted using SPSS, and structural equation modeling was carried out with AMOS or SmartPLS where necessary to further validate the conceptual framework.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the results of the data analysis conducted to examine the relationships among perfection pursuit, self-efficacy, anxiety, and emotional education in the context of college students' vocal learning. The data were collected from 256 valid questionnaires and analyzed using SPSS 22.0 and Mplus 8.0 software. The analysis was designed to test the reliability and validity of the measurement instruments, assess the presence of common method bias, and evaluate the structural relationships among the variables through hypothesis testing, mediation, and moderation analyses. The analysis began with the evaluation of the psychometric properties of the instruments, including reliability, convergent validity, and discriminant validity. The results demonstrated that all scales used in this study possessed acceptable levels of internal consistency, with Cronbach's alpha coefficients exceeding 0.7. Furthermore, confirmatory factor analysis confirmed good model fit for the four-factor structure, indicating that the constructs were statistically distinguishable and conceptually sound.

Following this, structural equation modeling (SEM) was employed to test the proposed hypotheses regarding the direct and indirect relationships between variables. The findings revealed that perfection pursuit had a significant positive effect on anxiety, partially mediated by self-efficacy. Additionally, emotional education was found to exert a moderating effect on the relationship between perfection pursuit and self-efficacy, with the effect differing across genders. For male students, high levels of emotional education were found to diminish self-efficacy in the context of perfection pursuit, whereas for female students, emotional education had a facilitative effect on enhancing self-efficacy. In summary, the data analysis confirms the key hypotheses proposed in this study and highlights the complexity of the emotional and psychological dynamics involved in vocal learning. These results provide empirical support for the theoretical framework and offer insights into the role of emotional education in mitigating anxiety and promoting self-efficacy, particularly through gender-sensitive approaches.

4.2 Data Analysis of the Quantitative Data

4.2.1 Reliability, Validity, and Common Method Bias

This study used SPSS 22.0 and Mplus 8.0 software to test the reliability and validity levels of various scales. Table 1 presents the results of the load intervals, combination reliability (CR), convergent validity (AVE), Cronbach's alpha, and differential validity test results.

Reliability testing: Firstly, SPSS22 is applied to measure the internal consistency alpha coefficient of perfection pursuit, self-efficacy, anxiety, and Emotional education scales. As a result, Cronbach's alpha is greater than 0.7, indicating good reliability for each variable. Secondly, according to the suggestion of Fornell and Larcker (1981), the combined reliability CR greater than 0.6 indicates good reliability. In this study, the CR values of the four variables of perfection pursuit, self-efficacy, anxiety, and Emotional education were 0.780, 0.888, 0.916, and 0.874 respectively, all

of which were greater than the recommended standard of 0.7, further indicating that the variables have good reliability.

Validity testing: The average variance extraction (AVE) of the questionnaire was measured through Mplus 8.0 software to test its convergent validity. The standardized factor loading coefficients of each latent variable in Table 3 are all greater than 0.6, and the AVE values are all greater than 0.5, which meets the recommendation of Fornell and Larcker (1981) for AVE standard values (>0.5), indicating good convergence validity of the scale. At the same time, the square root of AVE on the diagonal is greater than the direct correlation coefficient of each latent variable in the same row or column, indicating that the discriminant validity of each scale has also met statistical requirements.

Table 1 Reliability, Convergent Validity, and Discriminant Validity (N=256)

Construct	Factor Load Capacity	Combination Reliability	Convergent Validity	Cronbach's α	Discriminant Validity			
		CR	AVE		PER	SE	ANX	EME
PER	0.625-0.805	0.780	0.545	0.777	0.738			
SE	0.715-0.867	0.888	0.615	0.888	0.270	0.784		
ANX	0.611-0.771	0.916	0.500	0.915	0.171	-0.217	0.707	
EME	0.654-0.861	0.874	0.583	0.871	0.246	0.357	0.076	0.764

Note: PER refers to perfection pursuit, SE refers to self-efficacy, ANX refers to anxiety, and EME refers to Emotional education. The number on the main diagonal is the square root of AVE, displayed in bold.

To further confirm the convergent validity and discriminant validity of each variable, a series of confirmatory factor analyses were conducted on 256 teacher-student paired data using Mplus8.0 software. The results are shown in Table 2. Firstly, the factor loadings and T-values of each factor in the four-factor model reached a significant level of 0.05, and there were no inappropriate solutions, indicating that the four variables involved in this study have good convergent validity. Secondly, the fitting indicators of each variable ($X^2/df=1.852$; $SRMR=0.049$; $RMSEA=0.053$; $CFI=0.951$; $TLI=0.938$) all met the recommended standards of Minglong (2017), indicating good discrimination between the four constructs involved in this study. Furthermore, compared with other nested models such as three-factor, two-factor, and single-factor models, it was found that the four-factor model was significantly better than the other five models, indicating that the model containing four variables was the most ideal.

Table 2 Confirmatory Factor Analysis (N=256)

Model	χ^2	DF	χ^2/DF	$\Delta \chi^2 (\Delta df)$	CFI	TLI	RMS	SRMR
Four-factor model (PER, SE, ANX, EME)	552.048	246	1.793		0.904	0.892	0.070	0.065
Three-factor model (PER+SE, ANX, EME)	759.589	249	3.051	207.541 (3)***	0.839	0.822	0.089	0.089
Three-factor model (PER, SE+EME, ANX)	1063.303	249	4.270	551.255 (3)***	0.744	0.716	0.113	0.107
Two-factor model (PER+SE, ANX+EME)	1398.792	251	5.573	846.744 (5)***	0.639	0.603	0.134	0.150
Two-factor model (PER+EME, SE+ANX)	1420.857	251	5.661	868.809 (5)***	0.632	0.595	0.135	0.148
Single-factor model (PER+EME+SE+ANX)	2054.284	252	8.152	1502.236 (6)***	0.433	0.379	0.167	0.181

Note: PER refers to perfection pursuit, SE refers to self-efficacy, ANX refers to anxiety, and EME refers to Emotional education. "+" represents the combination of two variables, and "***" represents $p < 0.001$.

Table 3 describes the average value, standard deviation, correlation coefficient, and square root of AVE values for each variable. It can be seen that the pursuit of perfection is significantly positively correlated with self-efficacy ($\beta = 0.237$, $p < 0.05$), anxiety ($\beta = 0.136$, $p < 0.05$), and Emotional education ($\beta = 0.203$, $p < 0.05$), while self-efficacy is significantly negatively correlated with anxiety ($\beta = -0.203$, $p < 0.05$). Therefore, research hypotheses H_1 , H_2 , and H_3 have been preliminarily validated.

Table 3 Mean, Standard Deviation, and Correlation Coefficient of Variables (N=256)

Variable	Mean	Standard Deviation	1	2	3	4	5	6	7
Gender	1.793	0.406	-						
Grade	1.496	0.607	0.068	-					
Major	3.008	0.986	-0.104	-0.334**	-				
PER	3.035	0.91	-0.019	-0.084	0.035	(0.777)			
SE	3.313	0.828	0.261**	-0.041	0.015	0.237**	(0.888)		
ANX	3.449	0.947	-0.162**	0.06	0.066	0.136*	-0.203**	(0.915)	
EME	2.768	0.824	0.048	0.019	0.002	0.203**	0.324**	0.065	(0.871)

Note: PER refers to perfection pursuit, SE refers to self-efficacy, ANX refers to anxiety, and EME refers to Emotional education* $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$; The Cronbach's alpha values of the corresponding variables are enclosed in parentheses.

Following the suggestion of Podsakoff (2003), this article conducted a Harman one-way test on the questionnaire to analyze the common method bias that may occur due to the same person answering a set of questionnaires. Through exploratory factor analysis of each latent variable item without rotation, it was found that the variance explanation rate of the first factor without rotation was only 26.56%, far below the recommended standard of 50% (Hair, 1995), which means that most

of the variation phenomena explained by a single factor do not exist. Therefore, the common method bias issue in this study is not serious.

4.2.2 Inspection Results

1) Main Effect Analysis

To test the main effect of the model, Mplus8.0 software was used to construct a series of structural equation models for hypothesis testing on the sample data. The results are shown in Table 4. Among them, M1 and M3 used anxiety as the dependent variable to test the effects of pursuing perfection and self-efficacy on anxiety, while M2 tested the effect of pursuing perfection on self-efficacy. At the same time, the results of variance inflation factor (VIF) diagnosis on the tested models showed that the VIF values of all models were below 3.0, indicating that there was no serious common linear problem.

The return results in Table 4 show a significant positive correlation between the perfection pursuit and anxiety ($\beta=0.142$, $p<0.05$), indicating that people who pursue perfection are more likely to experience anxiety. The research results are consistent with Hewitt et al. (1991) and Kawamura et al. (2001). Therefore, hypothesis H_1 is further validated. The path coefficient of the impact of pursuing perfection on self-efficacy is 0.216 ($p<0.001$), indicating that people who pursue perfection also have higher self-efficacy. Hypothesis H_2 has been further validated. The path coefficient of the influence of self-efficacy on anxiety emotions is -0.232 ($p<0.01$), indicating that people with higher self-efficacy are less likely to experience anxiety emotions, and the research hypothesis H_3 has been further validated.

Table 4 Analysis of Structural Equation Modeling Results (N=256)

Model	Non-Standardized Coefficient		T	F	R^2	ΔR^2
	B	Standard				
M1:PER→ANX	0.142*	0.065	2.188	4.789	0.019	0.015
M2:PER→SE	0.216***	0.055	3.894	15.164	0.056	0.053
M3:SE→ANX	-0.232**	0.07	-3.304	10.918	0.041	0.037

Note: PER refers to the pursuit of perfection, SE refers to self-efficacy, ANX refers to anxiety, and EME refers to Emotional education* $P<0.05$, ** $P<0.01$, *** $P<0.001$.

2) Analysis of Intermediary Effect

To examine whether self-efficacy plays a intermediary role in the positive impact of perfection pursuit on anxiety, this study used bootstrap technique to test the mediating effect of self-efficacy (as shown in Table 5). The bootstrap analysis of 5000 repeated samples showed that within the confidence interval excluding 0 (deviation corrected 95% CI between -0.182 and -0.018, percentile 95% CI between -0.163 and -0.013), the mediating effect of self-efficacy ($\beta=-0.075$, $SE=0.028$) was negatively significant. The partial mediating effect of self-efficacy can achieve a positive impact path of perfect pursuit on anxiety emotions, and the test results support research hypothesis H_4 .

Table 5 Results of Mediation Effect Analysis (N=256)

Effect	Standardized Coefficient	S.E.	Z-Values	Bootstrapping			
				Deviation Correction Non		Non Parametric	
				Bias-Corrected 95% CI		Percentile 95% CI	
				Lower	Upper	Lower	Upper
Total	0.172 *	0.071	2.406	0.006	0.324	0.004	0.321
Mediation	-0.075**	0.028	-2.648	-0.182	-0.018	-0.163	-0.013
Direct	0.247 ***	0.072	3.417	0.076	0.392	0.075	0.391

Note: PER refers to perfection pursuit, SE refers to self-efficacy, ANX refers to anxiety, and EME refers to Emotional education* P<0.05, * * P<0.01, * * * P<0.001, with a sample size of 5000 for Bootstrap.

3) Analysis of Moderation Effect

This article uses the hierarchical regression method to test the moderating effect of Emotional education on the relationship between the perfection pursuit and anxiety, as well as the relationship between the perfection pursuit and self-efficacy. When using the complete set of data for testing, it was found that gender factors have a significant impact on the model. Therefore, based on gender, this article constructed two sets of data for moderation effect testing. Model M4-M9 analyzed the moderating effect of male students on Emotional education, while Model M10-M15 analyzed that of female students on Emotional education. The results are shown in Table 6. Among them, models M4-M6 and M10-M12 took anxiety as the dependent variable, while models M4 and M10 included both grade and major control variables in the regression; Models M5 and M11 regressed anxiety after centralizing pursuing perfection and Emotional education; Models M6 and M12 incorporated the interaction term of pursuing perfection and centralizing Emotional education into the regression equation. According to the results in Table 6, the standardized cross term coefficients for moderation effect a are 0.209 (p>0.05) and -0.066 (p>0.05), respectively, indicating that for both groups, the moderating effect of Emotional education on perfection pursuing and anxiety is not significant. Therefore, the research hypothesis H₅ has not been validated. Models M7-M9 and M13-M15 took self-efficacy as the dependent variable to verify the moderating effect of Emotional education on the relationship between pursuit of perfection and self-efficacy. The standardized interaction coefficients for path b are -0.322 (p<0.05) and 0.114 (p<0.01), respectively. For boys, Emotional education negatively regulates the positive impact between pursuing perfection and self-efficacy; while for girls, Emotional education positively regulates. Therefore, the regulatory effect of Emotional education varies in two ways depending on the gender of the students. For boys, Emotional education can actually weaken their self-efficacy and increase their anxiety in their pursuing perfection. For girls, Emotional education can enhance their self-efficacy in pursuing perfection and reduce their anxiety. The research hypothesis H₆ has been validated.

Table 6 Results of Moderation Effect Analysis (N=256)

Steps	Variables and Models	Anxiety					Self-Efficacy					Anxiety					Self-Efficacy				
		M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15								
		Boys					Girls														
Step 1	Control Variable	Major																			
	Grade	Independent Variable: Perfection Pursuit																			
Step 2	Path a	Regulating Variable: Emotional Education																			
	Path b	Independent Variable: Perfection Pursuit																			
Step 3	Moderating Effect a	Regulating Variable: Emotional Education																			
	Moderating Effect b	Perfection Pursuing* Emotional Education																			
		F																			
		R ²																			
		ΔR ²																			
Note: PER refers to the pursuit of perfection. SE refers to self-efficacy. ANX refers to anxiety and EME refers to Emotional education*																					

Note: PER refers to the pursuit of perfection, SE refers to self-efficacy, ANX refers to anxiety, and EME refers to Emotional education*
P<0.1, **P<0.05, ***P<0.001.

In order to more intuitively demonstrate the moderating effect of Emotional education on the relationship between pursuit of perfection and self-efficacy, this study drew a graph of the moderating effect of Emotional education based on the approach of Aiken and West (1991). As shown in Figure 2, for male students, the pursuit of perfection reduces self-efficacy under high Emotional education levels; Under low Emotional education levels, pursuing perfection has improved self-efficacy. On the contrary, for female, the higher their pursuit of perfection, the higher their self-efficacy, and high emotion teaching has a higher improvement in self-efficacy compared to low emotion teaching. The research hypothesis H_6 has been further refined and validated.

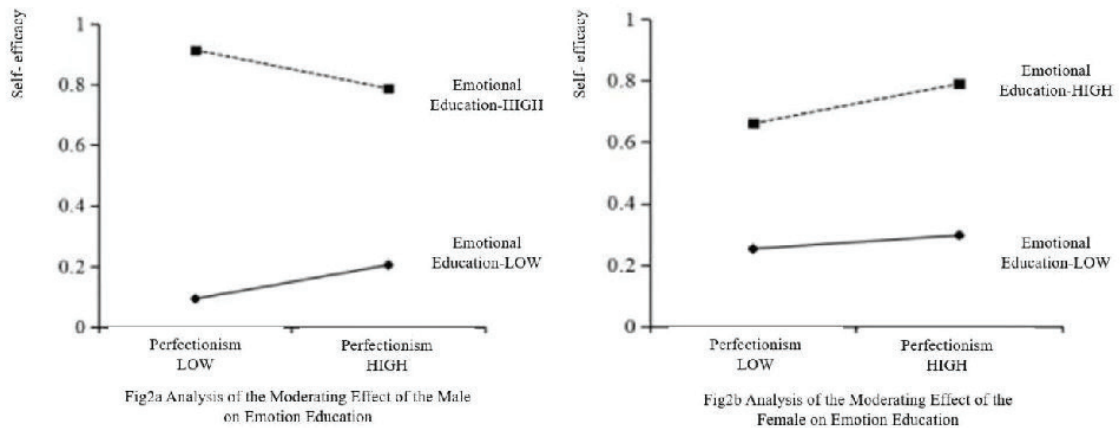


Figure 2 Moderating Effect of Emotional Education on the Relationship between Perfection Pursuing and Self-Efficacy

4.4 Summary of the Results

This study investigated the relationships among perfection pursuit, self-efficacy, anxiety, and emotional education in the context of vocal music learning among university students. Through rigorous statistical analyses using SPSS 22.0 and Mplus 8.0, several key findings emerged from the data collected from 256 valid teacher-student pairs. First, the results confirmed that students with a higher tendency toward perfection pursuit experience significantly higher levels of anxiety, supporting Hypothesis 1. Second, self-efficacy was found to be positively influenced by perfection pursuit and negatively associated with anxiety, partially mediating the relationship between perfectionism and anxiety. This supports both Hypotheses 2 and 3, and the mediation effect confirmed Hypothesis 4. Third, while emotional education did not significantly moderate the direct relationship between perfection pursuit and anxiety (rejecting Hypothesis 5), it did moderate the relationship between perfection pursuit and self-efficacy in a gender-dependent manner. Specifically, emotional education weakened the positive effect of perfection pursuit on self-efficacy among male students, while it strengthened this effect among female students. These findings support Hypothesis 6 and highlight the differential impact of emotional education across genders. In conclusion, the analysis demonstrates that while perfection pursuit contributes to increased anxiety in vocal learning, self-efficacy serves as a protective factor. Emotional education, though not directly reducing anxiety, plays a crucial moderating role in influencing self-efficacy, particularly when gender differences are taken into account. These results provide a nuanced understanding of the psychological mechanisms involved in vocal music education and offer valuable guidance for educational interventions.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study employed experimental methods to investigate the internal mechanism linking perfectionism and anxiety in college students' vocal music learning. The results reveal several important conclusions. First, a strong pursuit of perfection is significantly associated with higher levels of anxiety among vocal music students. Second, self-efficacy serves as a partial mediator in this relationship. In other words, while perfectionism tends to increase anxiety, students with higher self-efficacy can mitigate some of this negative emotional impact. Third, emotional education plays a moderating role in the pathway between perfectionism and self-efficacy, which in turn influences anxiety levels. Notably, gender differences were observed: for male students, emotional mobilization appeared to undermine confidence and increase anxiety, while for female students, emotional engagement enhanced confidence and helped reduce anxiety during vocal learning.

5.2 Discussion

The findings of this study offer several significant theoretical and contextual insights. From a practical standpoint, emotional education, when used flexibly, can enhance the effectiveness of vocal instruction. The empirical evidence gathered supports the relevance of Emotional education practices in the Chinese context, affirming the broader pedagogical value of localized Orff vocal teaching principles. The Orff approach emphasizes the emotional participation of teachers, which stimulates student creativity and vocal performance ability. However, this study also clarifies that emotional education does not directly lead to better learning outcomes. Instead, it influences outcomes indirectly by strengthening students' self-efficacy. Moreover, the impact of Emotional education is not uniform across genders. For male students, excessive emotional engagement may increase anxiety by weakening their sense of control and confidence. For female students, however, emotional involvement can stimulate imitation, creativity, and personal expression, thereby strengthening their vocal technique through a more sensory and experiential learning process.

In addition to teaching methods, the study underscores the importance of cultivating self-efficacy among students. Vocal learning is a gradual and demanding journey. The pressure of perfectionism, when not managed properly, can amplify anxiety and create persistent psychological barriers to progress. This is particularly relevant in the Chinese cultural context, where students often possess more introverted and restrained personalities compared to their Western peers. As vocal techniques were originally imported from Western educational models, the process of localization must consider personality differences and cultural norms. The data confirms that perfectionist tendencies are likely to induce anxiety among Chinese students, but self-efficacy can help mitigate these effects. Therefore, building students' confidence and self-awareness is essential for successful vocal instruction.

5.3 Recommendation

Based on the research findings, several practical recommendations can be made to improve vocal teaching in higher education. First, teachers should adopt differentiated Emotional education strategies tailored to gender-specific psychological responses. For male students, instructors should focus on cultivating logical thinking, self-discipline, and a rational understanding of vocal techniques. Emotional stimuli should be applied cautiously, with more emphasis placed on structured practice and technical mastery. In contrast, for female students, teachers should actively encourage emotional

engagement to foster a deeper connection with music and performance, enabling them to develop confidence through experimentation, imitation, and exploration.

Second, efforts should be directed toward enhancing students' self-efficacy across all demographics. Teachers can do this by providing consistent encouragement, setting attainable learning goals, and recognizing student progress. Encouraging a growth mindset can also reduce the psychological burden of perfectionism. Vocal instruction should not be solely focused on flawless performance but should also foster resilience, adaptability, and self-acceptance.

Finally, the broader localization of vocal music education in China should be pursued more deliberately. Western pedagogical models must be adapted to better align with the learning styles, emotional patterns, and personality traits of Chinese students. Educational institutions and music departments should consider integrating cultural psychology and localized pedagogy into their vocal music curriculum. Through the combination of emotional education, personalized guidance, and self-efficacy cultivation, students can be better equipped to overcome anxiety and achieve meaningful progress in their vocal training journey.

References

- Aiken, L. S., & West, S. G. (1991). *Multiple regression: Testing and interpreting interactions*. Institute for Social and Economic Research (ISER).
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
- Chen, L. (2010). A study on general self-efficacy and anxiety levels among music major college students. *China Music*, (4), 60–62.
- Diefendorff, J. M., Croyle, M. H., & Gosserand, R. H. (2005). The dimensionality and antecedents of emotional labor strategies. *Journal of Vocational Behavior*, 66(2), 339–357.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable and measurement error. *Journal of Marketing Research*, 34(2), 161–188.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1995). *Multivariate data analysis* (4th ed.). Prentice-Hall.
- Hewitt, P. L., & Flett, G. L. (1991). Perfectionism in the self and social contexts: Conceptualization, assessment, and association with psychopathology. *Journal of Personality and Social Psychology*, 60(3), 456–470.
- Hochschild, A. R. (1983). *The managed heart: The commercialization of human feeling*. University of California Press.
- Karasz, A., & Singelis, T. M. (2009). Qualitative and mixed methods research in cross-cultural psychology. *Journal of Cross-Cultural Psychology*, 40(6), 909–916.
- Kawamura, K. Y., Hunt, S. L., Frost, R. O., & DiBartolo, P. M. (2001). Perfectionism, anxiety, and depression: Are the relationships independent? *Cognitive Therapy and Research*, 25, 291–301.

- Morris, J. A., & Feldman, D. C. (1997). Managing emotions in the workplace. *Journal of Managerial Issues*, 9(3), 257–274.
- Pacht, A. R. (1965). Reflections on perfection. *Comprehensive Psychiatry*, 6, 94–103.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903.
- Preusser, K. J., Rice, K. G., & Ashby, J. S. (1994). The role of self-esteem in mediating the perfectionism-depression connection. *Journal of College Student Development*, 35(2), 88–93.
- Rice, K. G., Ashby, J. S., & Slaney, R. B. (1998). Self-esteem as a mediator between perfectionism and depression: A structural equations analysis. *Journal of Counseling Psychology*, 45(3), 304–314.
- Schwarzer, R., Bler, J., Kwiatek, P., & Schroder, K. E. E. (1997). The assessment of optimistic self-beliefs: Comparison of the German, Spanish, and Chinese versions of the General Self-Efficacy Scale. *Applied Psychology*, 46, 69–88.
- Shen, Y. C. (1988). *Psychiatry* (2nd ed., pp. 243–264). People's Medical Publishing House.
- Slaney, R. B., Ashby, J., & Trippi, J. (1995). Perfectionism: Its measurement and career relevance. *Journal of Career Assessment*, 3(3), 279–297.
- Spielberger, C. D. (1972). Anxiety as an emotional state. In *Anxiety: Current trends and theory* (pp. 23–49). Academic Press.
- Spielberger, C. D. (1983). *State-Trait Anxiety Inventory (Form Y)*. In *Anxiety* (Vol. 19). Consulting Psychologists Press.
- Wang, L. X., & Zhong, E. F. (2015). *Research on the localization of Orff music teaching method*. Northeast Normal University Press.
- Wu, M. L. (2017). *Structural equation modeling: AMOS operation and application* (2nd ed.). Chongqing University Press.
- Yang, T. J. (2019). *A study on the emotional labor of primary school music teachers* (Master's thesis, Northeast Normal University).
- Zhang, B. (2012). *The measurement of perfectionism personality traits in college students and its relationship with depression* (Master's thesis, Central South University).

Institutional Logic and Social Responsibility Management of Chinese Family Businesses - Taking Charoen Pokphand Group as an Example

by

Yunran Qian¹ and **Zhijian Xu**
Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: qianyunran86@163.com¹

IJMBE International Journal of
Management, Business, and Economics

Institutional Logic and Social Responsibility Management of Chinese Family Businesses - Taking Charoen Pokphand Group as an Example

by

Yunran Qian¹ and Zhijian Xu

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: qianyunran86@163.com¹

Abstract

This study explores the management of corporate social responsibility (CSR) in Chinese family businesses through the lens of institutional logic theory. Amidst China's rapid economic growth, family firms have become pivotal players in both domestic and global markets. However, these enterprises face increasing social challenges, such as product safety concerns, labor rights, and ethical governance, which heighten public demands for responsible business practices. Unlike many Western contexts, Chinese family businesses operate within a unique institutional environment shaped by Confucian values, kinship networks, and informal social norms, complicating their CSR approaches. This research investigates how multiple institutional logics, government, society, family, and enterprise, interact and influence CSR behaviors in Chinese patriarchal family firms. Using the Charoen Pokphand Group as a case study, the study reveals the complex and dynamic relationships among these logics, including conflict, coexistence, and integration, which drive firms to adopt varied CSR strategies such as proactive catering, symbolic catering, or avoidance. The findings highlight the distinct cultural connotations and strategic responses embedded in Chinese family business practices, particularly the importance of familial legacy, patriotism, and community ties in shaping social responsibility. The study contributes theoretically by constructing a comprehensive institutional logic model that clarifies the mechanisms through which Chinese family firms interpret and respond to CSR demands. Practically, it offers valuable insights for policymakers and business leaders. Governments are encouraged to tailor CSR policies that acknowledge local conditions and institutional complexities, promoting regulatory frameworks that balance intervention with market freedom. Family businesses are advised to strategically integrate social responsibility with sustainable development goals, normalize responsibility practices, and manage intergenerational transitions to maintain credibility and emotional wealth. Overall, this research advances understanding of CSR in the culturally specific context of Chinese family enterprises, emphasizing the need for adaptive, multifaceted approaches to social responsibility management in emerging economies.

Keywords: Corporate Social Responsibility, Chinese Family Businesses, Institutional Logic, Social Responsibility Management, Cultural Context

1. Introduction

1.1 Background and Importance of the Problem

With the rapid development of China's economy, family businesses have experienced steady growth, becoming a vital force in the national and global economic landscape. In China, the number and scale of family-owned enterprises are significant, and overseas Chinese family businesses have also played an important role in promoting local economic development. However, alongside their economic contributions, Chinese family businesses are increasingly confronted with complex social challenges, including concerns over product safety, labor rights, and ethical governance. These issues have raised public expectations for improved corporate social responsibility (CSR).

Globally, CSR has evolved into a widely recognized value system and behavioral standard, deeply intertwined with sustainable enterprise development. Yet, in the Chinese context, family businesses often exhibit a limited awareness or inconsistent practice of CSR, largely influenced by their cultural roots and family-oriented management styles. Prior academic studies have explored CSR in family firms but often suffer from fragmentation and lack of contextual depth, overlooking the internal heterogeneity of family enterprises and underexploring the influence of China's unique institutional environment.

Additionally, mainstream institutional theory offers insufficient explanatory power when applied to the dynamic and culturally embedded nature of Chinese family firms. These businesses are not only shaped by market forces and legal regulations but are also deeply influenced by Confucian values, kinship structures, and informal social norms. Thus, understanding how Chinese family firms navigate institutional complexity to manage social responsibility effectively remains a pressing issue, with theoretical, practical, and policy relevance.

1.2 Research Question

This study investigates the mechanisms of social responsibility management in Chinese family businesses through the lens of institutional logic. Specifically, it seeks to answer the following research questions:

- 1) What are the dimensions of institutional logic that influence social responsibility practices in Chinese family businesses?
- 2) What are the defining characteristics and cultural connotations of social responsibility management in Chinese patriarchal family enterprises?
- 3) How do Chinese family businesses identify, interpret, and respond to multiple institutional logic demands in the context of CSR?

These questions aim to address the knowledge gap related to how Chinese family businesses balance traditional values with modern institutional pressures in shaping their social responsibility strategies.

1.3 Research Objective

The main objective of this research is to construct a comprehensive model that explains how Chinese family businesses manage their social responsibilities under the influence of multiple institutional logics. The study aims to:

- 1) Analyze CSR behaviors of Chinese family firms across different stages of development.
- 2) Explore the interaction and evolution among family, business, state, and social welfare systems in CSR practices.
- 3) Clarify the core characteristics and cultural underpinnings of CSR in the context of Chinese family structures.
- 4) Identify the tensions and difficulties these enterprises face when responding to institutional complexity.
- 5) Propose a conceptual framework or institutional logic model that illustrates how family businesses integrate and balance diverse institutional demands in their CSR decision-making.

By doing so, this research contributes to both theoretical discourse and practical policy guidance for promoting more responsible, culturally adaptive, and sustainable business practices in the Chinese family enterprise sector.

2. Literature Review

2.1 Related Concepts and Theories

Institutional theory, originating from institutional economics, has undergone significant evolution. Early institutionalists like Thorstein Veblen and Commons laid the groundwork, while later scholars such as North, from the new institutional economics school, clarified institutional composition. In the field of organizational sociology, the new institutional theory emphasizes the influence of the external social environment on organizational behavior. Meyer introduced a cultural-cognitive perspective, DiMaggio and Powell developed the concept of institutional isomorphism, and Scott systematically identified the core components of institutions, regulative, normative, and cultural-cognitive pillars.

However, traditional institutional theories often fall short in explaining organizational heterogeneity under the same institutional constraints. In response, institutional logic theory emerged, focusing on the interaction between organizations and multiple, often conflicting, logics across societal levels. Institutional logic is defined as a socially constructed system of symbols and practices that shapes how individuals and organizations act, legitimizes behaviors, and supports strategic decisions. This study adopts the definition by Jones et al., which emphasizes institutional logic as a socially shaped behavioral guide, aiding in the understanding of corporate strategy and response in complex institutional environments.

Multiple scholars have contributed to classifying institutional logics. Thornton proposed several logic types (e.g., market, professional, religious, and later, community logics). Fairclough

emphasized market vs. non-market distinctions, while Waldorff and Pahnke et al. discussed sector-specific dominant logics. In particular, family logic plays a central role in Asian enterprises like Japanese firms. Other relevant logics include those associated with the state and social welfare systems. This diversity reflects the necessity for firms, especially family-owned ones, to integrate multiple institutional logics in their operations.

2.2 Literature Surveys

The study of corporate social responsibility (CSR) in family businesses has gained momentum, focusing mainly on three areas: performance comparison with non-family firms, impacts on business indicators, and the motivational drivers behind CSR practices. A consensus exists that family firms often outperform non-family firms in CSR implementation, driven by long-term reputational goals and closer stakeholder ties (Dyer & Whetten, 2006; Bingham et al., 2011).

Multiple theoretical lenses have been applied. The socioemotional wealth (SEW) theory highlights emotional attachment and legacy motivation as key CSR drivers (Zhu et al., 2012), yet often overlooks external institutional contexts. Institutional theory stresses legitimacy-seeking behaviors (Izzo & Ciaburri, 2018), while stakeholder theory emphasizes balancing various stakeholder expectations (Aguilera & Jackson, 2003). Each of these theories captures part of the CSR puzzle, but there is a growing need to integrate internal family dynamics with external institutional pressures.

Chinese scholars have recently made notable contributions. For instance, Chao Gang et al. (2019) explore how traditional Confucian values influence CSR attitudes and actions in Chinese family firms. These studies confirm that deeply rooted cultural ethics significantly shape CSR behaviors and expectations, signaling a shift toward incorporating localized perspectives into broader CSR research.

2.3 Conceptual Framework

Drawing from institutional logic theory and CSR literature, this study proposes a conceptual framework for analyzing how Chinese family businesses manage CSR under institutional complexity. The framework includes:

- 1) Multiple Institutional Logics: Family logic, market logic, state logic, and social welfare logic. These influence CSR behaviors differently and often conflict.
- 2) Institutional Complexity: Family businesses operate under overlapping and sometimes contradictory logics, requiring strategic balancing.
- 3) Organizational Response Mechanisms: How businesses identify, prioritize, and reconcile these competing logics.
- 4) Cultural and Developmental Influences: The stage of business development and embedded traditional values impact the responsiveness to institutional demands.

This framework helps illuminate the dynamic interaction between internal family norms and external institutional expectations, especially in the unique Chinese context.

2.4 Research Hypothesis

Based on the theoretical foundation and literature review, the study proposes the following hypotheses:

H1: Chinese family businesses are influenced by multiple institutional logics, including family, market, state, and social welfare logics.

H2: Family logic significantly affects CSR practices by embedding traditional values and long-term orientation into business decisions.

H3: Institutional complexity arising from conflicting logics creates challenges in CSR decision-making.

H4: Chinese family businesses adopt strategic responses to reconcile multiple institutional logics, influenced by business maturity and cultural factors.

H5: A localized institutional logic model better explains CSR management behaviors in Chinese family enterprises compared to traditional Western frameworks.

These hypotheses will guide the empirical exploration and help build a grounded model of social responsibility management tailored to Chinese family businesses.

3. Research Methodology

3.1 Research Design

This study adopts a qualitative case study approach grounded in institutional logic theory, aiming to explore the mechanisms by which Chinese family businesses manage social responsibility under institutional complexity. The case study method is chosen to enable in-depth, contextual analysis of real-world organizational behavior. The selected case meets the criteria of importance, representativeness, theoretical alignment, and data accessibility, aligning well with the study's objective to develop a conceptual model for social responsibility management.

3.2 Population and Sample

The research targets stakeholders within CP Group, a prominent and influential Chinese family-owned enterprise with deep international ties and a well-known commitment to values such as “benefiting the country, the people, and the enterprise.”

A purposive sampling strategy was employed to select participants who could provide diverse perspectives across organizational levels. A total of 20 individuals were interviewed, including senior executives, middle managers, and grassroots supervisors. These participants were selected to ensure comprehensive coverage of perspectives within the company.

3.3 Research Instruments

The primary research instrument was a semi-structured interview guide, designed to explore participants' understanding of corporate social responsibility (CSR), institutional pressures, and internal value systems. In addition, documentary data (e.g., internal company materials, official reports) and public media sources were incorporated. These tools enabled the triangulation of data, enhancing both the reliability and validity of the study.

For data processing and analysis, MAXQDA 2022 was used as the qualitative analysis software. This tool supported the coding, organization, and comparison of textual data from interviews and documentary evidence.

3.4 Data Collection

The data collection process spanned March 1 to March 30, 2023, and was conducted in three rounds. During this period, semi-structured interviews were carried out with 20 selected participants. Each interview lasted an average of 50 minutes, and interviews were audio-recorded with participants' consent.

In addition to interviews, the study also gathered information from company archives, internal reports, Chinese and Thai media coverage, and relevant literature. All materials were cross-validated through triangulation to eliminate discrepancies and ensure data consistency.

3.5 Statistics Used for Data Analysis

Although the study uses a qualitative approach, systematic coding and categorization were conducted using MAXQDA. The analytical procedure followed these steps:

- 1) Open coding: Interview texts were labeled and conceptualized to extract initial themes.
- 2) Axial coding: Relationships between categories were identified and structured.
- 3) Selective coding: Higher-order abstraction led to the formation of core categories and a preliminary theory.

The process combined automatic coding features with manual refinement to improve conceptual accuracy. The use of visual tools and comparison techniques within MAXQDA enhanced interpretive clarity. To ensure construct validity, diverse sources of evidence were used and stored in a case enterprise database. For internal validity, continuous iteration between data and theory ensured deeper insights. Data sources included audio files, transcripts, meeting records, media reports, and academic articles, allowing for rich triangulation and theory development until theoretical saturation was reached.

4. Data Analysis and Findings

4.1 Introduction

Founded in 1921, the Charoen Pokphand Group initially focused on the agricultural sector. Leveraging its keen business acumen, it has since expanded its operations into multiple fields such as agro-food, retail, telecommunications, and finance, gaining significant influence in the global market. In terms of family structure, the Xie family plays a leading role, with multiple generations deeply involved in corporate affairs, forming a close and well-structured family network. The group adopts a dual governance structure where family members control core decision-making powers while professional managers are responsible for specific operational management. Family members, united by their blood ties, guide the direction with a long-term strategic vision, while professional managers leverage their professional strengths to enhance operational efficiency. The two complement each other, jointly driving the group's sustained and steady development.

4.2 Data Analysis of the Qualitative Data

4.2.1 Identification and Presentation of Institutional Logic

Based on the analysis of the Charoen Pokphand Group, it can be seen that two dominant logics coexist in the context of China's economic transformation. Before the reform and opening up, government logic dominated. After the development of the market economy, although emphasis shifted to market allocation of resources, due to path dependence and other factors, government logic still plays a significant role in some areas, and the two logics have coexisted for a long time. The diverse institutional logics in China's transitional economy have unique composition. Through case enterprise research, institutional logics can be understood in the following dimensions:

1) Business Logic

Corporate logic refers to the systems and activity arrangements constructed by family businesses around sustainable operation, focusing on the internal power structure and work procedures of the enterprise. As the enterprise grows and the environment becomes complex, improving organizational management capabilities, performance, and profits requires relying on corporate governance logic oriented towards economic benefits and standardized management. Corporate culture is integrated into the system, embodying value orientation and forming a spiritual culture. The Charoen Pokphand Group leverages external development through clan connections and internal resource allocation to non-family members to address governance issues and establish a systematic marketing model, ensuring healthy enterprise development. The group originated in agriculture and animal husbandry, which remain its core industries. These industry characteristics have profoundly shaped the group's culture, traits like diligence and loyalty deeply influence business strategies. Although culture has evolved, its core content remains linked to the industry, becoming an important support for development.

2) Government Logic

Government logic originates from the neoclassical synthesis school of economics, emphasizing state regulation. For example, Keynes advocated state intervention to stimulate demand and stabilize employment. The government guides individuals and enterprises through laws, regulations, and policy measures, which include mandatory and inducive policies (Lin Yifu, 1991). After entering China, CP Group initially cooperated closely with the government. As localization progressed, it adjusted its interaction mechanism with government. The management team is diverse,

some members have government backgrounds, and government also holds stakes in the company. The relationship between government and enterprises has become closer and more harmonious. Clear role positioning is necessary: the government leads and supports enterprise development, supervises enterprise behavior, and local governments implement supportive policies. Enterprise development and government economy complement and feedback to each other. Influenced by planned economy thinking, government relations remain an important external environment for CP Group. The interaction between government and enterprise is integral to the institutional logic of family businesses; differences in mechanisms produce differences in institutional logic.

3) Family Logic

Family logic refers to institutional logic at social and organizational levels, encompassing value norms such as loyalty (Miller et al., 2011; Thornton et al., 2012). Thornton (2004) regards family businesses as organizations and status symbols, with reputation serving as a strategic foundation. Miller et al. (2011) point out that under family logic, businesses pursue stability and low-risk investments; for example, Spanish family businesses maintain employment, while Italian family law firms resist changing norms. CP Group has encountered management disagreements due to jurisdictional differences among family members. To avoid conflicts and ensure sustainable development, restrictions have been imposed on family members' access to core businesses. Influenced by traditional culture, the group emphasizes family interests including emotional maintenance. Children of the Xie family are not permitted core positions but are encouraged to start their own businesses while inheriting family values and culture. This strengthens the abilities of future generations, family cohesion, and institutional logic, supporting enterprise growth and diversification without internal division.

4) Social Logic

Social logic embodies a two-way interactive mechanism between family businesses and the social environment. For CP Group, this includes interactions with government, competitors, suppliers, and the public. These interactions promote business development and social contributions, driving a virtuous economic cycle.

Enterprise development is closely linked to regional economy and employment. Various social sectors participate in supervision and providing feedback, facilitating healthy development. CP Group collaborates with partners for complementary synergy. When entering China, it addressed breeding source and brand recognition issues through farmer training and CCTV partnerships. Facing talent competition, it improved salary and promotion systems to retain talent and collaborated with competitors to achieve resource complementarity. This highlights the complex and diverse interactive relationship between enterprises and society under social logic and its vital role in enterprise development.

4.2.2 Interaction of Institutional Logic and Social Responsibility Management Practices

1) Interaction of Institutional Logic

Sustainable development of social enterprises cannot be achieved through a single logic. While government logic grants compliance, it lacks moral legitimacy; social logic possesses moral legitimacy and social support but cannot improve internal competitiveness. Enterprise development is influenced by multiple factors with varying impacts at different stages, leading to shifts in dominant institutional logic. For CP Group, family logic and government logic dominated during its initial stage. The company was driven by family growth and state support, with limited focus on internal governance and social feedback. Internal management was not standardized, and culture and values were family-influenced, making it difficult for corporate and social logic to prevail. As the

company grew, corporate and social logic influence increased, with multiple logics interacting to promote development.

2) Social Responsibility Practice

Social responsibility in Chinese family businesses shows both universality and uniqueness. Using CP Group as an example, data coding established a social responsibility structure aggregating into three dimensions: business partner responsibility, social public responsibility, and internal person responsibility. Responses to social responsibility fall into three dimensions: active catering, symbolic catering, and avoidant catering.

- **Business Partner Responsibility:** Responsibilities toward farmers (considering their needs and increasing income), industrial chain (innovating cooperation models and full-process “one-stop” services), and consumers (ensuring high-quality and affordable chicken).
- **Social Public Responsibility:** Poverty alleviation (active participation and awards), public welfare (charitable foundations and jobs for disabled), food safety (whole-process traceability from farmland to dining table), environmental protection (technological innovation, energy conservation, emission reduction, resource recycling), and government (supporting policies and economic development).
- **Internal Responsibility:** Employees (training and career planning), shareholders (systems protecting interests), and family (ensuring family interests).

Among the three social responsibility response types, active catering manifests as proactively responding to reasonable demands of business partners, the public, internal personnel, and government policies by altering governance, procedures, and systems. For demands beyond service scope or non-essential, companies may provide symbolic responses or reassurance. For unreasonable or illegal demands threatening operations, the company adopts avoidance strategies.

4.3 Summary of the Results

The case of the Charoen Pokphand Group illustrates that multiple institutional logics, family, government, business, and social, coexist and interact within family businesses operating in China’s transitional economy. The dual governance model enables effective strategic direction by family members and professional operational management, balancing long-term vision with efficiency.

Social responsibility practices in CP Group reflect the complexity of managing responsibilities toward various stakeholders. The company actively engages in poverty alleviation, public welfare, environmental protection, and food safety, while maintaining close government relations and protecting family interests. The response strategies of proactive, symbolic, and avoidant catering demonstrate a pragmatic, nuanced approach to balancing moral legitimacy, operational capacity, and long-term sustainability.

Overall, the interaction among institutional logics dynamically shapes governance and social responsibility, enabling family businesses like CP Group to sustain growth and contribute to society amidst the challenges of China’s economic transition.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

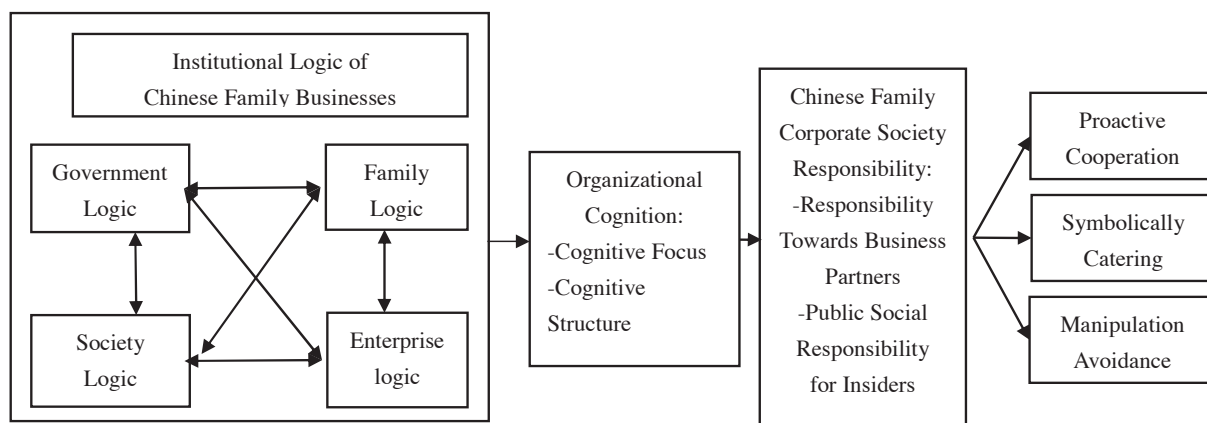
Corporate social responsibility (CSR), as a strategic behavior guided by multiple institutional logics, has been empirically demonstrated to be driven by complex and interacting logics. In the Chinese context, CSR behaviors are significantly influenced by both state logic and market logic, which has led to the characteristic of “emphasizing release over quality” in Chinese CSR reports (Luo et al., 2016). Furthermore, religious logic, family logic, and community logic, which are rooted in local cultural characteristics within Chinese socioculture, also exert conflicting influences on CSR activities at different levels, forcing enterprises to make trade-offs when fulfilling their social responsibilities (Han & Yao, 2022).

Under the framework of multiple institutional logics, the rules and standards provided by each logic for specific areas of the enterprise vary, resulting in diverse relationships such as confrontation, conflict, coexistence, integration, and dominance among logics. These relationships manifest in various interactive states including conflict, co-opetition, substitution, and integration (Xiao Hongjun and Yang Zhen, 2019). The dynamic changes in these relationships affect the cognitive patterns of enterprises, prompting them to adjust their methods of information search and analysis, thereby reshaping their knowledge structures. Ultimately, this has a crucial impact on the selection of corporate social responsibility behavior strategies.

With the transformation and development of China’s economy, corporate social responsibility is continuously undergoing dynamic changes due to ongoing influences such as national ideological reform, market orientation, and enterprises’ own development. In this process, different institutional logics are intertwined and interact with each other. Due to differences in the degree of attention and analytical perspectives regarding demand changes, enterprises vary in their comprehensive consideration of the impact of institutional logics on their overall business development, thus adopting diverse coping strategies such as active catering, symbolic catering, or manipulation avoidance.

Especially for Chinese family businesses, their institutional logic is unique due to differences in their internal and external environments. It is the result of long-term interaction between the business development process and the environment, deeply influenced by regional culture and business practices. Their social responsibility behavior strategies are also the crystallization of the two-way interaction between Chinese family businesses, as practitioners and actors, and the environment under specific circumstances, reflecting the close connection and mutual shaping process between organizations and the environment. Chinese family businesses, represented by the Charoen Pokphand Group, exhibit unique institutional logic and social responsibility response strategies. The founders possess a special status, and the early stages of the business are greatly influenced by government policy support. At the same time, international political stability and social relationships are also crucial. During the development of the business, multiple institutional logics are intertwined, including government, social, family, and corporate logics. Each logic plays a different role at different stages and has complex interactions, such as the interaction between family and corporate logics affecting brand image and decision-making, the interaction between family and social relationship logics facilitating resource acquisition and public welfare participation, and the interaction between the business and other logics realizing market innovation.

In terms of social responsibility response, influenced by institutional logic and Chinese culture, enterprises have developed unique spirits. For instance, the founder of the Zhengda Group, with a deep sense of patriotism, linked the operation of the enterprise to the destiny of the country. The second-generation successors are expected to inherit this spirit, attach importance to role identity and responsibility, and enterprises should prioritize social responsibility in their strategies. They should adopt strategies such as proactive catering, symbolic catering, and avoidance to respond to various demands in order to achieve sustainable development and value creation, reflecting the characteristics and responsibilities of Chinese family businesses.



5.2 Discussion

This study contributes to theory by taking the Charoen Pokphand Group as an example to identify four institutional logics of Chinese family businesses: government, society, family, and enterprise, and by summarizing the connotations of their constructs under specific contexts. Given that multiple institutional logics of enterprises often increase complexity and challenges, research on Chinese family businesses should be grounded in their unique institutional environment and take into account the interaction of logics to conduct original theoretical research.

Furthermore, existing research rarely delves into the impact mechanism of institutional logic on social responsibility. This study constructs a relevant impact model, analyzes mechanisms across different dimensions, and summarizes and refines the constituent dimensions of social responsibility and types of behavioral strategies. This aids in a deeper understanding of the social responsibility characteristics of Chinese family businesses.

5.3 Recommendation

The conclusions of this article for the government suggest that, first, since corporate social responsibility is influenced by multiple institutional logics, the government should select the dominant logic based on local and corporate conditions and build a policy system and service platform to promote localization and transformation. Second, the government should improve the institutional environment by reducing intervention, transforming governmental functions, optimizing the relationship between government and enterprises, improving the asset protection system, creating a market environment, guiding enterprises to undertake responsibility, and strengthening supervision. Third, the government should implement rewards and punishments through regulations, fight corruption and penalize non-compliant enterprises, improve legal standards, and perfect the

disclosure system so that enterprises have clear laws to follow when fulfilling their responsibilities.

For Chinese family businesses, it is crucial to establish a correct perspective on government-business relations, actively respond to calls, safeguard the rights and interests of all parties, and reduce costs in order to gain competitive advantages. It is necessary to formulate strategic plans that integrate sustainable development and social responsibility into business decisions, ensuring that these goals are feasible and measurable. Additionally, it is important to integrate factors from government, society, family, and business to form a unique institutional logic, and to be more proactive in choosing responsible strategies. Finally, fulfilling responsibility should be normalized and strategic, as it is closely related to reputation and emotional wealth. Considering intergenerational inheritance, avoiding ideological differences, and maintaining credibility are crucial to ensuring the sustainable development of family businesses.

References

- Aguilera, R. V., & Jackson, G. (2003). The cross-national diversity of corporate governance: Dimensions and determinants. *Academy of Management Review*, 28(3), 447–465.
- Bingham, J. B., Gibb Dyer, W., Smith, I., & Adams, G. L. (2011). A stakeholder identity orientation approach to corporate social performance in family firms. *Journal of Business Ethics*, 99, 565–585.
- Chaogang, F. A. N. G., Zhenyu, X. U., Long, T. E. N. G., Zhengqing, H. U. A. N. G., Hongjun, Z. H. E. N. G., & Feifei, X. U. (2019). Shale gas accumulation in the Upper Permian Leping Formation: A case study of well Ganfengdi-1 in the central Pingle depression, Jiangxi Province. *石油实验地质*, 41(1), 83–93.
- Chen, Y. S. (2008). The driver of green innovation and green image—green core competence. *Journal of Business Ethics*, 81, 531–543.
- Dyer Jr, W. G., & Whetten, D. A. (2006). Family firms and social responsibility: Preliminary evidence from the S&P 500. *Entrepreneurship Theory and Practice*, 30(6), 785–802.
- Han, Y. H., & Yao, J. (2022). Building organizations as communities: A multicase study of community institutional logic at Chinese firms. *Management and Organization Review*, 18(5), 829–858.
- Izzo, M. F., & Ciaburri, M. (2018). Why do they do that? Motives and dimensions of family firms' CSR engagement. *Social Responsibility Journal*, 14(3), 633–650.
- Lin, J. Y. (1991). Prohibition of factor market exchanges and technological choice in Chinese agriculture. *The Journal of Development Studies*, 27(4), 1–15.
- Luo, X. R., Wang, D., & Zhang, J. (2017). Whose call to answer: Institutional complexity and firms' CSR reporting. *Academy of Management Journal*, 60(1), 321–344.

- Miller, J. I., & Guthrie, D. (2011). Communities, labor, and the law: The rise of corporate social responsibility in the United States. In *Communities and Organizations* (pp. 143–173). Emerald Group Publishing Limited.
- Raimo, N., Caragnano, A., Zito, M., Vitolla, F., & Mariani, M. (2021). Extending the benefits of ESG disclosure: The effect on the cost of debt financing. *Corporate Social Responsibility and Environmental Management*, 28(4), 1412–1421.
- Thornton, P. H., Ocasio, W., & Lounsbury, M. (2012). *The institutional logics perspective: A new approach to culture, structure and process*. OUP Oxford.
- Xiao Hongjun, & Yang Zhen. (2019). The growth of mutual benefit enterprises under multiple institutional logics: Institutional integration and response strategies. *Contemporary Economic Science*, 41(3), 1–12.

Guide for Authors

International Journal of Management, Business, and Economics (IJMBE) is published by Sripatum University, University of Greenwich, and Lincoln University. It is published thrice yearly in a spring, summer, and fall edition and is directed toward the needs of academia, practitioners, executives, researchers, students, and the general public interested in business management (i.e., Marketing, Service Management, Innovation and Design in Business, Finance, Banking, Accounting, Economics, Insurance and Risk Management, Production, Industrial and Operation Management, Strategic Management and Management, International and Global Business Management, Entrepreneurships, Organization Behaviour, Business Ethics, Business Law, Business System, Hospitality and Tourism Management, Human Resource Management, and Office and Facility Management).

EDITORIAL POLICY

The IJMBE is designed as a forum for current research, opinions, and identification of trends in business management. The opinions expressed are those of the authors and do not necessarily reflect the opinions of the Editors, the Editorial Review Board, or Sripatum University, University of Greenwich, and Lincoln University.

The copyright of all published material belongs to Sripatum University, with future use rights reserved. This, however, does not limit the author's right to use his or her own material.

Objectives

The editorial objectives of IJMBE are to advance knowledge and science and to stimulate greater thought and effort in the fields of business management, and by providing readers with:

- Novel and useful information;
- New business management theory or techniques;
- Research explaining about business management thought and practice;
- Articles in subject areas which have significant current impact on thought and practice in business management.

Content

The IJMBE will mainly consider for publication three types of articles:

1. Articles that report empirical research on business management issues.
2. Articles that report on the development of methodologies and techniques that can enhance business management decision making.
3. Articles that report the application of decision tools to generic or specific business management problems.

Manuscripts should be between 4,000 and 6,000 words, typically 15-20 single-spaced, typewritten pages. Articles of shorter length are also acceptable. Only rarely will it be possible to publish a manuscript of more than 6,000 words.

Review

Articles are considered for publication if they have not been published or accepted for publication elsewhere and are not being concurrently considered elsewhere. Authors will usually be notified of acceptance, rejection, or need for revision within 16 weeks of submission.

No manuscript is accepted for IJMBE until it has been reviewed by the Editor or one of the Associate Editors and at least two outside reviewers who are experts in their respective fields.

All manuscripts are judged on their contribution to the advancement of the science and/or practice of business management. The editors expect all manuscripts to follow accepted standards for scholarly work. Manuscripts are judged not only on depth and scope of ideas presented and their contribution to the field, but also on their clarity, organization, readability, and comprehensibility.

Manuscripts should be written in a manner that is interesting and readable to both practitioners and academics. It is beneficial to include a section regarding managerial implications and discussion of the consequences of applying the proposed ideas. Technical terms should be defined.

MANUSCRIPT PREPARATION

Manuscripts should be typed single-spaced in 12-point type using Times Roman or similar type. Use single spacing in endnote references. Please allow the text to wrap, rather than entering a RETURN or LINEFEED after every line.

Manuscripts should be submitted electronically, preferably in Microsoft Word, to the Editors at the following e-mail address: ungul.la@spu.ac.th, epxull@yahoo.com. It is not possible to submit an electronic copy, send four (4) copies of the manuscript to the Editors. Non-electronic submissions require more time to administer, so authors should be aware that the processing time for their manuscripts will be longer.

The sections of the manuscript should be placed in the following order: Cover page, Title page, Authors, Abstract (on a page by itself) and Body, Illustrations, Citation, References, and Appendices.

Cover Page

The cover page should include the title of the manuscript and the authors' name(s) in the order in which they will be printed. The following information should be provided for each co-author: name, title, university/company name, mailing address, telephone number, facsimile number, and e-mail address. Please indicate which co-author will serve as the primary contact for the Journal.

In addition to any acknowledgment of financial or technical assistance, this page should include each author's title, present position, and complete address and telephone number. Please keep professional titles succinct.

Title Page

Type the title in bold type, all caps, single-spaced, and centered across the top of the first page, in 14 point Times New Roman, as illustrated above.

Authors

The author(s), affiliation(s), mailing address(es), and e-mail address(es) should be single-spaced and centered on the line below the title, in 12 point bold Times New Roman for the author(s), and in normal Times New Roman for the remainders. One line space should be used to separate author(s) from the paper title. Please do not use titles such as Dr., Professor, etc.

Abstract (on a page by itself), and Body

Introduce the paper with an abstract of approximately 100-200 words, in 12 point Times New Roman. Begin with the centered heading "Abstract". All body paragraphs should begin flush left (no paragraph indent) and right justified.

Single-space the body of the paper. Use 12 point Times New Roman throughout. Figures and tables should be placed as close as possible to where they are cited. First-level headings state the table or figure number. All tables and images should be embedded into the file and sized appropriately. All photographs should be sampled at 300 dpi (dots per inch). Keep in mind that web graphics are typically sampled at 72 dpi. Photographs must be properly sized and positioned in the body of the paper.

Illustrations (Tables and Figures)

Each illustration should be numbered consecutively within its series type (Table 1, Table 2, Figure 1, Figure 2). If illustrations appear in appendices, they should be numbered consecutively, but separately from body illustrations (e.g., Table A-1, Figure A-1). In the text, refer to tables and figures by their numbers. Avoid using “above,” “below,” “preceding,” and similar terms. All Tables and Figures must have titles. Titles for each Table and Figure should be descriptive but not lengthy. The title should be in bold letters at the top of the Table or Figure.

Tables and Figures should be called “**Table**” or “**Figure**” and should be followed by a blank line and then the title for the table or figure also in bold letters at the top of the table or figure.

For *Journal* purposes, tables and figures are defined as follows: a table is comprised of rows and columns of numbers and/or text; a figure is a chart, graph, diagram, map, drawing, or any other non-text item that is not a table. Tables should be typed in the following style:

General Design

For more effective communication and better quality reproduction when printed, tables and figures should be kept as simple and uncluttered as possible, while conveying all necessary information.

Details

Footnotes should appear directly below illustrations, flush with the left edge, and they should be designated by small letters, rather than asterisks or numerals. Column or row heads should be footnoted only if the footnote applies to all items in the column or row. Complete source information must be provided for illustrations copied or derived from other sources. This complete information should be provided and an author-date citation should be given in a source note on the illustration. (Source notes are sized and placed like footnotes, below any footnotes for the illustration.)

If elements on an illustration are not labelled, but represent certain categories, items, or amounts, a complete key (legend) should be included. Make sure that necessary measures of statistical significance are reported with each illustration. Designate units (percent, dollars, hours, etc.) in column and row headings (tables) or in element labels or keys (figures). Separate from each figure, give numerical values for all points, bars, pie slices, etc., so that they can be readily reproduced by the typesetter, if necessary. Double-check formulae and mathematical terms and equations for consistency, readability, and accuracy. Add extra space between characters to clarify and separate the terms, and be sure that sub and superscript relationships are clear. Check for opening and closing parenthesis and brackets. Write the names of Greek and special characters in the margin.

Use tab indents or column alignment, rather than spaces, to align columns and indent headings.

English (USA) spelling should be used; foreign terms not commonly used in English (USA) should be italicized.

Regarding Mathematical Notation

The percent sign (%) should be used in text and in tables. Mathematical notation must be clear within the text and illustrations. All equations must be very clearly typed. Display (separate line) equations should be aligned to the left margin. Italic type is used for letters in equations, except for trigonometric functions and logarithm abbreviations, which are plain (normal) type. Matrices and vectors are in boldface type. (If these cannot be typed in italic and boldface, italic type can be indicated by a hand-drawn straight underline and boldface by a wavy underline). Unusual and Greek symbols should be typed in the text using the Symbol capability. If no Symbol capability is possible, such special characters should be identified by name in a marginal note. (This is important; the editor may be not familiar with these symbols and may have difficulty producing the correct one without a marginal note.) For equations that might be too long to type in a 6" column, indicate appropriate breaks.

Citation

The IJMBE follows the reference format of Academy of Management Journal. This format is available at the AMJ's website http://aom.pace.edu/amjnew/style_guide.html. The use of footnotes is discouraged.

References

References are to be listed alphabetically, last name first, followed by publication date in parentheses. Use full first name, not just initials. The reference list should be typed single-spaced in 12-point type. Please let the Endnotes wrap rather than using tabs or returns at the end of internal lines. Do not use indents, tabs, or symbols to delineate your paragraphs. Instead, use two hard returns between each reference.

Proceedings/Journal Articles:

U-on, V. (2015), "Marketing Logistics in the Asean Economics Community: A Conceptual Model," In *Proceedings of the International Conference on Management, Business, and Economics & the 3rd International Conference on Tourism, Transport, and Logistics*, February 12-14, 2015, Rydges Sydney Central, Sydney, Australia.

Lukason, O. and Hoffman, R. C. (2014), "Firm Bankruptcy Probability and Causes: An Integrated Study," *International Journal of Business and Management*, Vol. 9, No. 11, p. 80-91.

Books:

Morden, T. (2007), "*Principles of Strategic Management*" (3 Eds.), Ashgate Publishing: Burlington, USA.

Authors are responsible for the accuracy of their references. Check them carefully. Readers' questions and comments about incomplete and inaccurate References will be referred to the article authors with a follow-up by the Editor. All authors of a referenced work should be listed; et al. should not be used in the Reference list. Undefined acronyms should not be used.

Appendices

If any mathematical proof or development is used but not critical to the exposition of the main argument of the manuscript, authors should include it in an appendix. An appendix may also be used for the mathematical material that may be beyond the level of the average reader.

Permissions

Submitting a manuscript to IJMBE constitutes an assignment of copyright to the Journal and a guarantee that the work is original. It also indicates that the author(s) owns it, and that no part of it has been previously published in substantially the same form, that it is not being published or considered for publication elsewhere, and that any use of others' materials is by permission or falls within fair use standards of copyright law. The author(s) is responsible for obtaining any necessary permission from copyright holders and for paying any necessary fees. Extensive paraphrasing is considered disguised copying; permission is required.

Portions of an item, such as some of the data from a table, or part of a graphic representation of a model, can be used without permission if they are properly credited with full and exact source information and do not comprise a significant portion of the submitted article. Copies of written permissions should be submitted with the final manuscript.

Electronic Submission

Manuscripts should be submitted electronically, preferably in Microsoft Word, to the Editors at the following e-mail address: ungul.la@spu.ac.th, epxull@yahoo.com. If it is not possible to submit an electronic copy, send three (3) copies of the manuscript to the Editors. Non-electronic submissions require more time to administer, so authors should be aware that the processing time for their manuscripts will be longer.

When the authors are notified of acceptance, they will be asked to provide the final, accepted version of the article on in electronic format containing the article text files.

MANUSCRIPT SUBMISSION

All correspondence regarding submission of manuscripts should be directed to:

Ungul Laptaned, Editor-In-Chief, Graduate College of Management, Sripatum University, Bangkok, Thailand, Tel.: +66 2 561 3001, Fax.: +66 2 561 1721, E-mail: ungul.la@spu.ac.th, epxull@yahoo.com.

Ioannis Manikas, Associate Editor, Department of Systems Management and Strategy, University of Greenwich, Greenwich, United Kingdom, Tel.: +44 20 8331 9000, Fax.: +44 20 8331 8145, E-mail: i.manikas@gre.ac.uk.

and

Gilbert Nartea, Guest Editor, Faculty of Commerce, Lincoln University, Lincoln, Canterbury, New Zealand, Tel.: +64 3 325 2811, Fax.: +64 3 325 3850, E-mail: gilbert.nartea@lincoln.ac.nz.

Publishing Agreement

This agreement comes into effect if your Article is accepted for publication.

1. The undersigned thereby transfers any and all rights including all copyright right in the under-captioned paper in full-length version as well as the summary/abstract version(s) to **International Journal of Management, Business, and Economics**, known as **IJMBE**.
2. The Author warrants that the Article is the Author's original work, has not been published before, and is not currently under consideration for publication elsewhere; and that the Article contains no libelous or unlawful statements and that it in no way infringes the right of others, and that the Author, as the owner of the copyright, is entitled to make this assignment.
3. If the Article was prepared jointly by more than one author, the Author warrants that he/she has been authorized by all co-authors to sign this agreement on their before behalf. The undersigned represents that he/she has the authority to sign this copyright agreement.

Please sign and date the document in black or blue ink.

Article Title: _____

Name (Print): _____

Signed by the Author: _____

Date: _____

Please return the completed and signed original form by mail, fax, or mail a scanned copy of the signed original to

Secretariat

Khotchaporn Moonthichan

Sripatum University, Bangkok, Thailand

Tel: +66 2 561 3001, Fax: +66 2 561 1721

E-mail: khotchaporn.mo@spu.ac.th

Website: www.ijmbe.net

Subscription Form

Please enter my annual subscription to International Journal of Management, Business, and Economics (IJMBE), including 3 issues for the year _____ Vol _____ No _____

Institutional	US\$ 100.00
Individual	US\$ 50.00
Students	US\$ 25.00
Single Copy	US\$ 15.00



Name: _____

Address: _____

Tel: _____ Fax: _____ E-mail: _____

City: _____ Country: _____

Payment Method

☐ Cash

☐ Cheque Enclosed

☐ Bank Transfer

Payment can be made via our transfer account:

Transfer to Bank: Bangkok Bank

Branch: Sripatum University

Account Name: Sripatum University

Account No: 006-3-700181

Type of A/C: Saving

Swift Code: BKKBTHBK

Please allow 6-8 weeks for delivery.

Please send your receipt to the journal address.

Signature

Secretariat

Khotchaporn Moonthichan

Sripatum University, Bangkok, Thailand

Tel: +66 2 561 3001, Fax: +66 2 561 1721

E-mail: khotchaporn.mo@spu.ac.th

Website: www.ijmbe.net





มหาวิทยาลัยศรีปทุม
SRIPATUM UNIVERSITY

GRADUATE COLLEGE OF MANAGEMENT

วิทยาลัยบัณฑิตศึกษาด้านการจัดการ



Graduate College of Management

Sripatum University, Building 11, floor 11, 2410/2 Phaholyothin Road, Jatujak, Bangkok 10900, Thailand

Tel: (+66) 2579 1111 ext. 3000 - 4 Fax: (+66) 2579 1111 ext. 3011 E-Mail: phongvitchulada.su@spu.ac.th



Sripatum
International College
Sripatum University



The Path to
A Global Network

Sripatum International College

Sripatum University, Building 11, floor 8, 2410/2 Phaholyothin Road, Jatujak, Bangkok 10900, Thailand

Tel: (+66) 2579 1111 ext. 1017, 1018, 1308 Fax: (+66) 2558 6868 E-Mail: intl@spu.ac.th

Sripatum University, Thailand

Sripatum University is one of the oldest and most prestigious private universities in Bangkok, Thailand. Dr. Sook Pookayaporn established the university in 1970 under the name of "Thai Suriya College" in order to create opportunities for Thai youths to develop their potential. In 1987, the college was promoted to university status by the Ministry of University Affairs, and has since been known as Sripatum University. "Sripatum" means the "Source of Knowledge Blooming Like a Lotus" and was graciously conferred on the college by Her Royal Highness, the late Princess Mother Srinagarindra (Somdet Phra Srinagarindra Baromarajanjan). She presided over the official opening ceremony of SPU and awarded vocational certificates to the first three graduating classes. Sripatum University is therefore one of the first five private universities of Thailand. The university's main goal is to create well-rounded students who can develop themselves to their chosen fields of study and to instill students with correct attitudes towards education so that they are enthusiastic in their pursuit of knowledge and self-development. This will provide students with a firm foundation for the future after graduation. The university's philosophy is "Education develops human resources who enrich the nation" which focuses on characteristics of Wisdom, Skills, Cheerfulness and Morality.

University of Greenwich, United Kingdom

The University of Greenwich is a British university with campuses in south-east London and north Kent. These include the Greenwich Campus, located in the grounds of the Old Royal Naval College in the Royal Borough of Greenwich, London, England. It is the largest university in London by student numbers and the greenest in the UK as assessed by The People & Planet Green League. The university's wide range of subjects includes architecture, business, computing, education, engineering, humanities, natural sciences, pharmacy and social sciences. It has a strong research focus and well-established links to the scientific community.

Lincoln University, New Zealand

Lincoln is New Zealand's third oldest university. Founded in 1878 as a School of Agriculture, the organisation was linked to Canterbury College, welcoming its first intake of students in 1880. In 1896, with agriculture now well established as the mainstay of New Zealand's exports, the School of Agriculture separated from Canterbury College and became Canterbury Agricultural College, with its own governing body and the ability to award degrees through the University of New Zealand. In 1961, the university was officially renamed Lincoln College, becoming a constituent college of the University of Canterbury. In 1990 Lincoln University formally separated from the University of Canterbury and became the self-governing national university that it is today. Internationally Lincoln University has academic alliances with complementary institutions in Asia, the Middle East, Europe and the Americas. These alliances support academic relationships and enhance educational opportunities for teaching staff, students and those undertaking advanced research.



Sripatum University

2410/2 Phaholyothin Rd., Jatujak, Bangkok, 10900, Thailand

Tel.: +66 2 579 1111, Fax.: +66 2 558 6868

E-mail: ir@spu.ac.th

Website: www.spu.ac.th

ISSN 2408-1914

