

**THE IMPACT OF ORGANIZATIONAL ATMOSPHERE AND
PSYCHOLOGICAL CAPITAL ON THE JOB PERFORMANCE
OF YOUNG TEACHERS IN PRIVATE COLLEGES: THE
MEDIATION OF WORK ENGAGEMENT AND THE
REGULATION OF PSYCHOLOGICAL CONTRACT**



Wen Xu

**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
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ABSTRACT

Title of Dissertation	THE IMPACT OF ORGANIZATIONAL ATMOSPHERE AND PSYCHOLOGICAL CAPITAL ON THE JOB PERFORMANCE OF YOUNG TEACHERS IN PRIVATE COLLEGES: THE MEDIATION OF WORK ENGAGEMENT AND THE REGULATION OF PSYCHOLOGICAL CONTRACT
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In the education industry, especially in private colleges, teachers' job performance is crucial to the school's teaching quality and students' development. This study aims to explore how organizational atmosphere and psychological capital affect the job performance of young teachers in private colleges, and further analyze the mediation of work engagement and the regulation of psychological contract in this process. Studies have shown that a positive organizational atmosphere helps to improve employees' job satisfaction and engagement, thereby improving their job performance. In the specific environment of private colleges, young teachers are the main force of teaching and scientific research. The organizational atmosphere they perceive will directly affect their work attitude and behavioral performance. Teachers with high psychological capital can more effectively cope with challenges at work, maintain a positive work attitude, and thus show higher job performance. For young teachers in private colleges, having good psychological capital is not only conducive to personal career development, but also plays an important role in improving the overall teaching quality.

Work engagement is an indicator to measure teachers' enthusiasm and concentration at work, which reflects teachers' sense of identity and participation in their work. This study assumes that work engagement plays a mediating role between organizational atmosphere and psychological capital and job performance. That is, organizational atmosphere and psychological capital enhance teachers' work engagement and thus improve their job performance. In addition, as an informal agreement between employees and organizations, the psychological contract contains

the expectations and obligations of both parties. In this study, the psychological contract is regarded as a regulating variable, which will be explored whether it may affect the regulation effect of work engagement on job performance of young teachers in private colleges. The research method adopts a quantitative questionnaire method to collect data from 704 young teachers from many private colleges across the country, and uses a structural equation model for data analysis. The results show that both organizational atmosphere and psychological capital positively predict work engagement. Work engagement positively predicts job performance; and work engagement plays a partial mediating role between the two and job performance. The regulation effect of psychological contract on work engagement and job performance is not significant, which may be determined by the particularity of the young teacher group in private colleges.

In summary, this study reveals the influencing mechanism of organizational atmosphere and psychological capital on the job performance of young teachers in private colleges. The engagement in supportive organizational atmosphere and the development of teachers' psychological capital may improve job performance. Work engagement plays a mediating role, while the regulating effect of psychological contract is not significant in the young teachers group in private colleges. Therefore, for university administrators, creating a positive organizational atmosphere, paying attention to and cultivating teachers' psychological capital, and continuously improving the management of psychological contracts will help improve the job performance of

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CHAPTER 1

INTRODUCTION

1.1 Research Background

1.1.1 Social Background

1) China's private colleges are an important part of higher education

Over the past 40 years of reform and opening up, private colleges, as an important part of China's higher education system, have cultivated a large number of talents for social development and economic construction. After entering the 21st century, China's higher education has entered a stage of intensive development with quality improvement as the core. In this context, private colleges must transform to achieve high-quality and sustainable development (Wang, 2023). The report of the 20th National Congress of the China Communist Party pointed out that it is necessary to “deepen the implementation of the strategy of rejuvenating the country through science and education, the strategy of strengthening the country through talents, and the strategy of innovation-driven development, open up new fields and new tracks for development, and constantly create new momentum and new advantages for development” (Xi, 2022). Human resources are the most critical competitive resources. Schools are places for disseminating knowledge and cultivating talents. More attention should be paid to the development and utilization of human resources. For private colleges, the core concept of “people-oriented” must be firmly established in the management process, and the enthusiasm, initiative and creativity of people must be mobilized, stimulated and protected to the maximum extent to achieve the healthy and sustainable development of “people” (Wang, 2021). We should attach importance to encouraging and praising teachers, respect and pay attention to teachers, and let them radiate their passion. We also should tap the potential of teachers and give them full rights, and improve the salary incentive system, and change the management goal from completing the workload of teachers to realizing the personal value of teachers. Compared with

public schools, the biggest advantage of private colleges is their efficient management (Liu, 2007). The “Opinions of the Ministry of Education on the Establishment of Higher Education Institutions during the 14th Five-Year Plan Period” puts forward the basic principle of “reasonable planning and strengthening constraints”, which not only strictly controls the number of colleges and universities, but also ensures the improvement of the enrollment rate of higher education. And the changes in the scale of private higher education also reflect the changes in national policies (Ministry of Education, 2021).

The “Opinions of the Ministry of Education on the Establishment of Higher Education Institutions during the 14th Five-Year Plan Period” puts forward the basic principle of “reasonable planning and strengthening constraints”, which not only strictly controls the number of colleges and universities, but also ensures the improvement of the enrollment rate of higher education. And the changes in the scale of private higher education also reflect the changes in national policies. According to statistics from the Ministry of Education, the number of private colleges in my country has been growing continuously from 43 to 771 from 2000 to 2020 (Ministry of Education, 2022). It dropped to 764 in 2021 and remained unchanged in 2022, accounting for 25.4% of the total number of colleges and universities in China. Among them, there are 390 ordinary undergraduate schools, 22 undergraduate vocational schools, 350 higher vocational (technical) schools, and 2 adult colleges and universities. In contrast, although the number of private colleges has stabilized, the number of students in school is still growing steadily. In 2022, the number of students in private ordinary and vocational undergraduate and junior colleges was 9.2489 million, an increase of 791,500 over the previous year. In the past four years, the number of students in school has maintained an annual growth rate of about 7%-12%. Private colleges have become an important part of local colleges and universities, and have insisted on serving the local economy and have achieved certain results. Daliang Zhang believes that local colleges and universities should take “application-oriented” as their school orientation and adhere to the orientation of local employment for students (Zhang, 2015). Faced with current opportunities and challenges, it is of far-reaching significance for applied private colleges to break through the bottleneck of high-quality

development and find effective ways to achieve high-quality development (Zhou, 2023).

2) The high-quality development of private colleges requires a high-quality teaching staff to provide guarantees

Private education is an integral part of my country's education, and plays a positive role in expanding educational openness, increasing educational supply, promoting educational innovation, and improving educational efficiency (Xiang, 2019). My country's higher education is moving towards universalization. In realizing the development of a higher education power from a large country to a strong country, private colleges will continue to play an important role. From a global perspective, the private higher education department is one of the most dynamic and fastest growing departments in the world's higher education today (Jiang, 2016). On the basis of learning from foreign experience and optimizing the education development model, my country should give full play to the unique advantages of private higher education and actively explore the development path of organically combining globalization and localization. However, the construction of the teaching staff of private schools in my country is relatively backward, especially the problems of low social status of teachers, insufficient salary guarantee, poor professional title evaluation and appointment, and limited professional development have not been fundamentally solved, which has become a bottleneck restricting the sustainable and healthy development of private education (Jing, 2018). Taking the proportion of professional titles as an example, the analysis of the 2020 education statistics shows that the proportion of full-time teachers with senior professional titles in private colleges is 10% lower than that in public colleges (Ministry of Education, 2020), and there is still a lot of room for development. In addition, the current industrial transformation and upgrading and the advent of the intelligent era, the multi-type development of vocational education, and the classification management of profit and non-profit will bring new challenges to the construction of the teaching staff of private colleges.

Teachers are the first core resource of the school. To achieve the transformation and development of private colleges, the transformation of the teaching staff must be achieved. The main problems of the current teaching staff in private colleges in my country are: knowledge updating lags behind industrial technology

development; lack of correct understanding of the laws of application-oriented talent training. It is necessary to accelerate the transformation of the teaching staff structure, build a “dual-teacher structure” teaching team through school-enterprise cooperation, combination of full-time and part-time, short-term employment, etc., and realize the complementary advantages of school-enterprise resources. It is necessary to accelerate the transformation of teachers' abilities and establish a two-way communication mechanism between professional teachers and enterprise engineering and technical personnel. It is necessary to accelerate the transformation of teaching roles. The teaching reform of private colleges should realize the transformation from “teacher-centered” to “student-centered”. Teachers should change their educational concepts, change from “lecture” to “lead”, and study new teaching models and methods from “on stage” to “off stage” (Hu, 2014). In terms of teacher team construction, on the one hand, we should strengthen the teaching staff through talent introduction. We should attract technical and application-oriented talents to join the teaching staff of private colleges by improving teachers' welfare, providing scientific research funding support, and promoting the integration of industry and education. On the other hand, we should strengthen the construction of the existing teaching staff, continuously improve the work system of talent training, and encourage outstanding graduates to stay in school to teach (Hu, 2023). In addition to the introduction and cultivation of talents by universities themselves, some local governments have also issued relevant policies to promote the construction of the teaching staff of private colleges. For example, Shanghai launched the “Strong Teacher Project” for private colleges in 2012, and more than 11,000 private college teachers have participated in various types of learning. In 2023, the “Implementation Opinions on Strengthening the Construction of the Teaching Staff of private colleges in Shanghai in the New Era” launched projects such as the “Private Teacher Plan” and the “Private Yang Plan” for private colleges to build a development platform for private college teachers. Some private colleges have obtained a certain number of career-based employment positions. For example, Zhejiang Shuren University, Ningbo University of Finance and Economics, and Xinyang University clearly stated in their 2023 recruitment announcements that they would “solve the problem of career-based employment positions”, which provides an important guarantee for private colleges to attract and retain high-level talents (Jia, 2023).

3) Work pressure and challenges faced by young teachers in private colleges

After decades of development and exploration, private colleges in my country have shifted from extensive development to a new stage of intensive development. The construction of the teaching staff is the top priority of intensive development, and young teachers are an important force in the teaching staff of private colleges. In the early days of private colleges, in order to save school costs, the teaching staff was mainly temporary part-time teachers. However, with the support of national policies and the development of the economy and society, the social recognition of private colleges is increasing. The stability of teachers is not only a reflection of whether the school's organizational functions are running well, but also has various impacts on the school organization (Ingersoll & May, 2012). The decisive factor affecting the loss of teachers is whether they can achieve career success, which mainly depends on many factors within the school (Johnson & Birkeland, 2003). The traditional management concept of the teaching staff of private colleges is no longer suitable for the new development situation, which will further restrict the development of private colleges. However, it is still difficult to achieve a breakthrough in the concepts, goals and paths of reform of many private colleges. Overall, the number of faculty and full-time teachers in private colleges has increased year by year, and the growth rate has slowed down in recent years. By 2021, the number of faculty and staff in private colleges in my country will reach 498,379, with a year-on-year increase of 1.08%. The number of full-time teachers in private colleges will reach 369,605, with a year-on-year increase of 0.18%, accounting for 19.61% of the total number of full-time teachers in higher education in the country (Ministry of Education, 2022). The 2022 National Education Development Statistical Bulletin shows that there are 764 private colleges in the country, accounting for 25.36% of the total number of colleges and universities in the country. Among them, there are 390 ordinary undergraduate colleges, 22 undergraduate vocational schools, 350 higher vocational (junior college) schools, and 2 adult colleges and universities. The number of students in private ordinary and vocational undergraduate and junior colleges is 9.2489 million, with an increase of 791,500 over the previous year, accounting for 25.27% of the total number of students in ordinary and vocational undergraduate and junior colleges in the country (Ministry

of Education, 2023). These data show that private colleges have become an important part of my country's higher education, cultivating a large number of builders for the society. Private colleges have become an important force in promoting the development of higher education, and have also made due contributions to local economic development.

It is found that the group of teachers in private colleges, which accounts for 1/5 of the total number of university teachers, has trained 24.09% of college students and made important contributions to the development of higher education. The development of this huge professional group should not be ignored. In terms of social cognition and teacher identity, teachers in private colleges feel emotional experiences different from those of teachers in public colleges and lack a sense of psychological belonging. In terms of social cognition, the debate between “public” and “private” has always existed in the field of education, and there is a deviation in the society's understanding of the value of developing private colleges. In terms of teacher identity, unlike the “in-system” system of public colleges, teachers in private colleges establish labor relations with organizations through contracts. The coexistence of the two systems has caused psychological imbalance among teachers in private colleges (Qi, 2022). The professional development of teachers is closely related to the improvement of teaching quality and talent training quality. In pursuit of high-quality development, private education must pay attention to and solve the problem of improving teacher quality, which is the key to the intensive development of private colleges (Yan, 2022). A scholar's investigation found that, taking private colleges in Guangzhou as an example, most young teachers take on two or more courses per semester on average, and the average weekly teaching workload is between 10 and 14 classes. The weekly teaching workload of some teachers of scarce professional courses is even as high as more than 20 classes, and the teaching tasks are heavy. In addition to shouldering heavy teaching tasks, young teachers also need to fulfill other work tasks assigned by the school and their colleges, such as providing students with guidance services on graduation thesis, internships and employment, and regularly participating in college work meetings and teaching and research activities. The survey shows that half of the young teachers work between 6 and 8 hours a day. They often cannot participate in various training activities and academic lectures held by the school and college due to

heavy teaching tasks and conflicts between time and teaching work, and they have no time to take time out to participate in academic exchange activities outside the school. As a result, they do not have more time and energy to focus on their teaching skills, teaching research and innovation, and they have no time to take care of scientific research. If this continues, it will inevitably have a serious impact on the physical and mental health and career development of young teachers (Li, 2023).

The professional development mechanism for young teachers is not sound, the understanding of teachers' professional development needs is insufficient, and the attention paid to teachers' emotional development is insufficient, which leads to low sense of achievement, serious professional burnout, and lack of job security among young teachers in private colleges (Yang, 2019). In addition, the construction of teaching teams in private colleges is crucial to the professional development of young teachers, including the formation of academic teams, the construction of a vibrant learning environment, the guidance of young teachers in the team to conduct scientific research, and the combination of teaching and practice to motivate the personal development of young teachers. The survey shows that the current practice of most private colleges is to hire retired professors as the head of the teaching team or the leader of the discipline, but due to the influence and limitation of various factors such as lack of energy, weak sense of responsibility, and weak team cohesion, their role has not been brought into play. The teaching teams of many private colleges lack practical and effective measures and fail to achieve the expected results, resulting in the inability of young teachers to obtain valuable guidance and help, which seriously hinders the growth of young teachers (Li, 2023). The social status of teachers in private colleges is not recognized by the public. Many parents in the society are prejudiced against private colleges, believing that private colleges are for-profit and are far inferior to public colleges in terms of school conditions, teaching staff and school quality. Some young teachers who have just graduated only regard private colleges as a springboard or temporary transition, and will jump to other better public institutions as soon as they have the opportunity. These prejudices have a huge impact on young teachers in private colleges, making it impossible for them to maintain a correct and objective understanding of the profession of private college teachers, unable to work with peace of mind, lack the motivation to study hard and develop actively, which has exacerbated

the loss of young teachers, affected the healthy and sustainable development of private colleges and the professional development of young teachers.

4) The sustainable development of private colleges and young teachers

“The purpose of education is to make students happy, and this happiness cannot be sacrificed for any irrelevant interests.” (Ushinsky, 1999). Peiyuan Zhou, a famous professor in my country, believes that “One of the determining factors or fundamental signs of whether a university is well run or not, and its level, is the teaching staff of this university.” Young teachers often move from school to college, lack practical and teaching experience, and are prone to be overwhelmed at the beginning of their work. Due to the differences in social status, welfare benefits and professional development with teachers in public colleges, and the backward and rigid internal management system of some private colleges, some young teachers usually use private colleges as a springboard, with strong mobility, which aggravates the lack of backbone forces. In the process of professional growth and development, young teachers in private colleges face a series of challenges and difficulties from the school, society, and individuals, which makes it difficult for young teachers to effectively improve their personal teaching level, scientific research ability, and teaching experience, which greatly affects the high quality and sustainable development of private colleges (Chen, 2023). The advantage of young teachers lies in their development potential and the vitality, energy and enthusiasm reflected in their work. University administrators should fully rely on this force to run schools. It can be said that if a school attracts, trains and retains this group of teachers, the future development prospects of a school will be infinitely bright. Otherwise, the survival of the school will inevitably be bleak and face many crises (Long, 2012).

At present, the instability of the teaching staff of private colleges, especially the young teachers, has become a prominent problem facing the development of private colleges, and one of the important factors affecting the instability of the young teachers is that young teachers do not have a strong sense of belonging to the school (Zhou, 2018). This directly affects the professional attitude and career development of young teachers, and affects the sustainable and healthy development of private colleges. Young teachers are in the early stages of their career development. They face conflicts and discomfort in their work. For the “two mountains” of school

teaching and scientific research, many people are still in the stage of “crossing the river by feeling the stones”, and are still in the process of continuous improvement in the effective implementation of teaching activities and in-depth exploration of scientific research tasks. The school-running form and management system of private colleges make young teachers lack material treatment and career stability, and face the impact of career development (Liu, 2018). In terms of economy, the pressure of maintaining family life also has a great impact on the development of their careers (Ye, 2020). If young teachers cannot be well engaged in and adapted to professional activities, the resulting low professional awareness will make them feel frustrated and even tend to leave. This will not only affect the career development of young teachers themselves, but also be detrimental to the stable construction of the teaching staff of private colleges, and thus affect the pursuit of high-level school quality in private colleges (Wang, 2023).

Although the scale of teachers in private colleges has expanded, there are still shortcomings in the structure of teachers, the level of teachers, and the stability of personnel. The existing full-time teachers are mainly master's degree students, while doctoral students are faced with the dilemma of not being able to recruit or retain them. The faculty structure of private colleges shows a polarized trend of large at both ends and small in the middle, with a large proportion of young teachers and retired teachers hired from outside. Overall, the number of faculty and full-time teachers in private colleges has increased year by year, and the growth rate has slowed down in recent years. By 2021, the number of faculty and staff in private colleges in my country reached 498,379, with a year-on-year increase of 1.08%. The number of full-time teachers in private colleges reached 369,605, with a year-on-year increase of 0.18%, accounting for 19.61% of the total number of full-time teachers in nationwide higher education (Ministry of Education, 2021). Yongfang Jia found in her research that young teachers under the age of 35 in Chongqing private colleges accounted for nearly 45%, those aged 35-40 accounted for about 15%, and those aged 51 and above accounted for about 11%. The proportion of teachers under the age of 40 in private colleges in Liaoning Province was as high as 66.1%, nearly twice that of public colleges (Jia, 2023).

Maslow's need theory divides human needs into five levels, mainly physiological, safety, belonging and love, respect, and self-realization. The first three are basic needs, which are the primary driving force for people's actions and can be met through external conditions. The last two are advanced needs, which can only be met through internal factors (Tang, 2017). Young teachers also have these five levels of needs in the process of professional development, which are specifically manifested in the five aspects of food, clothing, housing, transportation, work safety and social security, emotional and career belonging, students' love and colleagues' respect, career success and life value. Only after they meet the needs of food, clothing, housing, transportation, work safety and social security, will they pursue emotional and career belonging, strive to win the love of students and the respect of colleagues, and finally achieve career success and life value. The first three items require private colleges to provide conditions and meet the needs of young teachers before they can be achieved, and the latter two items are more achieved through the efforts of young teachers themselves. Therefore, schools should provide a suitable environment for the growth of young teachers and enhance their sense of belonging to the school by improving their satisfaction with the school (Luo, 2022). With the rapid development of private higher education, the size of the teaching staff is also expanding. The age of the teaching staff is showing a “dumbbell” state with large numbers at both ends and small numbers in the middle. Young teachers have gradually become the main force of the teaching staff of private colleges. Although there has always been a large demand for quantity, the stability of the teaching staff has always been an important factor that cannot be ignored in affecting the development of private colleges, making it difficult for private colleges to have their own high-quality young teaching staff that can “fight hard battles” (Zhao, 2021). To maintain the steady development of the young teaching staff of private colleges, it is urgent to integrate young teachers quickly and assume the role of the backbone of teaching, scientific research and management of private colleges. This is not only a direct factor in improving teaching quality, but also a realistic demand for the private college teaching staff to seek stability and progress.

1.1.2 Theoretical Background

1) Organizational atmosphere and psychological capital are the driving forces of work engagement

Studies have shown that employees are more likely to stimulate their intrinsic motivation and increase their proactive behavior in a caring organizational atmosphere (Qiao, 2018). Studies have found that organizational atmosphere has an important impact on teachers' professional development. Firstly, organizational atmosphere has a direct impact on teachers' job satisfaction. A democratic and supportive organizational atmosphere can enhance teachers' professional identity and reduce their professional burnout (Chadha, 1989; Wang, 2022). Secondly, a supportive and research-oriented organizational atmosphere can effectively stimulate teachers' work potential and realize their self-worth, while a rigorous atmosphere can significantly affect teachers' initiative (Fox, 2004; Jiang, 2023). Thirdly, organizational atmosphere also has an important impact on teachers' mental health. The regression coefficient of organizational atmosphere on teachers' mental health reaches a significant level, especially in terms of depression, interpersonal sensitivity, compulsion, and paranoia. In institutions with poor organizational atmosphere, teachers' psychological problems also show a higher trend and level (Hu, 2020; Rachel, et al., 2005). Fourth, organizational atmosphere can promote teachers' reflective awareness and ability. The repressive, undemocratic, and unfocused organizational atmosphere of schools that do not emphasize joint learning and research makes teachers lack a spirit of reflection. On the contrary, the organizational atmosphere of schools that emphasize teachers' cooperative learning and research can significantly enhance teachers' reflective awareness. Other studies have pointed out that organizational atmosphere of democratic and supportive school can enhance teachers' professional identity, thereby effectively reducing teachers' professional burnout (Day, 2002; Liu, 2018). In today's era of rapid economic development and increasingly fierce competition, physical strength, financial resources, and technology are no longer obstacles. The key to success or failure lies in people, and the root of human potential lies in psychological capital. Psychological capital refers to a positive psychological state that an individual exhibits during growth and development, mainly including self-efficacy, optimism, hope, and resilience, which

is a sustainable source of competitive advantage for individuals and organizations (Wang et al., 2023).

Based on the review of existing literature, existing studies can be roughly divided into three categories according to different topics. The main view of the first category is the impact of organizational atmosphere and psychological capital on the job performance of young teachers in private colleges. Organizations are the cradle of individual career development, and the perception of organizational atmosphere affects individual work efficiency and inner passion (Qiu & Hu, 2015). Management behavior and interpersonal relationships in organizational atmosphere significantly affect employees' work engagement (Chen & Li, 2005). Individual perception of their environment will improve their sense of self-efficacy, that is, reduce work burnout and thus improve job performance. Many studies on enterprises and other organizations have confirmed that a good organizational atmosphere can help employees clarify organizational expectations and better position their roles, thereby ultimately helping organizations improve work engagement (Mao, 2017; Schneider et al., 2013). The psychological capital of college teachers plays an important role in the development of teachers themselves. Studies by scholars such as Li Li and Zola have shown that the psychological capital of college teachers is of great significance to their work and personal development. (Li, 2016; Zuo, 2018) The main viewpoints of the second category focus on the relationship between work engagement and job performance. Work engagement has been confirmed by many studies as the perfect link between individual characteristics, situational factors and job performance (Luo, 2019; Rich et al., 2010). As a motivational state with a high level of motivation, work engagement can inspire followers to devote a lot of energy and resources to the execution of their work roles (Kahn, 1990). The main view of the third category focuses on the mediating role of work engagement in the impact of organizational atmosphere and psychological capital on job performance. Some scholars believe that work engagement is a mediating variable between organizational atmosphere and job performance (Li & Zhang, 2019), while another view is that organizational atmosphere directly affects work engagement, and work engagement further determines job performance (Chen & Liu, 2022).

Studies have been conducted on organizational atmosphere and job performance for people in some industries. Many studies on enterprises and other organizations have confirmed that a good organizational atmosphere can help employees clarify organizational expectations and better position their roles, thereby ultimately helping organizations improve performance (Xu, 2016). The main role of psychological capital is to motivate and arouse individual energy and internal driving force, maintain work enthusiasm, and effectively adjust individual status and behavior. From the relevant literature on teachers' psychological capital, it can be found that teachers' psychological capital is an important psychological variable that affects teachers' work engagement and can promote the improvement of work engagement. By improving the degree of teachers' work engagement, good job performance is brought. Through good job performance, we can promote organizational performance, cultivate talents for society, and promote the progress and development of education.

2) Work engagement is an important factor in predicting job performance

The level of work engagement is not only affected by personal factors of employees, but also by factors such as work itself, organization, and society. Among them, organizational factors such as work resources, empowerment, and organizational atmosphere can predict the employees's level of work engagement. Organizational support is one of the factors that affect employee work engagement at the organizational level. Research on organizational support shows that when employees feel that the organization values their contributions and cares about their well-being, it will increase their emotional attachment to the organization and reduce absenteeism (Eisenberger et al., 1986; Xu, 2023). Young college teachers are knowledge-based employees. Compared with ordinary employees, they have distinct personalities and higher needs for social interaction and respect. Therefore, how to create a good working environment for young college teachers by providing organizational support to improve their work engagement level and stimulate their professionalism, is worthy of in-depth study.

Work engagement, that is, the degree of employees' participation and effort at work, is considered to be an important factor in predicting job performance. In the field of education, studies have found that when teachers are more focused and engaged in their teaching work, the teaching performance and student learning

outcomes of the research are also relatively higher (Wang & Liu, 2019). For young teachers in private colleges, since the research work focuses more on the interaction and emotional connection with students, absorption, core affect and work intensity may be closely related to their job performance. Work engagement has been a hot topic in the field of organizational behavior and human resource management research in recent years. Its core lies in understanding how employees engage their mental, emotional and behavioral motivation in their work and how this engagement affects their job performance. Work engagement is usually defined as the positive attitudes and behaviors that employees show in their work, including attention, enthusiasm and absorption on work (Bakker & Leiter, 2010; Zhang, 2023). This engagement is not just a simple working time or workload, but an emotional connection and cognitive attention of employees to their work. Work engagement usually consists of three main components: absorption, core affect and work intensity. Absorption is reflected in the high attention and immersion of employees in their work. Core affect is the initiative and creativity of employees at work. The research not only completes the tasks assigned to them, but also looks for more opportunities to create value for the organization. Work intensity focuses on the degree of effort and time spent by employees at work (Schaufeli & Bakker, 2004). Several studies have confirmed that there is a positive correlation between work engagement and job performance. Employees' work engagement can lead to higher job satisfaction, lower intention to leave, and higher job performance (Rich et al., 2010). Especially in industries that require high interaction and innovation, such as education, the impact of work engagement is particularly significant. In the field of education, a highly engaged teacher may pay more attention to the individual needs of each child, adopt more creative teaching methods, and interact more actively with parents and colleagues, thereby improving his or her teaching performance (Zhang & Liu, 2019). As a multidimensional concept, work engagement plays an important role in improving employees' job performance. Especially in fields that are highly dependent on human resources, in-depth understanding and improvement of work engagement are particularly critical to improving overall performance.

3) Informal relationship of psychological contract with organizations and employees

Schein defines psychological contract as a set of unwritten expectations between individuals and organizations at all times (Schein, 1985; Yi, 2019). Psychological contract refers to an informal, psychological contractual relationship between employees and their organizations. When this contract is violated, employees may feel disappointed and distrustful, which affects their work engagement and performance (Lee & Zhang, 2018). With the deepening of research, the application of psychological contract has gradually shifted from the level of corporate employees to the level of school teacher management. The relationship between schools and teachers has also achieved a transformation from a fixed working relationship to a contractual relationship. The cognition of each other's rights and obligations by both parties constitutes an implicit, informal contract between schools and teachers - psychological contract (Shi, 2007). Studying the development of psychological contract of Chinese college teachers is conducive to revealing the relationship between teachers and college development, providing new ideas for teacher management, and promoting the healthy and sustainable development of the teaching staff. In the field of education, if teachers feel that the school or parents have not fulfilled their promises, not supported their career development or not provided sufficient resources, this may have a negative impact on their job performance. In recent years, organizational psychologists and human resources experts have paid more and more attention to how to effectively mobilize employees' work engagement to improve their job performance. In private colleges, there are at least two reasons why young teachers encounter difficulties in work treatment, life pressure and life expectations - environmental factors and personal factors (Long, 2012; Song, 2022). Employees' work engagement is the source of the two main motivations for employees to work. It can be divided into two categories: organizational atmosphere in the work environment and employees' psychological capital. Organizational atmosphere usually includes work environment, work content, work relationships and organizational culture, while employees' psychological capital mainly involves employees' personal values, interests and hobbies, physical health status, etc. (Martin & Osseward, 2015). Many studies have confirmed that there is a positive correlation between work engagement and employee's job performance. The more resources employees get from their work and personal life, the higher their performance at work is usually. Specifically, when employees receive positive

feedback from their work, feel the value and meaning of their work, and establish good relationships with colleagues, they usually have higher work engagement and job performance (Kim & Park, 2018). In addition, employees' psychological capital comes not only from work, but also from relationships with family and friends, personal interests and hobbies, etc., which will affect their job performance. An employee who exercises regularly may have better physical health and mental state, and thus perform better at work (Johnson & Turner, 2017). In the field of education, organizational atmosphere is particularly critical to the job performance of teachers, where young teachers are passionate about education and feel the value and meaning of educational work. And related factors from family, health and interests and hobbies will also help teachers better cope with challenges in teaching and improve their job satisfaction and job performance (Wang & Zhang, 2020).

In a survey on the resignation destinations of some private college teachers from 2016 to 2019, the proportion of resigned teachers with senior titles reached 30%, mainly to enterprises and public colleges and universities. In the fierce competition for talent, private colleges in my country are clearly at a disadvantage, showing significant mobility characteristics, and the loss group is mostly middle-aged and young backbone teachers (Hua Jing Intelligence Network, 2020). Psychological contract is an important perspective for the governance of the loss of teachers in private colleges in my country (Guo, 2022). Paying attention to the psychological contract will help private colleges upgrade their management concepts, adjust problem-solving ideas, and improve the level of problem governance. In order to minimize the occurrence of psychological contract violations and do their best to remedy the violations after they occur, private colleges in my country should standardize faculty management and eliminate intentional violations of psychological contracts. Private colleges also should guide teachers to combine career planning with school strategic planning to help fulfill psychological contracts, implement communication mechanisms to achieve dynamic matching of psychological contracts between teacher schools (Kang et al., 2023).

1.2 Question Statement

In today's complex and demanding workplaces, employee engagement, job happiness, and organizational success are all highly demanded. At the same time, many companies find it difficult to cultivate an atmosphere that encourages employee engagement and job performance. This leads to high employee turnover, reduced productivity, and increased absenteeism. One of the most important aspects that influence employee engagement and job happiness is company culture, and other important factors include psychological capital and organizational atmosphere. Research is needed to clarify these complex relationships because the relationship between these variables is not well understood. In a study on the development of private colleges in China, it was found that improving the comprehensive quality of young faculty is the focus of high-quality “intensive” development of colleges and universities, and high-quality development of higher education is inseparable from the “intensive” development of private colleges. Xiaowu Wang and Yating Wang pointed out that it is necessary for private higher education to achieve high-quality development (Wang et al., 2022). Scholars Gangyao Yang and Mingkun Que believe that under the new development pattern, private colleges need to comprehensively strengthen the leadership of the Party, take the path of intensive development, strengthen faculty team building, improve and optimize the internal governance structure and legal and regulatory system to achieve high-quality development (Yang et al., 2021). Jie Sun believes that private colleges have gradually shifted from scale expansion to intensive development. However, the weak teaching staff and the shortage of high-level talents have seriously constrained the intensive development of private colleges (Sun, 2022). In the context of high-quality development in the new era, high-quality development of higher education is a general trend. Whether private colleges, as an important part of higher education, can seize the opportunity, they face many practical difficulties. Whether they can build a high-quality teaching team determines whether they can keep up with the pace of high-quality development of higher education.

Although the academic community has provided a wealth of knowledge for these studies, there are also some shortcomings. Firstly, from the perspective of research design, most studies focus more on teachers in public colleges and primary

and secondary schools, while the specific situational groups and challenges of young teachers in private colleges are rarely involved (Smith, 2015; Williams, 2017). Secondly, from the perspective of data analysis methods, few studies use mixed methods to combine quantitative and qualitative methods to comprehensively evaluate the relationship between organizational atmosphere, psychological capital, work engagement and job performance (Brown & Harris, 2020). Thirdly, from the perspective of argumentation, although existing studies have described the impact and characteristics of organizational atmosphere and psychological capital on job performance, there is still controversy about the specific mechanism of how these organizational atmosphere and psychological capital affect work engagement and job performance (Chen & Liu, 2022).

In summary, this study explores the relationship between organizational atmosphere and psychological capital in private colleges and their impact on job performance through work engagement, from the perspective of young teachers in private colleges. The main research questions are: How do organizational atmosphere and psychological capital affect the job performance of young teachers in private colleges through work engagement? And three sub-questions: 1) In the context of the development of private colleges in China, what is the impact of organizational atmosphere and psychological capital on work engagement? 2) How does work engagement of young teachers in private colleges in China affect their job performance? 3) What are the potential mediating or regulating effects between organizational atmosphere, psychological capital, work engagement and job performance of young teachers in private colleges in China?

1.3 Research Purpose

Private colleges are an important part of China's private higher education. As the backbone of the private higher education, teachers born in the 1980s and 1990s have unique values, strong scientific and innovative literacy and ability, who are the new generation of teachers in private colleges (Zhang, 2023). In the process of development, private colleges have high teacher mobility, high turnover rate, and unstable and insufficient teaching staff due to factors such as instability and low social security

(Jiang, 2015). Improving the stability of the teaching staff and organizational identity of private colleges, improving the work engagement level of young teachers in private colleges, and then improving job performance have become urgent problems for private colleges. In recent years, driven by the development of higher education and the reform of the education system, college administrators and relevant scholars have gradually realized the importance of improving teachers' job performance and regarded it as a key content to ensure the smooth development of colleges and universities (Yan, 2019). Therefore, it is necessary to conduct in-depth research on the job performance of teachers in private colleges, and put forward management suggestions and improving teachers' job performance.

In the past, research on work engagement has focused too much on profit-making organizations such as enterprises and less on non-profit organizations such as colleges. Among the existing studies on work engagement and job performance of college teachers, there are fewer studies on young teachers. However, since work pressure directly affects job performance (Liang, 2023), and although teachers' job performance plays a key role in students' learning outcomes (Kuang, 2020), there are still many unknown areas waiting to be studied and explored. Previous studies have revealed some correlations between organizational atmosphere, psychological capital, work engagement and job performance, but most of these studies have focused on teachers in primary and secondary schools, while there are relatively few studies on the specific group of young teachers in private colleges in China. Therefore, this study proposes the research purpose by deeply studying the specific context of young teachers in private colleges.

1) Types and properties of organizational atmosphere and psychological capital: In the work and life scenarios of teachers in private colleges, what are their respective effects on work engagement? In what contexts are organizational atmosphere and psychological capital more important?

2) The relationship between organizational atmosphere, psychological capital and work engagement: How do organizational atmosphere and psychological capital affect the work engagement of young teachers in private colleges? What factors may strengthen or weaken this relationship?

3) Evaluate the relationship between work engagement and job performance: How is the degree of work engagement of young teachers in private colleges related to their job performance? Does high work engagement really lead to better job performance?

4) Study potential mediating or regulating effects: Is there any mediating or regulating relationship between organizational atmosphere, psychological capital, work engagement and job performance?

1.4 Research Questions

Question 1: What is the relationship between organizational atmosphere, psychological capital and work engagement (absorption, core affect, work intensity)?

Question 2: What is the relationship between work engagement (absorption, core affect, work intensity) and job performance?

Question 3: How does work engagement (absorption, core affect, work intensity) mediate the relationship between organizational atmosphere, psychological capital and job performance? Which of the factors, absorption, core affect and work intensity, has the most significant mediating effect between organizational atmosphere and job performance, and between psychological capital and job performance?

Question 4: How does psychological contract moderate the relationship between work engagement (absorption, core affect, work intensity) and job performance?

1.5 Research Significance

1.5.1 Theoretical Significance

With their unique advantages, private colleges have an irreplaceable position and role in the education system. Exploring the current situation, influencing factors and causes of the job performance of young teachers in private colleges is of reference significance for the construction of the teaching staff of private colleges, teacher burnout and satisfaction, teacher loss, and the training of young teachers. It provides a certain theoretical basis for the follow-up research on the teaching staff of private

colleges and helps to further enrich the theory of private education. Although there have been many studies on organizational atmosphere, psychological capital, work engagement and job performance, few studies have focused on how psychological contract affects the relationship between them. In addition, there are few studies on the mediating role of work engagement between organizational atmosphere, psychological capital and job performance. This study provides a new theoretical perspective for related fields. Through in-depth research on the relationship between organizational atmosphere, psychological capital, work engagement, job performance and psychological contract, not only a single causal relationship is examined, but also the mediating and regulating effects are explored, enriching and improving the relevant theoretical system, and providing a new theoretical framework for follow-up research.

1.5.2 Practical Significance

Private colleges started at the end of the last century and have experienced a short development of more than 30 years. Due to their new model, shallow accumulation and short operation time, their status and credibility are not as good as those of public colleges in the eyes of the general public. As the main force of the teaching staff of private colleges in my country, the young teacher team has a long way to go. In the process of private colleges from scale expansion to intensive development, they are facing both good opportunities brought by economic development and severe challenges brought by social transformation. This has also made young teachers, the backbone of private colleges, bear more multiple pressures and challenges brought by career development. This study deeply understands the relationship between employees' organizational atmosphere and psychological capital on job performance through work engagement. Private colleges can adopt targeted strategies to strengthen the working relationship of young teachers and provide personal growth opportunities, so as to improve the job performance of young teachers and the overall job performance of private colleges. Understanding how psychological contract affects the relationship between work engagement and job performance, private colleges can take measures to prevent and respond to psychological contract violations, strengthen communication, build trust, etc., so as to maintain the work engagement of young teachers and ultimately achieve the goal of improving job performance. The practical value of this research is

important to managers, HR professionals, and organizational leaders because they can apply the findings to improve job performance in their organizations.

1.6 Research Contribution

1) Academic contribution

The positioning and characteristics of a university are realized by its teachers, and the quality of a university ultimately depends on the level of its teachers (Pan, 2009). This study takes young teachers from private colleges as the research object. Based on the work engagement theory, it systematically explores the relationship between organizational atmosphere and psychological capital on job performance through work engagement, and introduces psychological contract as a regulating variable to construct a research model, providing a new theoretical perspective and research framework for the academic community.

2) Practical contribution

By deeply understanding the relationship between organizational atmosphere, psychological capital, work engagement and job performance, it provides strategic suggestions for organizations to help employees maintain a healthy working state. It provides organizations with strategic suggestions on how to improve employees' work engagement and job performance, thereby improving the overall work efficiency of the organization. This study can provide policy suggestions for universities, governments and relevant departments on optimizing organizational context, employee health, job satisfaction, organizational management and psychological contract creation, and provide the government with an implementation basis for labor policies and employee rights protection. It provides useful ideas and references for university leaders, managers and decision makers in formulating talent development strategic plans and deepening personnel system reform, and provides effective guidance for deepening the construction of teachers' ethics and style.

1.7 Research Innovation

1) Expanded theoretical basis

This study further expanded the existing theoretical basis of organizational atmosphere, psychological capital and job performance, using work engagement as a mediating variable and introducing psychological contract as a key regulating variable. Based on the work engagement theory, the innovative combination of the psychological contract theory provides a new theoretical perspective for people to understand the complex relationship between organizational atmosphere, psychological capital, work engagement and job performance.

2) Supplemented the research model

In addition to adding new regulating variables to the traditional research model, this study also took into account the different dimensions of work engagement (absorption, core affect and work intensity), thereby constructing a more complete and detailed research model, which supplemented the existing research model of job performance in the work scenario.

3) Broadened the research perspective

Traditional research mainly focuses on a single organization or industry, while this study chooses cross-organizational and cross-industry research objects, especially focusing on the specific group of young teachers in private colleges, because they are the main body of the teacher structure of private colleges and the backbone of the sustainable development of private colleges. Therefore, this cross-disciplinary research perspective not only enhances the universality of the research, but also provides more targeted research results for specific industries or groups.

4) Integrated multiple disciplines and conducted interdisciplinary research

This study not only deeply understands the relevant theories of psychology, organizational behavior and management, but also attempts to combine them with theories from other disciplines such as education and sociology to conduct truly interdisciplinary research. This comprehensive multidisciplinary research method provides us with a broader and deeper perspective, helping us to better understand and explain the research phenomenon.

1.8 Research Technology Route

This is shown in research technology roadmap 1. 1. The research ideas include: obtaining the research basis through literature review, obtaining research data through empirical design, then analyzing and discussing the data, and finally drawing research conclusions and proposing prospects. The research content is mainly divided into 5 parts: introduction, literature review, research methods, analysis and discussion, and conclusions.

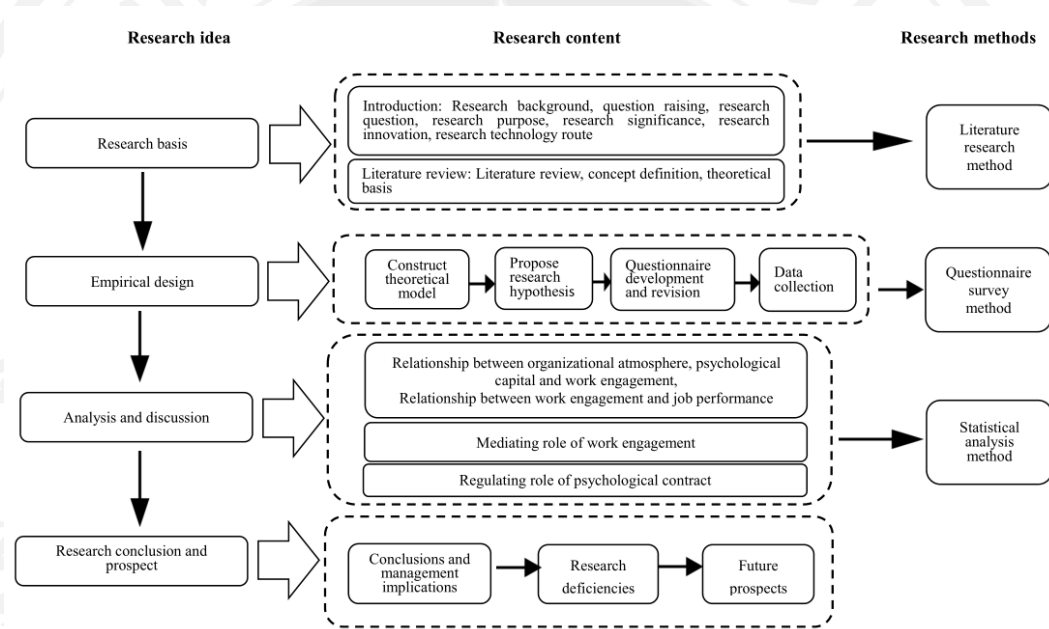


Figure 1.1 Research Technology Roadmap

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Basis

2.1.1 Work Engagement Theory

1) The emergence of work engagement theory

Work engagement theory originated in the field of work and organizational psychology in the mid-20th century. It focuses on how employees engage in work and how this engagement affects job satisfaction, efficiency, and overall performance (Lodahl & Kejner, 1965). Work engagement has always been the focus of research by scholars in the field of organizational psychology as a way to develop human resources and their ability to improve organizational efficiency. Lodahl & Kejner defined the concept of work engagement by pointing out that the premise of work engagement is to satisfy the two elements of the individual psychological identification with the work and the work being engaged in being able to stimulate intrinsic motivation. They divided work engagement into two parts: the degree of psychological identification of the individual with his or her own work and the individual hope for existence, and the intrinsic motivation to meet his or her self-esteem needs through work. Saleh and Hosek proposed three key factors of work engagement: work is the core interest of life, the spirit of active participation, and job performance is the core of self-concept (Cheng, 2015; Saleh & Hosek, 1976). Work engagement theory provides an important theoretical framework for this study. When exploring the relationship between organizational atmosphere, psychological capital and work engagement, the relationship between work engagement and job performance, and the regulating role of psychological contract violation, the core view of work engagement theory provides us with a basis for understanding the interaction between these variables.

Work engagement can be regarded as a comprehensive reflection of employees' emotional, cognitive and behavioral engagement to their work. Work engagement theory is a theory dedicated to understanding how individuals interact with their work and devote themselves to their work. Kahn is one of the pioneers in this field. He defined work engagement as “the physical, cognitive and emotional engagement of individuals in their work roles” (Kahn, 1990). In short, work engagement is a measure of how employees interact with their work in terms of emotions, thinking and behavior. Kahn's research proposed that work engagement involves three core dimensions: physical engagement: how employees use their physical abilities to complete work tasks. Emotional engagement: the emotional response of employees to the work roles they study, including the enthusiasm, interest and satisfaction of the work. Cognitive engagement: how employees perceive and understand the work they study and how they interact with it mentally. Later, Rich, LePine and Crawford further expanded this theory and proposed that work engagement is not only the employees' engagement in their work roles, but also their identification and loyalty to the organization. Work engagement is a multifaceted concept that includes employees' emotional, cognitive, and behavioral engagement. It is related to employee job satisfaction, organizational engagement, and job performance, and is considered a key driver of organizational success (Christian, et al., 2011). Main core concepts: Emotional engagement: employees' emotional connection to their work, including passion and satisfaction with their work. Cognitive engagement: employees' cognitive evaluation of their work, studying how they view their work and its value. behavioral engagement: employees' actual efforts and contributions at work.

2) Related research on work engagement theory

Work engagement is both related to and different from several other related concepts. In particular, the relationship with variables such as organizational engagement, organizational citizenship behavior, job engagement, and work burnout has become the focus of discussion in organizational psychology (Harter, 2002; May, 2004; Robinson, 2004; Saks, 2006; Simpson, 2002). Robinson (2004) believes that although work engagement contains many elements of organizational engagement and organizational citizenship behavior, it is by no means a combination of organizational engagement and organizational citizenship behavior. Work engagement is different

from organizational engagement. Organizational engagement refers to an individual attitude and degree of attachment to the organization, but work engagement is not an attitude, but the degree to which an individual focuses on fulfilling his or her organizational role (Chen, 2020; Saks, 2006). Organizational citizenship behavior involves more spontaneous and informal behavior of employees to help colleagues and organizations. Unlike organizational citizenship behavior, work engagement focuses on employees' performance in their work roles rather than extra-role behavior and extra efforts. Job engagement tends to be interpreted as “static”, while work engagement emphasizes a “dynamic” situation. In addition to the cognitive components of job engagement, it also includes emotional and behavioral content (Li, 2007; Zhao, 2021). Maslach & Leiter studied work engagement as the opposite of work burnout, believing that when important, meaningful, and challenging work becomes unpleasant and meaningless work, work engagement is eroded into work burnout (Kuang, 2020).

Since the work engagement theory was proposed, research in this field has made rich developments. The relationship between work engagement and job satisfaction: Most studies have found that when employees have a higher level of engagement to their work, their job satisfaction is also higher. In a study of a multinational company, some scholars found that employees' emotional and behavioral engagement was positively correlated with their job satisfaction. The relationship between work engagement and organizational performance: Work engagement is not only related to personal job satisfaction, but also to the overall performance of the organization (Liang, 2023). Meyer found that teams with high work engagement tend to perform better in job performance, teamwork and innovation (Meyer, 2002). In line with the trend of positive psychology, work engagement defines the work status of employees from a positive perspective. Although scholars' descriptions of work engagement often overlap with other related variables, work engagement is usually defined as a behavioral element that includes cognitive and emotional factors and is related to personal role performance. Based on their own professional backgrounds, scholars have explored issues such as the relationship between work engagement and related concepts, the mechanism that triggers employee engagement, and the results of work engagement, forming a cross-disciplinary collaborative research pattern such as

“management +” and “psychology +”. At present, domestic research on work engagement is mainly concentrated among corporate employees. There are few studies on work engagement of college teachers, and most of them are carried out from the aspects of influencing factors, psychological capital, organizational commitment, work burnout, job satisfaction, etc. Research on work engagement as a mediating variable needs to be further deepened and improved.

3) Application of work engagement theory

Work engagement theory has been applied not only in academic research, but also in practical areas such as human resource management, employee training and leadership development in organizations. Human resource management: Many organizations have recognized the importance of work engagement and have taken measures to increase employees' work engagement by providing more attractive jobs, implementing effective employee training and incentives. Employee training: Employee training programs often focus on increasing employees' skills and knowledge, but should also include increasing employee work engagement because this can improve the effectiveness of training. Leadership development: Leadership training and development programs have also begun to focus on enhancing employees' work engagement because this is crucial for leaders. The leader's work engagement can be passed on to the research team, thereby improving overall team performance (Chen et al. 2019; Restubog et al. 2015).

4) The relevance of work engagement theory to this study

Work engagement theory provides an important theoretical framework for this study. When exploring the sources of motivation for employees to work in organizations, the relationship between employees' psychological capital and job performance, the relationship between work engagement and job performance, and the regulating role of psychological contract, the core views of work engagement theory provide us with a basis for understanding the interaction between these variables.

The relationship between work engagement and job performance. Rich et al. (2010) showed that highly engaged employees are more likely to achieve excellent results in job performance. Researchers' emotional engagement and enthusiasm for work can motivate researchers to work harder, thereby improving job performance. This provides theoretical support for this study and helps us understand

why work engagement is a key variable in predicting job performance.

The regulating role of psychological contract. Work engagement theory also provides us with a perspective to understand how psychological contract violation affects the relationship between work engagement and job performance. Kahn (1990) emphasized that employees' cognitive engagement is how researchers view and understand their job roles. When psychological contracts are violated, these expectations and understandings of employees may be affected, thereby affecting researchers' cognitive engagement in work. This may further affect researchers' emotional and physical engagement, thereby affecting job performance.

In summary, work engagement theory provides a theoretical framework for this study, helping to better understand the relationship between organizational atmosphere and work engagement, work engagement and job performance, and how psychological contract violation regulates these relationships. By exploring this theory in depth, we can better understand and explain our research results and provide more targeted suggestions for practice.

2.1.2 Psychological Contract Theory

1) The emergence of psychological contract theory

Psychological contract describes the informal and implicit beliefs between employees and employers about the obligations and rights that are expected of each other. Psychological contract theory is an approach to the study of informal commitments and expectations between employees and employers. Unlike legal contracts or formal work agreements, psychological contracts are implicit and usually unwritten, but they have important influences on the behavior and expectations of both parties. The concept of psychological contract was first proposed by Argyris (1960), who described an informal, unwritten relationship between employees and organizations. Subsequently, the theory received widespread attention in the 1990s, especially in the work of Rousseau (1989, 1995). Rousseau defined psychological contract as the mutual expectations between individuals and organizations, which are based on the understanding of each other's commitments. Psychological contract covers the expectations and commitments of both individuals and organizations. This includes compensation, promotion opportunities, job security, career development,

and work-life balance. At the same time, employees may expect organizations to provide continuous training and development opportunities, while organizations may expect employees to show loyalty and high performance. In recent years, researchers have paid more and more attention to the differences in psychological contracts in cross-cultural contexts (Zhao et al., 2007). Different cultures and social backgrounds may produce different contents and forms of psychological contracts, which brings new challenges to the globalized work environment.

Since the 1980s, many scholars have continuously made various interpretations of the objects and definitions of psychological contracts. So far, there is still no unified and authoritative concept. To summarize the definition of psychological contract, it is found that there are mainly two views. One puts the object of definition on both employees and organizations, and the other simplifies the scope of psychological contracts to employees only (Ma, 2017; Yu, 2014). In the field of human resources, Xiangyang Liu conducted a study on the incentive mechanism of knowledge workers from the perspective of psychological contract. The study found that both organizational responsibility and employee responsibility put the “relationship dimension” first. When designing an incentive mechanism, it is particularly important to pay attention to the improvement of working conditions, communication between superiors and subordinates, and working atmosphere under the relationship dimension, emphasizing “invisible harmony” to avoid unnecessary troubles at work (Liu, 2013). Yuan Li pointed out that compared with labor contracts, psychological contracts are implicit factors in organizations, but they are important regulating factors between employees' expectations and their performance (Li, 2002). Shengtai Zhang et al. used structural equation models as a means, took the breakdown of different psychological contracts of knowledge workers in small and medium-sized enterprises as the antecedent, organizational commitment as the mediating variable, and employee performance as the outcome variable, to study the impact of the breakdown of different psychological contracts on employee performance. They also revealed the important role of organizational commitment in this process, thereby providing effective incentives for employers to use psychological contracts to improve employees' performance (Zhang, 2011).

2) Psychological contract theory model

Rousseau (1995) proposed a four-stage model of psychological contract formation and violation:

Contract formation: When employees first enter an organization, they will form expectations and beliefs about the organization. This is usually based on interviews, recruitment materials, or interactions with future colleagues. **Contract clarification:** Once employees begin working, they will adjust or clarify their expectations based on their daily experience. **Contract violation and repair:** If employees believe that the organization has failed to live up to its promises, they may feel betrayed. However, this damage may be repaired if the organization is able to take timely remedial measures. **Contract renewal or reshaping:** Over time, employees' expectations and organizational needs may change, leading to the renewal or reshaping of the psychological contract.

3) Violation and breach of psychological contract

Psychological contract violation occurs when an employee or organization fails to fulfill its promises, which can lead to a variety of negative outcomes, such as reduced job satisfaction, commitment, and performance, as well as increased turnover intention (Robinson & Morrison, 2000). Rousseau (1995) further distinguished between psychological contract violation and psychological contract breach, the former being an objective existence and the latter being the subjective feelings of employees. Psychological contract violation is defined as an individual perception that the organization has not fulfilled its promises or implicit promises to them (Robinson & Morrison, 2000). In other words, when employees feel that their expectations or promises have not been met, they may believe that the psychological contract has been violated.

Impact of psychological contract violation. Psychological contract violation is associated with many negative work outcomes, such as: reduced job satisfaction; reduced organizational commitment; higher turnover intention; lower job performance. In addition, psychological contract violation is also associated with negative emotional reactions, such as anger, disappointment, and betrayal (Morrison & Robinson, 1997).

Causes of psychological contract violation. Organizational reorganization or transformation; changes of leadership or leadership style; changes in

the external environment, such as economic crisis, changes in internal organizational strategies or policies.

4) Application of psychological contract theory

Psychological contract is the perception and evaluation of the responsibilities and obligations of both parties in the labor relationship (Albers et al., 1997), representing the expectations and exchange relationship between labor users and labor providers (Morrison, 1997). Based on the perspective of psychological contract, existing research has been conducted in the fields of organizational management, human resource management, and labor relations management. In the field of organizational management, Alsing pointed out that although psychological contract is an unwritten implicit contractual relationship, it plays a decisive role in organizational management (Alsing, 1971). Shore et al. believed that the important role of psychological contract in organizational management is reflected in the following three aspects: Firstly, psychological contract involves labor relationship contracts and agreements that may not be mentioned in formal labor contracts. Compliance with psychological contract can further supplement labor contract and enhance the sense of security of both parties in labor relationship. Secondly, psychological contract will make workers aware of their responsibilities to the organization. These responsibilities not only include the contents explicitly stipulated in the labor contract, but also may involve implicit responsibilities such as organizational identification and organizational loyalty. Therefore, under the guidance of psychological contract, workers will be more conscious and proactive in fulfilling their responsibilities. Finally, under the influence of psychological contract, workers are more likely to have emotional connection and dependence on the organization (Shore, 1998). Baker pointed out that if workers attach great importance to psychological contract, they are more likely to take practical measures and make reasonable actions driven by personal desires, so as to achieve corresponding performance (Baker, 1985). Shore et al.'s research showed that psychological contract helps employees form a high level of organizational support and emotional commitment, have higher expectations for their careers, and have lower turnover intentions (Shore, 2011).

Employee Retention Strategies: Understanding and managing employees' psychological contracts can help organizations reduce employees' turnover. When employees feel their expectations are met, they are more likely to stay with the organization. Performance Management: When employees feel their contributions are recognized and matched by the rewards they were promised, they are more likely to perform well. Organizational Change: During organizational change, employees' psychological contracts can be threatened. Managing these expectations can help ease tension and resistance during change. Human Resource Strategies: Psychological contract theory can provide HR professionals with a framework to help them design and implement effective employee rewards, training, and development strategies.

5) The relationship between psychological contract theory and this study

Psychological contract theory explores the expectations and commitments between individuals and organizations, as well as the possible impacts when these expectations are not met. Some scholars have pointed out that organizations do not have the subjective ability and consciousness of expectations and perceptions, and that management in an organization cannot be used to judge the organization in a one-sided manner (Cai, 2008). This study focuses on the relationship and mechanism of work engagement, job performance, and psychological contract violation, which is deeply related to psychological contract theory.

Work engagement and psychological contract. Work engagement can be seen as an employee's positive response to the organization and a reflection of their commitment to the organization (Kahn, 1990). When employees believe that the organization has fulfilled its promise to them, that is, when the psychological contract is satisfied, they are more likely to devote themselves to their work (Liu, 2019). On the contrary, when they believe that the psychological contract has been violated, their work engagement may decrease, leading to a decline in job performance.

The role of job performance. Job performance can be seen as the employees' specific behavioral response after they perceive that the psychological contract has been satisfied or violated (Ma, 2017). The fulfillment of the psychological contract may encourage employees to complete their tasks better, while the

psychological contract violation may lead to a decline in employee performance (Robinson & Morrison, 2000). Because of this, the psychological contract theory provides us with a theoretical framework to help us understand the psychological mechanism behind employee performance.

The regulating role of psychological contract. This study further explores the regulating role of psychological contract between work engagement and job performance. When employees perceive that their psychological contract is violated, their job performance may be negatively affected even if they originally have high work engagement (Zhao et al., 2007). This further emphasizes and illustrates the key role of psychological contract between employees' behavior and organizational performance.

Practical significance of the study. Psychological contract theory not only provides a theoretical basis for this study, but also provides valuable insights for practice. Organizations can improve their employees' work engagement and job performance by satisfying their psychological contracts. Conversely, organizations should avoid violating these contracts to prevent potential negative consequences. In short, psychological contract theory provides a powerful theoretical framework for this study, helping to gain a deeper understanding of the relationship between work engagement, job performance, and psychological contract violations. By combining these concepts, we can not only better understand employees' psychology and behavior, but also provide organizations with practical suggestions on how to improve employees' performance.

2.2 Variable Definition

2.2.1 Organizational Atmosphere

1) Overview of organizational atmosphere

The continuous communication and interaction between organizational members form an organizational atmosphere. Through the cognition of organizational behaviors such as the daily affairs of the enterprise, project processes, reward and punishment systems, a subjective perception of the organizational environment is generated. This perception will cause employees' different behaviors, which will have

different degrees of impact on their job performance. Managers can fundamentally solve the problems existing within the organization based on the mechanism of organizational atmosphere, increase employees' work enthusiasm, and improve employees' work efficiency. The term organizational atmosphere began with Tolman (1926) definition of the concept of "cognitive map", that is, an internal schema that individuals appear to understand their external environment. Here, it refers only to individual perception (Zhou, 2005). Subsequently, Hoffman defined organizational atmosphere in 1966. He believed that organizational atmosphere refers to the internal psychological characteristics of a school that are different from other schools. This characteristic will affect the behavior of internal personnel, and internal personnel can experience it personally, thereby affecting the behavior and performance of members (Wang, 2010). Peicun Cai believes that the characteristics of organizational atmosphere are objective and actual environment, which is a kind of perception generated by organizational members through their perception of the external environment within the organization. Therefore, organizational atmosphere represents the cognitive attributes of members on a series of organizational characteristics, which can be actually measured by exploring the subjective perception of all employees (Cai, 1985). Comprehensive literature found that many researchers have defined organizational atmosphere from different research perspectives and purposes, but this study believes that organizational atmosphere is closely related to the internal environment and is the organizational characteristics perceived by organizational members in this environment for a long time.

In the middle of the 20th century, the term "Organizational atmosphere" was officially recognized by the academic community. Although many scholars have tried to explain what factors organizational atmosphere includes and how to operate and evaluate organizational atmosphere, no unified conclusion has been reached. Regarding whether the definition of organizational atmosphere tends to be at the individual level or the overall level, scholars also have different definitions. For example, James defines organizational atmosphere as the team atmosphere and organizational atmosphere formed by the individual perception in a specific group to a certain extent (James, 1982). Schneider focuses on two aspects: individual perception level and overall characteristics of the organization. Under the dimensional division model, the concept

of organizational atmosphere is interpreted as the procedures and behaviors commonly perceived by individual employees, which are expected, recognized and rewarded in the workplace (Schneider, 1990). Domestic scholar Jinyun Duan, based on previous research on related issues, agrees with the definition of organizational atmosphere from the macro level of the organization. When this individual level exists among many members of the organization, it develops into an organizational atmosphere (Duan et al., 2014). Organizational atmosphere is employees' common perception on the organizational environment, and its formation is the result of the interaction between the organizational environment and individual employees. Its impact on job performance has always been the focus of organizational behavior and management (Ye, 2018). Schools' organizational atmosphere reflects the quality and characteristics of school life, and reflects the characteristics of school norms, values, interpersonal relationships, organizational structure, teaching practices, etc. (Quan, 2022).

2) Definition of organizational atmosphere

The concept of organizational atmosphere can be traced back to Tolman (1926) environmental cognitive map theory. Tolman's definition of "atmosphere" is: the cognitive map of the entire organizational state formed in the mind of an individual. This definition emphasizes the individual perception, but its limitation is that it ignores the group in which the individual is in, and does not mention the cognition of the coexisting environment by other people in the group except the individual. Therefore, this concept cannot be regarded as the concept of "organizational atmosphere" in the true sense (Wang, 2005). Later, Lewin continued to deepen the concept of organizational atmosphere when studying field theory, defining it as the common perception of individuals, or the same or similar parts of the "cognitive map" formed by individuals (Lewin, 1939). Organizational atmosphere is the result of the interaction between individuals and the environment in the organization, and individual behavior will change with the change of the environment. Since then, more and more scholars have proposed different definitions of organizational atmosphere. There are two main views on the concept of organizational atmosphere:

The first is psychological atmosphere, which studies organizational atmosphere from the perspective of individuals, that is, the comprehensive cognition of members in the organization about their own treatment, work environment and other

factors in the organization. It is a multi-dimensional concept with rich content and emphasizes the guidance of individual perception on behavior. Representative studies include: organizational atmosphere is a unique feature of an organization. The pros and cons of organizational atmosphere are obtained by measuring the individual perception of the organizational environment within the organization, and the results of the measurement are reflected in the behavior and performance of organizational members (Halpin, 1963). Organizational atmosphere is an inherent environmental characteristic within an organization, which can be perceived by organizational members and has a relatively stable impact on it (Tagiuri, 1968). Organizational atmosphere includes two aspects, one is the cognitive judgment of individuals on the organization, and the other is the attitude and method of the organization towards its members. The interaction between the two produces a characteristic that is different from other organizations (Campbell, 1970). When there is a certain degree of consistency in the perception between specific groups, this psychological atmosphere can be aggregated to the team or organizational level, becoming a team atmosphere or organizational atmosphere (James, 1982).

The second is the organizational context, which studies organizational atmosphere from the organizational level and regards it as an overall attribute of the organization, a relatively lasting characteristic of the internal environment, and a unique style that is different from other organizations. Representative studies include: organizational atmosphere is the sum of a series of organizational characteristics, which can be perceived by organizational members and affect the performance of organizational members (Kewin, 1968). Weizheng Chen and other scholars believe that organizational atmosphere is a multidimensional concept, which contains the sum of relatively stable characteristics within the organization (Chen, 2005). These characteristics are measurable after using certain methods, and these characteristics can be perceived by members, affecting the behavior of organizational members through behavioral formulas. Scholar Halpin first introduced the concept of organizational atmosphere into school organizations. He believed that organizational atmosphere is like individual personality traits for organizations, with significant differences (Halpin, 1963). Hoy believes that the school's organizational atmosphere is the inherent characteristic that distinguishes the school from other schools. It is a shared perception

of the schools' entire working environment formed by teachers through personal experience. This perception affects teachers' behavior and performance (Hoy, 1982). Researcher Yanqiong Cao believes that the school's organizational atmosphere refers to an inherent and stable trait produced by the interaction and influence of the principal and teachers' behaviors in the internal environment of the school (Cao, 2002). This trait can affect the behavior of school members and can be described and measured through the perception of school members. The overall atmosphere within the school is a persistent and unique psychological characteristic that affects teacher behavior through interpersonal interactions between teachers (Pan, 2002). Some researchers also believe that school's organizational atmosphere is a kind of school environment, which is a long-lasting characteristic of the internal environment formed by the interaction between the principal and teachers, and can be described through the perception of members (Quan, 2022).

Table 2.1 Definition of Organizational Atmosphere

Definition	Author (Year)
The cognitive map of the entire organization formed in the mind of an individual	(Tolman, 1926).
Obtained by measuring the cognition of the organizational environment by individuals within the organization	(Halpin, 1963).
The shared perception of the entire working environment of the school formed by teachers through personal experience, which affects the behavior and performance of teachers	(Hoy, 1982).
An internal and stable trait	(Cao, 2002).
The sum of relatively stable characteristics within the organization	(Chen, 2005).
A fairly persistent trait of the internal environment, which can be described by the perception of members	(Quan, 2022).
A stable and persistent internal psychological	(Wang, 2022).

Definition	Author (Year)
characteristic formed by the interaction between members of private colleges, which can be measured and can also be perceived by individuals and affect their behavior and attitudes.	

In general, organizational atmosphere is a relatively persistent and stable characteristic of the organizational internal environment, which makes the organization have distinct characteristics and distinguishes it from other organizations. Organizational atmosphere is also the subjective cognition and description of the organizational environment by members of the organization, which can affect their behavioral responses by affecting the perception of organizational members. This study draws on the generally recognized schools' definition of organizational atmosphere and defines the definition of organizational atmosphere of private colleges as a stable and persistent internal psychological characteristic, which is formed by the interaction between faculty and staff of private colleges. It can be measured, and can also be perceived by individuals and affect individual behavior and attitudes. It can be described through the perception of all teachers in the school, and can also affect teachers' behavioral motivation and job performance.

3) Influencing factors of organizational atmosphere

Organizational atmosphere, as the perception of the organizational overall environment by the members of the organization, will affect the motivation, behavior and emotion of the members, and then affect the organizational effectiveness and the realization of organizational goals. To this end, domestic and foreign scholars have conducted in-depth and extensive research on the relationship between organizational atmosphere and its related variables. The factors affecting organizational atmosphere mainly include position, management style, organizational size, personality traits, and demographic variables. Among them, scholars Harris (1978); Powell (1977) both found that there are significant differences in organizational atmosphere between genders, and women are more likely to perceive organizational atmosphere positively than men. In terms of leadership behavior and

style, Research found that the values of leaders, such as the influence of the company's founder in the early stage of entrepreneurship, will have a subtle influence on organizational atmosphere. Researcher Yixin Zhang found that the caring behavior in leadership behavior is significantly related to organizational atmosphere, and the care of leaders for employees can enhance the support in organizational atmosphere (Zhang, 2000).

Table 2.2 Influencing Factors of Organizational Atmosphere

Factor Type	Influencing Factors	Author (Year)
Demographic variables	There are significant differences in gender.	(Harris, 1978; Powell, 1977).
Management style	There is a correlation between principal leadership behavior and organizational atmosphere.	(Cheng, 1997).
Management style	Caring behavior in leadership behavior is significantly correlated with organizational atmosphere.	(Zhang, 2000).
Management style	Principal morality, school organizational learning and school organizational atmosphere are significantly correlated.	(Chen & Peng, 2017; Wang, 2022).

4) Dimensional division and measurement of organizational atmosphere

The study of organizational atmosphere dimensions is like the study of definition of organizational atmosphere. Different scholars have proposed different dimensions from different perspectives. Regarding the study of organizational atmosphere structure, Chinese and foreign scholars have reached different conclusions based on their respective disciplines, research perspectives and problem areas. However, one thing is certain, that is, due to differences in cultural background, organizational type and organizational scale, there are great differences in the organizational atmosphere structure of different types of social organizations (Zhu,

2016). Campbell defined organizational atmosphere as four dimensions: political support, autonomy, reward and position structure through the study of the existing organizational atmosphere scale (Campbell, 1970). Zarraga and Bonache (2003) divided team atmosphere into three dimensions: mutual trust, encouragement and communication in the context of studying team innovation ability. Wallach (1983) defined team atmosphere as three basic dimensions: creativity, support and organizational bureaucracy based on research. Stringer (2002) summarized the six levels of team atmosphere through continuous research on team atmosphere, which are commitment, support, responsibility, cognition, standards and structure. Based on the research of Cao (2002); Hoy and Clover (1986) divided the school organizational atmosphere into six dimensions: supportive behavior, supervisory behavior, restrictive behavior, colleague behavior, intimate behavior and alienated behavior, and adapted it into a “descriptive” of “school organizational atmosphere questionnaire”. Xiaofu Pan used the vocabulary screening method to divide the school organizational atmosphere into four dimensions: interpersonal, teaching, learning, and management atmosphere, and designed the “Junior Middle School Organizational Atmosphere Scale” (Pan, 2002). Yunxian Ma referred to the learning organizational atmosphere questionnaire of Hoy, Xiaofu Pan and others in China, modified and adjusted the items on this basis to compile the “College Organizational Atmosphere Questionnaire”, which includes three dimensions: management system, leadership form and teacher behavior (Ma, 2005). Different dimensions can be used to analyze organizational atmosphere. These dimensions determine the specific elements in the organizational environment that have an impact on employee attitudes and behaviors. Some typical aspects of organizational atmosphere include:

Leadership style: An organization’s leadership style largely influences the culture of the organization. Transformational leaders are more likely to inspire their teams with a positive work environment that encourages employee creativity and engagement (Huang et al., 2019). **Communication:** The atmosphere of a workplace is largely influenced by communication, which in turn affects employee engagement and satisfaction. Employee collaboration, trust, and cooperation can all be improved through effective communication in the workplace (Jiang & Liu, 2007). **Organizational culture:** The values, discipline, and norms that influence employee behavior are known

as organizational culture. A healthy organizational culture promotes collaboration, trust, and belonging, which in turn improves employee satisfaction and engagement (Jun, 2019). Physical environment: The layout, design, and aesthetics of a workplace can have an impact on employee comfort, happiness, and productivity (Forehand & Von Haller, 1964). Workload: Workload is the total amount of difficult work assigned to an employee. A manageable workload is essential to creating an efficient workplace that improves employee happiness and job satisfaction.

Table 2.3 Measurement Dimensions of Organizational Atmosphere

Author (s)	Organizational Atmosphere	Theoretical Concept
Xie et al. (2018)	Assessment	Leadership style, innovation atmosphere
Kim and Wee (2020)	Assessment	Self-management, self-awareness
Jun (2019)	Assessment	Unethical behavior, organizational atmosphere
Gong et al. (2018)	Assessment	Client abuse, professional burnout
Zheng et al. (2021).	Assessment	Clinician's intentions
Chen and Li (2006); Jiang and Xiao (2023)	Assessment	Organizational bureaucracy, interpersonal relationships, management style

From the summary Table 2.3, these factors contribute to the formation of the organizational environment: The way company leaders interact with employees can have a significant impact on the culture of the entire organization. Effective communication is essential to creating a positive organizational environment because it promotes trust and mutual understanding among employees. A strong company culture can set the tone for the organizational environment by promoting values such as innovation, teamwork, and accountability. The design and layout of a company's

physical workspace can also play a role in determining the culture. Employee morale: The overall personality and satisfaction of employees can have a significant impact on the organizational environment. Recognizing and rewarding employees for their contributions can improve morale and create a positive work environment. Workload and stress level: High workload and stress levels can have a negative impact on the atmosphere of an organization, while a balanced workload and controllable stress levels can create a more positive environment.

In summary, this study analyzes organizational atmosphere from three perspectives, namely management style, interpersonal relationships, and organizational bureaucracy. The scale used in the research process will be combined with the actual situation of domestic enterprises, and it is planned to adopt the scale modified and optimized by Shijun Xu, Ruichun Zhang and Jingqing Jiang.

2.2.2 Psychological Capital

1) Overview of psychological capital

Psychological capital, first proposed by Goldsmith et al. in 1997, referred to the integration of an individual beliefs, attitudes and cognitions about self, work, morality and life, mainly involving a person's self-view and self-esteem, as well as dominant motivation and attitude towards work. Later, scholars explained psychological capital from different research perspectives, and the debate mainly focused on whether psychological capital is a "trait" or a "state". Trait theorists believed that psychological capital is an innate positive trait of an individual, with inherent heritability and stability. For example, Cole (2006) believed that psychological capital is a personality trait that affects individual behavior and output. State theorists emphasized that psychological capital is a specific, easy to change and develop positive psychological state. For example, Luthans et al. (2005) believed that psychological capital is a combination of positive psychological states that helps predict individual high-performance work and happy work index. In view of the academic community's disagreement on the concept of psychological capital, Luthans and Youssef (2004) explained psychological capital from the perspective of positive organizational behavior (POB). He advocated that psychological capital is "the core psychological element of the individual universal enthusiasm, manifested as a

psychological state that meets the standards of positive organizational behavior.” Psychological capital meets the POB standards (positivity, based on theory and research, valid measurement, the influence of individual characteristics and state hierarchy). The four items are self-efficacy, optimism, hope and resilience. Once the concept of psychological capital from the perspective of POB was proposed, it attracted widespread attention from scholars.

After two years of exploration, researchers such as Luthans re-refined the definition of psychological capital, which is more accurate. Luthans believed that a spirit of never giving up and striving for progress is reflected in the process of everyone's growth, learning and work. The mental state was called psychological capital (Luthans et al., 2007). Although there are serious differences in the definition of psychological capital at home and abroad, Luthans's definition of psychological capital has been accepted by researchers at home and abroad, which is more representative. In addition, domestic scholars such as Jianglin Ke considered the traditional Chinese cultural background in the definition of psychological capital for the first time, and believed that good psychological ability is reflected in personal life and work, which is conducive to harmony and stability. And psychological capital can promote people's management and communication (Ke, 2009). Scholar Wen Zhang combined the professional characteristics of teachers and domestic and foreign research results to define teachers' psychological capital as “the positive psychological development state shown by teachers in the process of education and teaching” (Zhang, 2010). Psychological capital is a research perspective of positive psychology. It explores the content of individuals' internal positive psychological advantages and develops and manages new capital, which is of great value to the growth of individuals and the sustainable competitiveness of organizations (Yang, 2015). According to Maslow's hierarchy of needs, when people's physiological and safety needs are met, they will naturally raise the needs for emotions and belonging, respect, and self-worth realization. This need puts most people at a high level of demand for “being respected” and “self-worth realization”, so the psychology will become more sensitive and prone to negative emotions such as concerns and resistance. Then it is particularly important to cultivate self-confidence, optimism, hope and resilience. The construction of psychological capital proposed by positive psychology and positive organizational

behavior provides a good development and construction direction for comprehensively improving the mental health of individuals. Psychological capital combines the theory and practice of psychology and management, expands the scope of talent development from the perspective of psychology, and enables individuals to live a healthier, more sunny and better quality life. The research of psychological capital mainly explores ways to help people improve their psychological quality, strengthen the pertinence and practicality of psychological counseling, guide and cultivate positive psychological states, stimulate people's inherent potential, form a more complete mental health atmosphere, and avoid or reduce the occurrence of psychological problems and mental illnesses. Therefore, the construction of psychological capital can not only tap people's potential good qualities and promote personal health development, but also promote the healthy development of their organizations and society.

2) Definition of psychological capital

The term psychological capital first appeared in the field of economics. In 1997, Goldsmith believed that “psychological capital” is a combination of an individual's beliefs, attitudes and cognitions about work, ethics, and self-life, and some personality traits that can affect individual productivity (Goldsmith et al., 1997). Subsequently, it attracted the attention of positive psychologists and positive organizational behaviorists. In 2000, Seligman, the father of positive psychology and management scientist in the United States, proposed the concept of psychological capital when educating talents in the context of the new era (Seligman, 2002). He mainly studied the positive impact of personal optimism, hope, self-efficacy and other positive emotional states on the development of individuals and organizations. Seligman believed that psychological factors that may lead to individual positive behavior should be included in the category of capital (Seligman, 2002). As a result, a lot of discussions on psychological capital have been triggered. With the further development of positive organizational behavior, in 2004, Luthans and Youssef proposed the concept of psychological capital from the perspective of positive organizational behavior, pointing out that psychological capital is a psychological state that can affect the positive behavior of individuals (Luthans, 2004). Compared with human capital emphasizing “what you can do” and social capital emphasizing “who you know”, psychological capital emphasizes “who you are” or “who you are

becoming”. From then on, the vision of psychological capital was broadened and psychological capital was elevated to a level that surpassed human capital and social capital. Psychological capital is called the fourth largest capital that has a profound impact on organizational development in addition to human capital, social capital and economic capital. Its role in human resource management is becoming more and more important.

Table 2.4 Definition of Psychological Capital

Definition	Author (Year)
The combination of an individual's beliefs, attitudes and cognitions about work, ethics, and self-life, and some personality traits that can affect individual productivity.	(Goldsmith et al., 1997).
The father of American positive psychology believes that psychological factors that may lead to individual positive behavior should be included in the category of capital.	(Seligman, 2002).
“A positive psychological state shown by an individual in the process of growth and development” is an internal psychological resource that can affect job performance, with the characteristics of being developable and measurable.	(Luthans & Youssef, 2004).
Psychological capital is a positive psychological state shown by an individual in the process of growth and development.	(Luthans et al., 2007).
Psychological capital is a positive psychological state shown by an individual, including four aspects: confidence, optimism, hope and resilience.	(Wang, 2020 Yu, 2018).
Hope is a person setting a feasible goal and choosing the right path to move towards the goal firmly. Optimism refers to an individual's tendency to attribute positively to the future and the success of things.	(Zhu, 2022).

According to the above definition of psychological capital, this study will adopt the definition of Luthans and other scholars. Psychological capital is a positive psychological state that individuals show in the process of growth and development, including four dimensions: self-efficacy, resilience, hope, and optimism. Self-efficacy refers to the confidence of an individual in his or her own ability to complete challenging work through hard work. Resilience refers to the ability of an individual to recover quickly and continue to engage in the process of achieving goals when faced with setbacks and failures. Hope refers to a person setting feasible goals and choosing the right path to move forward firmly towards the goal. Optimism refers to the tendency of an individual to attribute positively to the future and the success of things.

3) Influencing factors of psychological capital

Scholar Qiang Tang proposed that self-reinforcement is an influencing factor of psychological capital of corporate employees (Tang, 2008). Taylor and Brown also found in their research that an individual who can continuously strengthen himself can better self-repair when encountering problems or being in trouble. The individual's patience is also affected to a certain extent by the resilience. People with strong self-reinforcement ability generally have better self-regulation ability and can recover quickly from difficulties (Greenwald, 1980). Xizhou Tian's research found through factor analysis that self-realization, personal health status, etc. have a certain impact on personal psychological capital (Tian, 2008). Because psychological capital is an internal trait, it is more effective to adjust psychological capital from the individual than to adjust it from external conditions (Wang, 2023), so it is necessary to focus on the study of factors such as self-reinforcement ability to improve personal psychological capital.

In the study of antecedent variables, the antecedent variables that affect psychological capital are mainly individual factors and environmental factors (Tian, 2021; T. Gao, 2021; Y. Gao, 2019). Individual factors such as self-reinforcement, personality traits, self-realization level, gender, age, education, academic performance, and physical health have a certain degree of influence on psychological capital. Studies have shown that income, education (Wei, 2019), teacher experience and age may have an impact on teachers' psychological capital (Liu, 2007; Wang et al., 2015;

Wei, 2019).

Table 2.5 Influencing Factors of Psychological Capital

Factor Type	Influencing Factors	Author (Year)
Individual factor	Self-reinforcement.	(Tang, 2008; Tian, 2008).
	Self-reinforcement, personality traits, self-realization level, gender, age, physical health.	(Tian, 2021; Gao, 2021; Gao, 2019).
Other factors	Income, education, teacher experience and others.	(Liu, 2007; Wang et al., 2015; Wei, 2019).
Organizational characteristics	Teacher job autonomy, teacher job support, performance feedback, and career development opportunities provided by the school.	(Shi, 2013).

4) Dimensional division and measurement of psychological capital

Due to different research perspectives, foreign scholars have experienced a change from single dimension to multi-dimensional structural division of psychological capital. Goldsmith, a scholar holding the trait theory, was the first to point out that self-esteem, a single factor, is the main content of psychological capital (Goldsmith et al., 1997). Foreign scholars Letcher et al. pointed out that psychological capital is the Big Five personality, including responsibility, extroversion, emotional stability, openness and agreeableness (Letcher, 2004). As a representative scholar of “state theory”, Judge proposed that psychological capital includes four dimensions: self-esteem, self-efficacy, locus of control and emotional stability (Judge et al., 2001). After the concept of “quasi-state” appeared, Luthans et al. (2005) proposed that psychological capital includes four elements: self-confidence, hope, optimism and resilience. This view was generally recognized by the academic community (Luthans et al., 2005).

Domestic scholars actively carry out theoretical introduction and testing of psychological capital, but the differences between Eastern and Western cultures make it difficult for this concept to meet China's national conditions. Based on the grounded theory, scholars such as Jianglin Ke conducted a cross-cultural background study on psychological capital. The results showed that transactional psychological capital and interpersonal psychological capital are the organic components of local psychological capital. Among them, transactional psychological capital is similar to Western psychological capital, which reflects the effectiveness of cross-cultural research, but factors such as humility, honesty, enterprising spirit and interpersonal psychological capital are a special type of factors, which can transform isolated individual affairs into interactive decisions of the group and have strong local characteristics (Ke, 2009).

Xizhou Tian pointed out that with the deepening of psychological capital research, factors related to emotional orientation (such as creativity, wisdom, etc.) and abilities related to social orientation (such as emotional intelligence, gratitude, etc.) will become new contents of psychological capital (Tian, 2009). Haiyan Dou compiled a questionnaire for measuring the psychological capital of Chinese corporate managers and proposed that the psychological capital of Chinese corporate managers includes six aspects: optimism, unity and cooperation, responsibility, resilience, self-confidence, and hope (Dou, 2011). Li Li constructed a second-order four-dimensional model of the psychological capital of college teachers, namely cognitive capital, volitional capital, emotional capital and interpersonal capital (Li, 2015). Juntao Liu proposed that the psychological capital of college ideological and political teachers includes cognitive capital, communication capital and volitional capital (Liu, 2021). Chinese employees have a strong sense of collectivism and advocate a spirit of dedication that puts collective interests above all else. At the same time, they also pay more attention to the harmony and equality of interpersonal relationships (Zhu, 2023). Interpersonal capital is an indispensable element of psychological capital. Regarding the dimensions and measurements of psychological capital, the following types are often used:

Table 2.6 Measurement Dimensions of Psychological Capital

Researcher (Year)	Dimension
Lucens et al. (2007)	Self-efficacy, optimism, hope, resilience.
Ke (2008)	Transactional psychological capital (confidence, courage, optimism, enterprising spirit, tenacity) Interpersonal Psychological capital (humility and steadiness, tolerance and forgiveness, respect and courtesy, gratitude and dedication).
Zhang (2010)	Confidence, hope, optimism, resilience.
Li (2016)	Hope, self-efficacy, optimism, resilience.
Li (2020)	Task-based psychological capital (optimism, confidence, resilience, hope, rigor) Interpersonal psychological capital (cooperation, appreciation) Emotional psychological capital (love, integrity, emotional intelligence).

From the relevant literature on teachers' psychological capital, it can be found that teachers' psychological capital is an important psychological variable that affects teachers' work engagement and can promote the improvement of work engagement. By improving teachers' work engagement, good job performance can be achieved. Through good job performance, organizational performance can be improved, talents can be cultivated for society, and the progress and development of education can be promoted (Wei, 2019). Therefore, based on the definition of psychological capital by different scholars, this study believes that the psychological capital of young teachers in private colleges is a controllable, measurable and developable psychological capital in their daily work and life, which is conducive to the growth and development of young teachers. The psychological capital of young teachers in private colleges is a positive psychological state or psychological resource formed in the process of their development, which has both characteristics and status

attributes. Psychological capital of young teachers in private colleges is mainly reflected in four aspects: hope (i.e., perseverance in achieving goals), self-efficacy (confidence in taking and taking certain actions to effectively complete various challenging tasks), optimism (using positive attributions when facing current or future success), and tenacity (the ability to persevere, actively recover, and adapt to various difficulties and failures).

2.2.3 Work Engagement

1) Overview of work engagement

The concept of work engagement was first proposed by Kahn (1990), who defined it as the degree to which an individual puts his or her physical, cognitive and emotional state into the work role during the work process. Maslach et al. (1997) reinterpreted work engagement from the perspective of work burnout. They regarded “work burnout” and “work engagement” as two relative concepts and developed a “bipolar view”, which is to reverse the three dimensions of work burnout: emotional exhaustion, cynicism and reduced professional efficacy to obtain energy, engagement and efficacy as the three factors of work engagement. However, Schaufeli et al. (2002) believed that if only the relative aspects of work burnout are considered, the exact meaning of work engagement cannot be fully defined, and it should include more complex connotations. In fact, even if there is no manifestation of work burnout, it does not mean that an individual has a high level of work engagement. Therefore, they defined work engagement as “a positive work-related mental state, including vitality, dedication and concentration”, and this definition has been widely used in many domestic and international studies. Vitality means that an individual has sufficient energy and motivation and is willing to make more efforts to complete relevant work tasks. Dedication is manifested as enthusiasm, motivation, pride and pursuit of challenges for work, and is a manifestation of full engagement to work. Concentration is usually manifested as an individual maintaining a high degree of concentration and focus, focusing on the work he is engaged in, and it is difficult to separate from the work. Later et al. (2013) used a multidimensional approach to propose three aspects of work engagement: individual traits, states and behaviors. Individual traits are a long-term and fixed personality trait that individuals show at work, which is from a static

perspective. State refers to a real-time performance that a person shows as his environment and time change, which is from a dynamic perspective. Behavior is a test of the external behavior presented by an individual at work.

2) Definition of related concepts of work engagement

Academics regard work engagement as a multi-level and multi-dimensional concept. In the early 1970s, work engagement was mainly seen as an individual's satisfaction and engagement in their work. Kahn (1978) was the first scholar to conduct an in-depth study of this, and work engagement was seen as “the physical, cognitive and emotional engagement of individuals in their work.” Work engagement is not only about time engagement, but also includes emotional and cognitive engagement. Entering the 21st century, the definition of work engagement began to expand and deepen. May et al. (2004) emphasized the three core elements of work engagement: psychological presence, cognitive availability and emotional continuity, which together constitute the core of work engagement. Later et al. (2004) proposed the job demand-resource model, which further expanded the understanding of work engagement. The study believes that work engagement is not only related to the nature and tasks of the work, but also affected by the work environment and resources. Work engagement theory believes that dedicated employees have a very positive attitude, characterized by unlimited vitality and energy, as well as a intention to work and put in effort. Engagement is a positive, emotional cognitive state of highest satisfaction (Bakker et al. 2010).

In recent years, researchers have further explored work engagement. Smith and Li (2019) proposed that work engagement is not only the relationship between an individual and his or her work, but is also closely related to the culture and values of the organization to which he or she belongs. Zhang et al. (2020) further pointed out that work engagement is also related to the use of technology and the digitalization of work, which will affect the degree of work engagement of employees. Johnson et al. (2019) explored the relationship between work engagement and employee happiness. The study found that work engagement can be a positive emotional response. When employees feel that their research efforts are recognized and worthwhile, their happiness and satisfaction in research will be significantly improved. Some studies also believed that finding a balance between family and work is crucial

for employees' work engagement. Williams et al. (2021) found that employees who can effectively balance work and family are more engaged in their work. With the outbreak of COVID-19, remote work has become the norm for many employees. Greenwood et al. (2020) explored the relationship between remote work and work engagement and found that although remote work provides employees with greater flexibility, it also requires more self-management and motivation to maintain work engagement. In summary, work engagement is a dynamic concept, and its definition is constantly enriched and expanded, from simple time and effort engagement to multiple levels involving emotions, cognition, organizational culture, technology, and work environment. Therefore, this study defines work engagement as the degree of physical, cognitive, and emotional engagement of individuals at work.

Table 2.7 Definition of Work Engagement

Definition	Author (Year)
Job satisfaction and engagement	Early 1970s
The physical, cognitive, and emotional engagement of individuals at work	(Kahn, 1978).
Psychological presence, cognitive availability, and emotional continuity	(May et al., 2004)
Job demands-resources model	(Bakker & Demerouti, 2008).
The relationship between work engagement and the culture and values of the organization	(Smith & Li, 2019).
The relationship between work engagement and the use of technology and the digitalization of work	(Zhang et al., 2020).
Work engagement as a positive emotional response	(Johnson et al., 2019).
The importance of work engagement for employees in finding a balance between family and work	(Williams et al., 2021).
The relationship between remote work and work engagement	(Greenwood et al., 2020).

3) Influencing factors of work engagement

There is a lot of research in the academic community on the influencing factors of work engagement. The influencing factors of work engagement are considered to be multi-level and multi-dimensional elements. Among them, personal work demands and work resources are considered to be the main elements of work engagement.

First, Absorption was originally described as the employee's focus and sustained attention on his or her duties.

Kahn (1990) believed that when employees feel that they have important roles and responsibilities in the organization, their absorption and attention at work will increase. Absorption is an important dimension of work engagement, which involves how employees focus their attention and resources at work to better complete tasks. Scholars have revealed a variety of factors that affect absorption. First is the importance of work resources. Bakker and Demerouti (2007) pointed out that when employees have sufficient work resources, autonomy, support and feedback, they are more likely to stay focused at work. Such resources can help employees better face challenges and avoid being distracted by difficult problems. Wrzesniewski et al. (2003) found that when employees believe that their work is meaningful and consistent with their personal values, they are more likely to concentrate on their work. This feeling makes employees more enthusiastic and engaged. Second is the influencing factors of the work environment. Knight and Baer (2014) explored how the work environment affects absorption.

Research has found that an open, cooperative and innovative environment can improve employees' absorption, as well as the role of leadership style. Zhang and Bartol (2010) studied how transformational leadership affects employees' work engagement and absorption. The study found that when leaders show traits that encourage employees to think independently and innovate, employees are more likely to stay focused at work. In addition, it is work-life balance. Greenhaus and Powell (2006) proposed that when employees can effectively balance work and life, their absorption at work will increase. Being able to meet the needs of life and work can reduce distractions and interference. With the advent of the digital age and the widespread use of digital technology in the workplace, Williams et al. (2018) studied

how social media and other online tools affect employees' absorption. The study found that although these tools can promote communication and collaboration, excessive use may cause employees to be distracted and reduce work efficiency. There are also studies that focus on the role of psychological safety in promoting absorption. Liu et al. (2019) found that when employees feel psychologically safe and accepted in the work environment, they are more likely to concentrate on their tasks. Psychological safety encourages employees to express their thoughts and feelings frankly, so that they can better focus on core tasks. In the wake of the COVID-19 pandemic, many companies have begun to implement remote work policies. Gupta et al. (2020) explored how remote work affects employee absorption. The study found that although family and other non-work-related factors may become distractions, working from home can provide an environment with fewer interruptions, thereby improving absorption. The impact of organizational culture on absorption: Munir and Rahman (2021) pointed out that organizational culture, especially a culture that supports employee development and innovation, can promote employee absorption. When employees feel that their efforts are recognized and consistent with the values of the organization, they are more likely to concentrate on their work. Other studies have shown that self-efficacy, that is, an individual's confidence in his or her ability to complete a specific task, is closely related to absorption. Fisher and Boyle (2019) pointed out that when employees have sufficient confidence in their abilities, they are more likely to stay focused in the face of challenges.

Second, Core affect is the centrality and importance of employees in work.

Since the beginning of the 21st century, scholars have begun to study more about the different factors that influence core affect and recognize the importance of this concept in employee satisfaction, engagement, and performance. Core affect refers to the centrality and importance of employees in their work. This is related to the role relevance of employees, the core tasks in their work, and the position of research in the organization. Martin et al. (2005) found that when employees have a clear understanding of their roles in the organization, they are more likely to feel their core affect. Role clarity can help employees understand the responsibilities and expectations of research, so that they can better perform their duties. Zhang and Zhou (2014) pointed

out that when employees feel supported by their superiors, research is more likely to feel their core affect. Support and recognition from leaders can enhance employees' sense of self-worth. Teamwork and communication: according to Morrison (2008), effective communication and cooperation with colleagues can enhance employees' awareness of the importance of their work.

When employees feel that they are an important part of the team, their sense of core affect will also increase. There is also the influence of training and development opportunities. Kehoe and Wright (2013) found that training and development opportunities provided to employees can enhance their sense of core affect. Through training, employees can better understand their abilities and value in the organization. Other studies have focused on the impact of job design. Grant (2007) studied how job design affects employees' core affect. The study found that when work tasks match employees' values and interests, they are more likely to feel their core position in the organization. In recent years, core affect has received increasing attention in organizational behavior research. Scholars have further explored the various factors that affect employees' core affect, including organizational culture (Chen et al., 2019), technological change (Wu & Chen, 2020), and psychological safety (Lee et al., 2018). Through surveys of multiple companies, Chen et al. (2019) found that organizational culture, especially those that encourage innovation, autonomy, and collaboration, can significantly enhance employees' core affect. In this cultural context, employees are more likely to believe that they play a key role in the company's success.

In recent years, with the rapid development of artificial intelligence, big data, and machine learning technologies, many traditional job responsibilities are changing. Wu and Chen (2020) explored how this technological change affects employees' core affect. Research has found that even though some tasks are replaced by automation, employees can still enhance their core affect by continuing to learn and adapt to new technologies. According to the study by Lee et al. (2018), there was a positive correlation between psychological safety and core affect. When employees feel safe in the organization, dare to express dissent and take risks to try new things, they are more likely to think that they have a core position in the organization. In addition, the work environment and core affect have also received attention.

Thompson and Kim (2021) pointed out that open space, flexible work system and diversity in modern workplaces have a positive impact on employees' core affect. Specifically, when employees can freely choose their work space and time and work with colleagues from different backgrounds, their core affect will be enhanced. There are also studies that propose the positive impact of work-life balance. Patel and Mehta (2019) showed that when employees can balance work and personal life, their core affect will also be enhanced. Vacation, remote work and other benefits provided by the organization help employees find a balance between work and family, thereby strengthening their core affect.

Third, Work intensity is how the amount, speed and requirements of work affect employees' perception and experience.

In the early 21st century, with the continuous development of information technology, employees were able to complete tasks more quickly and communicate with their teams instantly. However, this also led to constant interruptions and multitasking, which increased work intensity. Work intensity, that is, how the amount, speed and requirements of work affect employees' perception and experience, has been a hot topic in academic and practical circles since the early 21st century. Morgan and Fletcher (2001) found that frequent email exchanges and instant messaging increased employees' cognitive burden. Globalization has led to working across time zones and collaborating with teams from different cultural backgrounds. Turner and Norwood (2006) pointed out that in order to meet the needs of global customers, employees may need to work beyond their regular working hours, which increases work intensity.

According to Henderson and Phillips (2010), transformational leadership is positively correlated with work intensity. The challenges and motivations that employees feel under such leadership may drive research to work harder. The design of the job, the variety of tasks, autonomy and feedback, can affect work intensity. Bakker and Sanz-Vergel (2013) found that when employees face multiple tasks and frequently changing requirements, research work intensity may increase. As the boundaries between work and home life become increasingly blurred, Kinnunen and Mauno (2017) argue that there is a positive correlation between work-life conflict and work intensity. Employees may feel that they have to work harder in both areas,

which increases the work pressure and intensity of research. As remote work becomes more common, the discussion about work intensity has also changed.

Warner and Wesselink (2019) found that although remote work provides flexibility, it may also lead to blurred boundaries between work time and rest time, thereby increasing work intensity. With the application of AI and machine learning, work processes and requirements have changed. Chen and Wong (2020) pointed out that digitalization may lead to employees experiencing higher work intensity because research requires rapid adaptation and learning of new technologies. Both career instability and the temporary nature of work may increase work intensity. Peterson et al. (2018) found that job uncertainty motivates employees to work harder to ensure job security in research. In the modern fast-paced work environment, urgency has become a major factor in increasing work intensity. Silva and Lopes (2021) found that work urgency is positively correlated with work intensity, which may have a negative impact on employees' mental health and job satisfaction. Kim and Rhee (2019) pointed out that a highly competitive organizational culture may increase employees' work intensity because employees will constantly pursue better performance.

In summary, scholars have explored the various influencing factors of work engagement, from leadership support to teamwork, to job design and training opportunities, which provides valuable strategic suggestions for organizations to help them better stimulate the potential and commitment of employees. Therefore, this study takes organizational atmosphere and psychological capital as the antecedent factors affecting work engagement, and takes job performance as the post-factor.

Table 2.8 Influencing Factors of Work Engagement

Dimension	Factor Type	Author (Year)
Absorption	Personal job requirements	(Kahn, 1990).
	Degree of absorption	(Bakker & Demerouti, 2007).
	Work resources	(Wrzesniewski et al., 2003).
	Work environment	(Knight & Baer,

Dimension	Factor Type	Author (Year)
		2014).
	Leadership style	(Zhang & Bartol, 2010).
	Work-life balance	(Greenhaus & Powell, 2006).
	Digital tools	(Williams et al., 2018).
	Psychological safety	(Liu et al., 2019).
	Remote work	(Gupta et al., 2020).
	Organizational culture	(Munir & Rahman, 2021).
	Self-efficacy	(Fisher & Boyle, 2019)
Core affect	Role clarity	(Martin et al., 2005).
	Leadership support	(Zhang & Zhou, 2014)
	Teamwork and communication	(Morrison, 2008).
	Training and development opportunities	(Kehoe & Wright, 2013).
	Job design	(Grant, 2007).
	Organizational culture	(Chen et al., 2019).
	Technological change	(Wu & Chen, 2020).
	Psychological safety	(Lee et al., 2018).
	Work environment (open space, flexibility, diversity)	(Thompson & Kim, 2021).
	Work-life balance	(Patel & Mehta, 2019).
Work intensity	Email and instant messaging	(Morgan & Fletcher, 2001).
	Global work demands	(Turner & Norwood, 2006).
	Transformational leadership	(Henderson & Phillips, 2010).
	Job design	(Bakker & Sanz-

Dimension	Factor Type	Author (Year)
		Vergel, 2013).
	Work-life conflict	(Kinnunen & Mauno, 2017).
	Remote work	(Warner & Wesselink, 2019).
	Digital technology	(Chen & Wong, 2020).
	Career instability	(Peterson et al., 2018).
	Sense of urgency	(Silva & Lopes, 2021).
	Organizational culture	(Kim & Rhee, 2019).

4) Dimensional division and measurement of work engagement

As an important concept in organizational behavior, work engagement has undergone multiple adjustments and improvements in its definition and dimensions over time. When measuring work engagement, different researchers have proposed different numbers of dimensions to capture this complex phenomenon.

In early studies, work engagement was often viewed as a single concept without further decomposition into multiple dimensions. Kanungo (1982) believed that work engagement is the identification and engagement with work. With the deepening of understanding of work engagement, researchers began to divide it into two main dimensions: emotional engagement and cognitive engagement. Emotional engagement emphasizes employees' emotional connection and satisfaction with their work. When employees are emotionally engaged in their work, they experience emotional connection with their work and enthusiasm for their work. Cognitive engagement is about how employees perceive and think about their work, as well as their focus on their work. This involves employees' attention to work tasks, their cognitive processing ability for tasks, and the importance they attach to tasks. This engagement is often associated with positive work outcomes, employee satisfaction, and organizational commitment. Meyer et al. (2001) proposed that employees are not only emotionally engaged in their work, but also cognitively engaged. Early studies on work engagement tended to simplify it and viewed it as a single psychological state. However, as the research deepened, scholars gradually realized that work engagement is not only

emotional, but also includes cognitive engagement. Brown et al. (2006) pointed out in their study that emotional engagement and cognitive engagement are often closely related, but they can be separated, and in many cases, they may have different antecedents and results.

In addition to emotional and cognitive engagement, some researchers have proposed social engagement as the third dimension of work engagement. Rich et al. (2010) pointed out that social interaction between employees will also affect their degree of engagement to work. Based on the two-dimensional model, more scholars believed that work engagement is not only a combination of emotion and cognition, but also a social dimension. The dimension of social engagement focuses on the relationship between employees and colleagues, superiors or direct reports, and the role of research in the team or organization. Social engagement emphasizes the connection with others and how employees cooperate and interact with others to complete work tasks. Mauno et al. (2007)'s research showed that social engagement is not only related to emotional and cognitive engagement, but also to employees' job satisfaction and organizational commitment to a large extent. In addition, Rich et al. (2010) further confirmed the value of the three-dimensional model, and their research showed that employees' emotional, cognitive, and social engagement all have a positive impact on their work performance.

In addition, researchers have begun to explore more complex work engagement models. Nguyen et al. (2019) proposed a four-dimensional model, including emotional, cognitive, social, and physical engagement. Some researchers believe that more than four dimensions are needed to fully capture the diversity of work engagement. Shuck and Reio (2014) proposed five dimensions: emotional, cognitive, social, physical, and cultural engagement.

Work engagement is a complex multidimensional concept that includes employees' emotional, cognitive, and behavioral engagement in their work. One of the most widely used work engagement scales is the Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2006). This scale is specifically designed to measure the three core dimensions of work: absorption, core affect, and work intensity. "I am passionate about my work"; "I am proud of my work"; "I am completely absorbed in my work." Although this scale is primarily used to measure work burnout, its inverse indicator can

be used as a tool to measure work engagement (Maslach et al., 1996). High emotional exhaustion and dehumanization scores may indicate low levels of work engagement. These scales often include measures of job satisfaction, organizational commitment, and burnout, thus providing a holistic view of work engagement (Allen & Meyer, 1990). Self-report questionnaires are used to collect information from employees about their work situations, behaviors, and feelings. This information can provide organizations with a snapshot of employees' work engagement levels (Bakker & Demerouti, 2008). In addition, a commonly used tool to measure absorption is the "Work Absorption Scale" (Bakker et al., 2008). This scale includes statements such as "When I work, I am completely absorbed in it" or "I often feel 'obsessed' with my work." A commonly used measurement tool is the Job Role Clarity Scale (Rizzo et al., 1970). This scale assesses employees' clarity and certainty about their job responsibilities. To measure work intensity, researchers often use the Work Intensity Scale (Karasek et al., 1998). This scale includes statements such as "My job requires me to give 100% of my effort" or "I often feel very stressed at work."

Table 2.9 Measurement of Work Engagement

Dimension Type	Dimension	Author (Year)
Two-dimensional model	Emotional engagement	(Kanungo, 1982).
	Cognitive engagement	(Kanungo, 1982).
Three-dimensional model	Social engagement	(Rich et al., 2010).
	Emotional engagement	(Brown et al., 2006).
	Cognitive engagement	(Brown et al., 2006).
Four-dimensional model	Social engagement	(Rich et al., 2010).
	Physical engagement	(Nguyen et al., 2019).
	Emotional engagement	(Nguyen et al., 2019).
	Cognitive engagement	(Nguyen et al., 2019).
Five-dimensional model	Social engagement	(Nguyen et al., 2019).
	Cultural engagement	(Shuck and Reio, 2014).
	Physical engagement	(Shuck and Reio, 2014).
	Emotional engagement	(Shuck and Reio, 2014).

Dimension Type	Dimension	Author (Year)
	Cognitive engagement	(Shuck and Reio, 2014).
	Social engagement	(Shuck and Reio, 2014).

In general, with the development of research, the understanding and measurement of work engagement has changed from a single concept to a multi-dimensional construct. Different dimensional models provide different perspectives to capture and understand the degree and manner of employees' engagement in their work. Therefore, this study divides work engagement into three dimensions: absorption, core affect, and work intensity. "Absorption" refers to the attention and concentration of teachers at work. This means that employees are able to concentrate on their work without external distractions. "Core affect" refers to the main and core responsibilities of teachers at work. This involves how employees view their work roles and how they perform these roles. "Work intensity" refers to the effort and intensity that teachers put into their work, including emotional, physical, and cognitive involvement.

2.2.4 Job Performance

1) Overview of job performance

As far as organizations are concerned, benefits are the core issue they are concerned about, and benefits are the sum of many individuals' performance. In organizations, job performance is of common concern to organizations and employees. Therefore, the academic community has conducted long-term observation, tracking and research on the definition of performance connotation and measurement dimensions. Based on the concept of performance results or outputs, as early as the beginning of the "piece-rate wage system" introduced by Taylor, the "father of scientific management", people have clearly used performance as results or outputs in practice. American industrial psychologist Hugo Munsterberg is one of the earliest scholars engaged in job performance research. He mainly focuses on the individual performance of employees (Munsterberg., 1913). As early as the beginning of the 20th century, he defined performance as the embodiment of work results. Bemardin and other scholars believed that job performance refers to the results of specific activities, job functions or behaviors in a specific time and space (Bemardin & Beatty, 1984). Subsequently,

Bernardin and other scholars further improved performance as a record of the results produced by specific job functions or activities within a specific time (Bernardin et al., 1995). Later, some scholars further deepened and developed the concept of performance as a result or output. For example, Jerry W. Gilley and other scholars believed that performance is the result of completing tasks, and proposed methods of evaluating performance requirements such as responsibility, goals, job descriptions and capabilities (Gilley, 2005). When evaluating employee performance, the evaluation indicators mainly include responsibility, output, key results areas and key performance indicators. With the deepening of job performance research, the view that job performance is a result has gradually been abandoned by many scholars, and the corresponding view is the behavioral view of job performance. Through research, Mathew and other scholars also believed that performance is not just a single behavior or result, but a combination of the two. In addition, some scholars have proposed the potential theory of job performance. For example, Spence and other scholars pointed out that competency is an individual's inherent characteristics, and this inherent characteristic has a causal relationship with the performance reference standard.

Therefore, performance is neither the result of output nor the behavior of performance, but the deep and inherent potential characteristics possessed by individuals. It is not only related to work, but also can predict or affect work behavior and performance. These views further expand and enrich the connotation and extension of job performance. In the modern scientific sense, the research on job performance in my country mainly draws on and absorbs the research results of Western developed countries. Following the research ideas of foreign scholars on job performance, the research on job performance in the academic community in my country has also experienced a development process from the result theory, behavior theory and comprehensive theory of job performance.

The term “performance” comes from management science. It represents the quantity and quality of work tasks completed by individuals or teams under certain resources, conditions and environments through hard work. It is an important indicator for measuring and feedback on the degree of goal achievement and efficiency (Zhang, 2016). Performance in management science is job performance, but due to many factors, the academic community has not yet unified the definition of job performance

(Chen, 2012). At present, there are three different views on the connotation of job performance. The first view is that job performance is a result; the second view is that job performance is a behavior; the third view combines the first and second views and believes that performance is a combination of results and behaviors (Chen, 2008). As the research deepened, scholars found that job performance is composed of multiple dimensions, which expanded the connotation and extension of job performance (Guo et al., 2022). The general view in the academic community now is to integrate the result orientation and behavior orientation of performance, that is, performance refers to a series of visible and tangible specific behaviors, as well as the results or effects produced by these behaviors. These studies draw on the research results of Western developed countries, and at the same time combine the local cultural background of my country, laying the foundation for the application of job performance measurement dimensions in my country.

2) Concept of job performance

The concept of job performance often appears in organizational behavior and human resource management research, and is generally used as an important indicator to measure personal work behavior and performance. Job performance is a related concept in the field of economics. The study of job performance first appeared in the field of economic management. Enterprise managers and employees are concerned about the evaluation methods and influencing factors of job performance. As early as the 1950s, a scientific job performance evaluation system was established abroad. Although education does not directly produce material wealth, the human resources it cultivates can affect the value created by the entire society in the future. More and more scholars have introduced job performance into the field of education and studied the “output” of teachers in teaching positions (Zhao et al., 2016). For example, scholar Yijie Xiao defines the behavior of teachers establishing good interpersonal relationships with others to promote the completion of their duties and tasks as interpersonal promotion, and work dedication refers to the behavior of teachers coordinating various factors to promote the completion of their duties, abide by the post, fulfill their duties and responsibilities (Xiao & Luo, 2021). Combined with the relevant literature on job performance, we can summarize the connotation of job performance into three types: result theory, behavior theory and comprehensive

theory.

Outcome view: The outcome view tends to equate job performance with task completion, goal achievement, output, and results, and is generally expressed through relevant concepts such as purpose, goal, responsibility, task, outcome, and key success factors. For example, Bernardin and Beatty (1984) defined job performance as: the results obtained by employees completing specific tasks or activities within a period of time. **Behavioral view:** The behavioral view tends to link job performance with behavior at work, and believes that performance is behavior related to goals, not just the result of behavior. For example, Campbell (1990) believed that job performance is the behavior achieved by individuals as members of an organization when the organization expects, stipulates or formalizes role requirements. Motowidlo and Borman (1997) also emphasized that job performance should be a behavior with evaluation elements, which has a negative or positive impact on individual and organizational efficiency. **Comprehensive view:** Some scholars combine the two views and propose that job performance should include behavior and results. Excellent job performance depends not only on the results of doing something, but also on the behavior or quality of doing it. Porter and Lawler (1968) defined job performance as the behavior and results achieved at work. Luo (2008) believed that job performance is the unity of process and result, and performance appraisal should include behavioral performance and work results.

After discussing the above three perspectives on job performance, it is found that the comprehensive theory avoids the shortcomings of the two, the measurement content is more comprehensive, and the research is more objective and scientific. This study adopts a comprehensive attribute view to define job performance, and proposes the concept of “teacher job performance”, believing that private colleges teachers’ job performance refers to the actions and effects of university teachers participating in scientific research and teaching work, including scientific research performance and teaching performance. Scientific research performance is an effective management means and activity for universities to enhance their scientific research competitiveness, by using scientific methods to comprehensively evaluate teachers' scientific research activities, and achieve the optimal allocation of scientific research resources.

Table 2.10 Definition of Job Performance

Researcher	Opinion
Kahn (1978)	Organizations must attract and retain employees organized in a system to ensure that organizational employees can fulfill role requirements in a trusted manner. Employees must act creatively, spontaneously, and go beyond standard roles.
Lazy (1988); Lin and Huang (2021); Liu (2021)	Job Self-Evaluation Scale: Evaluate employees' job performance from the perspectives of organizational evaluation, supervisor evaluation, comparison with others, and achievement level.
Campbell (1990)	First, proficiency in specific tasks; second, proficiency in non-specific tasks; third, written and oral communication skills; fourth, supervisory leadership. Fifth, management execution, that is, effective management and administrative operations; sixth, demonstrating effort; seventh, maintaining personal discipline. Eighth, promoting the performance of colleagues and teams.
Borman and Motowidlo (1997)	Situational performance is divided into interpersonal promotion and work dedication.
Allworth-Hursky (2000)	Task performance, situational performance and adaptive performance.
Sun and Jiao (2002)	Work task performance, personal trait performance and interpersonal performance.
Cai and Lin (2003)	Situational performance and task performance, situational performance covers professional ethics, work dedication, helping cooperation. Task performance includes teaching skills, teaching value and teacher-student interaction.
Wen (2005)	Situational performance, task performance, effort performance and adaptive performance.
Ju et al. (2007)	Task performance, situational performance, learning

Researcher	Opinion
	performance and innovation performance.
Huang (2019);	Task performance.
Motowidlo and	Work dedication.
Scotter (1994); Sun et al. (2016);	Interpersonal promotion.
Zhang et al. (2020)	
Dagar (2017)	Main scale, parent scale and subscale.

Table 2.10 shows the following viewpoint: Measuring the degree of achievement of a specific goal is called job performance, that is, all the efforts and work done by the organization in various relevant aspects to achieve the mission goal, which can be divided into three types: individual performance, team performance and organizational performance (Fan, 2020). This study focuses on individual performance, also known as job performance. After reviewing the current literature on the job performance of young teachers in private colleges in China, it is found that compared with the job performance research of corporate employees, the specific research on the job performance of private colleges faculty and staff, especially the young teacher group, is obviously relatively lagging behind, and the number and content of research results need to be further improved, expanded and deepened. There are few studies on the evaluation of job performance of young teachers in private colleges in the existing literature, and most of them focus on the relatively single relationship between the job performance of college teachers and other variables. Some studies on the evaluation of job performance of primary and secondary school and kindergarten teachers have explored how to evaluate teachers' job performance. For example, Tsui et al compiled a job performance questionnaire with 5 items. Chen et al. (2012) used this questionnaire to investigate the job performance of Taiwanese teachers. Their job performances were related to personal self-assessment of their work attitude, performance and contribution to the organization. Motowidlo proposed that job performance consists of three dimensions: task performance, work dedication and interpersonal promotion, and a manager job performance questionnaire is compiled based on this. Xu et al. survey questionnaire, Huang (2019), Zhang et al.

(2020) applied the scale to the study of teacher job performance in the Chinese context. Dagal developed three different versions of scales for principals and parents to measure teachers' job performance, namely the "Teacher Performance Evaluation Scale-Administrator Form" (TPESAF), the "Teacher Performance Evaluation Scale-Parent Form" (TPESPF) and the "Teacher Performance Evaluation Scale-Child Form" (TPESCF) have been verified and their reliability and validity are qualified. Gelfer et al. (2004) discussed the development of personal development profiles to evaluate teachers' job performance and help make decisions to improve teaching performance. The content of the organizational and teacher portfolio is based on the principle of best reflecting the nature of job performance.

3) Influencing factors of job performance

Job performance issues come from motivation theory. The importance of job performance issues in the field of management has also attracted increasing attention from scholars. Job performance refers to the degree of achievement and success of a person in a specific role or position in an organization. Task completion, job knowledge, adaptability, communication, teamwork, creativity and leadership are only a small part of the many activities, as contains as a multidimensional structure. Job performance is an important component of organizational success because it has a direct impact on the productivity, profitability and competitive advantage of the organization (Borman & Motowidlo, 1997). Therefore, organizational managers and human resources professionals must have a thorough understanding of the concept of job performance and its various dimensions in order to effectively evaluate and manage employee performance. The job performance of college teachers reflects the level of basic business capabilities such as teachers' teaching level and scientific research ability. For this reason, it is of great value and significance to analyze and explore the influencing factors of job performance of college teachers. Modern management and psychology research shows that in an organization, the performance of employees is not determined by a single factor. The influencing factors of employee performance mainly come from three aspects: individual, organization and work.

First of all, the individual, the individual's knowledge, ability, cognitive style, motivation, etc. are internal factors that affect job performance. The experience accumulated by employees during the learning process also helps to improve job

performance (Sprinkle, 2000). Positive psychological orientation helps individuals develop better emotional intelligence to maintain healthy interpersonal relationships and achieve optimal performance. Research by Santos also confirmed that cultural capital, social capital and psychological capital all have a positive impact on individual job performance, and psychological capital is the main driving factor. Characteristics such as personality and individuality are also factors that affect employee job performance. Hazer et al. (2014) found that job performance is related to personality strengths, and the number of personal strengths that are conducive to work is significantly positively correlated with job performance. Zhang and Chen (2021) found that creative personality is significantly positively correlated with job performance, and individuals with high creative personality are more likely to achieve high levels of performance.

The second is organizational factors. Organizational factors include motivational factors, organizational culture, group pressure and performance evaluation, especially motivational factors and organizational culture play a key role. Studies have found that the higher the organizational commitment of employees, the higher the corresponding job performance. Reyes (1990) also confirmed that the higher the organizational commitment of teachers, the harder they work and the better their job performance. Organizational support is also a major factor affecting job performance. Nagami et al. conducted a follow-up survey on 777 full-time employees of a Japanese manufacturing company and found that peer support was significantly positively correlated with employee job performance. Garcia-Perez (2018) studied found that the caring atmosphere of the organization was also an influencing factor of job performance, which had a significant positive impact on employees' job performance. Zhang et al. (2020) studies have shown that the high performance requirements of leaders have a “double-edged sword” effect on employee performance, and employees' role breadth and self-efficacy will play a regulating role in it.

Finally, there are work factors. Work factors include motivation, complexity, attractiveness and other characteristics of work. The more work incentives there are, the higher the employee's job performance. For example, promotion-centered work formulation has a significant positive impact on employee performance (Wolfgang et al., 2018). Job attractiveness also has an impact on performance (Fessler,

2003). If the job redesign fails to satisfy the relevant employees, or if the job redesign is only completed, it may lead to a decline in employee performance (Johnson et al., 2020). In addition, other characteristics of the job will also affect performance, for example, the availability of work resources is significantly positively correlated with job performance (Qin, 2023).

Table 2.11 Influencing Factors of Job Performance

Factor Type	Influencing Factors	Author (Year)
Individual differences	Personality traits (e.g., neuroticism, extraversion)	(Morrison & Robinson, 1997; Montes & Zweig, 2009; Turnley & Feldman, 2000).
Individual differences	Self-efficacy and legitimacy beliefs	(Zhao et al., 2007).
Individual differences	Personal values and expectations	(Rousseau & McLean Parks; 1993; Thomas et al., 2010).
Individual differences	Expectations and historical experiences	(Bal et al., 2016; Morrison & Robinson; 1997).
Organizational factors	Organizational culture	(Dulac et al., 2008; Schein, 1985).
Organizational factors	Organizational communication	(Restubog et al., 2015; Rousseau, 1989).
Organizational factors	Organizational commitment and support	(Bal et al., 2008; Eisenberger et al., 1986).

4) Dimensional division and measurement of job performance

In the early days, researchers usually defined job performance as a single-dimensional variable, but since the 1970s, some scholars have put forward

different views. The main models are:

Single-dimensional performance research model. In 1989, this model was proposed by Benjamia, emphasizing that task performance is equivalent to performance and that overall performance should be focused on.

Two-dimensional performance research model. In 1993, Borman et al. proposed the concepts of task performance and relationship performance in their research, and pointed out that job performance is composed of these two dimensions. Among them, relationship performance measured the organizational citizenship behavior of individual employees, while task performance was closely related to the content of the work. Van Scoffer pointed out in his research that peripheral performance and performance are interrelated and together constitute the whole of job performance. Motowidlo further divided peripheral performance into two main dimensions in their research, namely, work dedication and interpersonal promotion. In 2003, the research of domestic scholars Xiaoxuan Li and Hui Wang further supported the performance model established by foreign scholar Borman.

Three-dimensional performance research model. In 1997, foreign scholars Allworth et al. proposed a three-dimensional performance model. In this model, adaptive performance, task performance, and peripheral performance are all sub-dimensions of job performance. At present, the most influential research result is the comprehensive analysis of adaptive performance made by Campbell et al. in 1990, which decomposes it into eight dimensions. Sun and Jiao (2002) further limited the survey subjects to managers in their research, and proposed a three-dimensional performance research model based on the existing eight-dimensional and two-dimensional models. Its main focus is on individual trait performance, task performance, and interpersonal performance.

Multidimensional performance research model. In 1990, foreign scholar Campbell pointed out that performance should be multidimensional, so he proposed an eight-dimensional performance research model based on existing research. Its dimensions included teamwork awareness, non-specific and specific personal discipline, etc. This model is currently a research model with a wide influence. In 2005, domestic scholar Zhiyi Wen constructed a four-dimensional research model based on the combination of domestic context and domestic

management practice, and believed that effort performance and interpersonal performance can be distinguished.

Table 2.12 Measurement of Job Performance

Dimension Type	Dimension	Author (Year)
One dimensional	Task performance.	(Benjamia, 1989).
Three dimensional	Task performance, interpersonal promotion, work dedication.	(Sun & Jiao, 2002; Wang, 2020).
Four dimensional	Task performance, personal trait performance and interpersonal performance.	(Sun & Jiao, 2002).
Four dimensional	Relationship performance, task performance, innovation performance and learning performance.	(Han, 2006).
Eight dimensional performance	Teamwork awareness, non-specific and specific personal discipline, etc.	(Cammpbell, 1990).

In summary, job performance refers to people's behavior and work results at work. Teacher job performance refers to the observable and evaluable behavioral performance related to the school's teaching objectives and the results produced by teachers in the process of engaging in relevant educational and teaching activities. Based on the different Definition of job performance given by researchers Miaomiao Wang and others (Wang, 2020), the teacher job performance proposed in this article refers to: the task results and behavioral performance related to the completion of work tasks shown by teachers in their daily teaching and scientific research work. It can be specifically divided into three levels: task performance, interpersonal promotion, and work dedication.

2.2.5 Psychological Contract

1) Development of psychological contract

Psychological contract has become an important topic in the study of organizational behavior and human resource management in recent years, especially the various negative consequences of its violation. Psychological contract research has been deepened and expanded in the 21st century. New work situations, diverse teams and cross-cultural backgrounds have brought new challenges and opportunities to research. Researchers have not only conducted in-depth discussions on the basic principles of psychological contract, but also tried to apply it to various new fields, providing rich theoretical and practical guidance. In early studies, psychological contract was described as an informal, implicit, and bilateral expectation. These expectations are usually not clear, but they do form a relationship between employees and their employers. Argyris (1960) was an early researcher of the concept of psychological contract. He described psychological contract as an implicit expectation between employees and employers. Rousseau (1995) provided a more specific framework for the definition of psychological contract, describing it as mutual expectations, common beliefs and obligations between individuals and organizations. Over time, the definition of psychological contract began to evolve with the relationship between employees and employers becoming more complex, diverse and dynamic.

Conway and Briner (2009) emphasized the bidirectionality and two-way nature of expectations in psychological contracts, noting that these contracts may be formal or informal and can be viewed as an ongoing process that evolves over time and context. In the mid-21st century, Bal and De Lange (2015) further refined the definition of psychological contract, emphasizing its dynamic and situational nature and its relationship to employee behavior and attitudes. With globalization, technological advances, and changes in work styles, psychological contracts have begun to adapt to these new environments. Turnley and Feldman (2018) pointed out that in modern work environments, psychological contracts have become more fluid and unstable, requiring regular reassessment and adjustment. Chen et al. (2019) explored the characteristics of psychological contracts in a cross-cultural context, emphasizing that employees' interpretations and expectations of psychological contracts may differ in different cultural contexts.

2) Definition of the concept of psychological contract

With the advent of the 21st century, psychological contract violations have been explored more deeply in both academic and practical fields. Researchers have begun to dissect the structure of psychological contracts in more detail, further clarify its relationship with other organizational behavior variables, and delve into various emerging work situations, such as remote work, diverse teams, and cross-cultural contexts. Restubog et al. (2015) explored the multidimensionality of psychological contract violations, which is not only about expectations of work content, but also involves career development, job security, and organizational care for employees. Conway and Briner (2009) revealed the relationship between psychological contract violations and employees' counterproductive work behaviors. When employees feel that their psychological contracts have been violated, they are more likely to engage in behaviors that are detrimental to the organization and colleagues. With the popularity of remote work and flexible work systems, Tomlinson (2010) explored the particularities of psychological contracts in these non-traditional work environments. He found that while basic psychological contract principles still apply, there may be specific expectations and commitments in remote work environments. In cross-cultural teams, cultural background has an important impact on the interpretation of psychological contracts. Chen et al. (2019) found that there are differences in the perception and response of psychological contract violation between Eastern and Western cultures.

In summary, from the initial definition of psychological contract to the more complex and dynamic understanding in modern times, it can be seen that this concept has been further refined and expanded in different historical contexts. From simple expectations to more complex relationships between employees and organizations, psychological contract provides a powerful tool to peek into the relationship between employees and organizations. Psychological contract violation is the employee's feeling that the organization has failed to deliver on its promises. This violation is often associated with a variety of negative work outcomes, including reduced job satisfaction, organizational commitment, and increased intention to leave. In this article, the psychological contract of young teachers in private colleges refers to the obligations and responsibilities that teachers believe the school should bear for

them, which can be divided into normative responsibilities, such as the school should provide teachers with necessary teaching resources support; and interpersonal responsibilities, that is, the school has the obligation to create harmonious and democratic interpersonal relationships for teachers; developmental responsibilities, which are manifested in the school's initiative to provide opportunities for teachers' growth.

Table 2.13 Definition of Psychological Contract

Definition	Author (Year)
Implicit expectations, mutual expectations.	(Argyris, 1960).
Mutual expectations, shared beliefs, obligations.	(Rousseau, 1995).
Two-way, bidirectional, dynamic, situational.	(Conway & Briner, 2009).
The impact of cultural differences on expectations.	(Chen et al., 2019).
Multi-dimensional, including career development, job security, care.	(Restubog et al., 2015).
Relationship with employees' counterproductive work behaviors.	(Conway & Briner, 2009).
Specificities in non-traditional work environments.	(Tomlinson, 2010).

3) Influencing factors of psychological contract

Regarding the research on influencing factors of psychological contract, the academic community mainly focuses on three aspects: individual differences, organizational factors, and environmental factors.

First, individual differences. Morrison and Robinson (1997) mentioned that employees' personality traits, values, and expectations may affect the research's views and reactions to psychological contract violations. Zhao et al. (2007) found that employees' self-efficacy and legitimacy beliefs may affect the research's views on psychological contract violations. Psychological contract violation is a relative concept, that is, the organization fails to fulfill the informal, psychological agreement or commitment between the organization and the employees. The degree of perception

and the results of this violation are affected by many factors, among which individual differences are particularly important. **Personality traits:** In the 1990s, researchers began to notice that different personality traits affect employees' perception of psychological contract violations. Turnley and Feldman (2000) pointed out that those with high neurotic traits may be more likely to perceive violations and react more strongly to them. Montes and Zweig (2009) found that employees with higher extraversion were more likely to perceive a violation of the psychological contract, but the research was also better able to deal with such violations because the research usually had better social networks and resources. **Values:** Rousseau and McLean Parks (1993) mentioned that employees' personal values and expectations affect the research's interpretation of the psychological contract and its response to violations. Employees who value teamwork and mutual assistance may be particularly disappointed when the organization fails to provide adequate team support. Homas et al. (2010) pointed out that employees who value self-realization and self-improvement are more likely to perceive a violation of the psychological contract when the organization fails to provide development and promotion opportunities for research. **Expectations and historical experience:** Morrison and Robinson (1997) mentioned that employees' previous experiences and interactions with the organization shape the research's expectations, thereby affecting the research's perception of psychological contract violations. Employees who have experienced similar violations in the past may be more sensitive to new violations. Bal et al. (2016) found that employees' past positive interactions and experiences with the organization would enhance their trust in the organization, thereby reducing the possibility of psychological contract violation.

Second, organizational factors. Rousseau (1989) first believed that organizational culture and climate may affect the formation and violation of psychological contracts. The perception of psychological contract violation is affected by many factors. Organizational factors are particularly important because the behavior, culture and strategy of the organization largely determine employees' interpretation of the psychological contract and their perception of violation. **Organizational culture:** Schein (1985) defined organizational culture as a set of basic assumptions, values and beliefs that are shared by organizational members and shape the organization's perception and interpretation and response to its environment. Organizational culture

shaped the content and nature of psychological contracts to some extent. Dulac et al. (2008) found that when the organizational culture emphasizes teamwork, fairness and transparency, employees perceive a lower risk of psychological contract violation. Organizational communication: Rousseau (1989) pointed out that the quality of communication between organizations and employees directly affects employees' interpretation of the content of the psychological contract. Clear, continuous and two-way communication can enhance employees' trust and reduce misunderstandings and uncertainties. Restubog et al. (2015) found that when organizations provide sufficient information and feedback during changes, employees' perception of psychological contract violations is lower. Organizational commitment and support: Eisenberger et al. (1986) showed that employees' perceived organizational support is related to their satisfaction with the psychological contract. High organizational support may reduce the perception of psychological contract violations. Bal et al. (2008) found that when organizations show high commitment and support to employees, employees' perceived risk of psychological contract violations is reduced, and employees' job satisfaction, commitment and performance are also improved accordingly.

Third, environmental factors. In early studies, Robinson et al. (1994) believed that economic fluctuations and industry changes may cause organizations to fail to fulfill their commitments to employees, leading to psychological contract violations. Environmental factors are also important in the formation and violation of psychological contracts in organizations. Environmental instability and uncertainty may have an impact on the psychological contract between employees and employers, increasing the risk of violation. Economic environment: Doherty (1997) recognized early that periods of economic recession and economic prosperity have different effects on psychological contracts. During recessions, employees may be more likely to feel that the psychological contract has been violated due to frequent changes such as layoffs and salary cuts. Conway and Briner (2005) found that economic instability during recessions led to increased uncertainty about the future in organizations, making it difficult for organizations to fulfill their commitments to employees, which increased the risk of psychological contract violation. Sociocultural environment: Thomas and Au (2002) believed that different sociocultural backgrounds have an impact on the content and expectations of psychological contracts. Some cultures may place more

emphasis on teamwork and community values, while other cultures may focus more on individual achievement and competition. Zhao et al. (2007) found that employees in different countries also responded differently to psychological contract violations. In collectivist cultures, employees may place greater emphasis on organizational commitment and support, whereas in individualistic cultures, employees may focus more on individual rights and rewards. Technological environment: Sparrow (1999) proposed that the rapid development and change of technology may lead to the reorganization of organizational structure, roles, and tasks, and these changes may lead to the violation of the original psychological contract. Bal and De Lange (2015) found that with the rise of remote work and digital technology, the way employees and organizations interact has changed, which may affect employees' expectations and perceptions of the psychological contract. Tuan (2019) explored how globalization and cross-cultural communication affect the psychological contract violation, especially in a multicultural work environment.

Table 2.14 Influencing Factors of Psychological Contract

Factor Type	Influencing Factors	Author (Year)
Individual differences	Personality traits (e.g., neuroticism, extraversion)	(Montes & Zweig, 2009; Morrison & Robinson, 1997; Turnley & Feldman, 2000).
Individual differences	Self-efficacy and legitimacy beliefs	(Zhao et al., 2007).
Individual differences	Personal values and expectations	(Rousseau & McLean Parks, 1993; Thomas et al., 2010).
Individual differences	Expectations and historical experiences	(Morrison & Robinson, 1997; Bal et al., 2016).
Organizational factors	Organizational culture	(Dulac et al., 2008; Schein, 1985).

Factor Type	Influencing Factors	Author (Year)
Organizational factors	Organizational communication	(Restubog et al., 2015; Rousseau, 1989).
Organizational factors	Organizational commitment and support	(Bal et al., 2008; Eisenberger et al., 1986).
Environmental factors	Economic environment	(Conway & Briner, 2005; Doherty, 1997).
Environmental factors	Sociocultural environment	(Thomas & Au, 2002; Zhao et al., 2007).
Environmental factors	Technological environment	(Bal & De Lange, 2015; Sparrow, 1999).
Environmental factors	Globalization and cross-cultural interaction	(Tuan, 2019).

In summary, the influencing factors of psychological contract are multifaceted, including individual traits and expectations, organizational culture and leadership behavior, and external environmental factors. Over time, researchers have gained a deeper understanding of these influencing factors, providing a richer foundation for subsequent research.

4) Dimensional division and measurement of psychological contract

The concept and dimensions of psychological contract have undergone many changes over time. From single dimension to multi-dimensional, researchers have continuously explored and deepened their understanding of the connotation of psychological contract.

Single-dimensional model: In the early research of psychological contract, it was regarded as a single, unchanging construct, focusing on the reciprocal relationship between employers and employees (Rousseau, 1989).

Two-dimensional model: The two-dimensional model of psychological contract began in the 1990s, and most of the research focused on the two core dimensions of transactional and relational. These two dimensions provide a new perspective for organizational behavior research to analyze the informal contract

between employers and employees. Robinson et al. (1994) proposed that psychological contract can be understood from two dimensions: transactional and relational. Transactional emphasizes specific and clear contract content, salary and working hours, while relational emphasizes long-term, emotional connections, career development and loyalty to the organization. Transactional psychological contract emphasizes short-term, clear and economic exchanges. This type of contract usually involves specific work content, working hours, compensation, etc. Its core characteristics are clarity and specificity, easy to quantify, and closely related to economic interests. Relational Psychological contract focuses more on long-term, emotional, and social exchanges. This includes career development opportunities, learning and training, promotion opportunities, etc. It is not only based on economic interests, but also involves trust, respect, and emotional connection between employers and employees. Robinson et al. (1994) pointed out in their research that transactional contract violations may lead to employees' job dissatisfaction, reduced organizational commitment, and increased turnover intentions. Conway and Briner (2005) found that the violation of relational contracts will lead to reduced employee emotional commitment, reduced enthusiasm for work, and may trigger counterproductive behavior at work.

Three-dimensional model: In the early days, McLean Parks et al. (1998) further refined it. In addition to transactional and relational, the research added a value-based dimension, which is about the consistency of values and beliefs between employees and organizations. After an in-depth study of the psychological contract, the researchers proposed a three-dimensional model to further subdivide the informal expectations between employers and employees. In addition to the transactional and relational dimensions, the three-dimensional model also adds a new dimension, often referred to as the "value-based psychological contract" or "ideological psychological contract". Thompson and Bunderson (2003) found that when the organization's mission is closely linked to employees' personal values and beliefs, employee engagement and satisfaction will increase significantly. In addition, value-based psychological contract violations may cause employees emotional damage, even more serious than other forms of contract violations. Value-based/ideological psychological contract, this new dimension emphasizes the contractual relationship between employees and employers based on common values, beliefs, and goals. In this contract, employees do not work

just for salary or promotion, but because they deeply believe in the organization's mission and values. Rousseau (2001) proposed the concepts of transactional psychological contract, relational psychological contract, and developmental psychological contract. The developmental psychological contract is believed to provide a richer understanding of the interaction between employees and organizations. When the developmental psychological contract is satisfied, employees may feel more satisfied and loyal. When this contract is violated, employees may feel frustrated and disappointed.

Multidimensional model: Millward and Hopkins (1998) first proposed a four-dimensional psychological contract model, including: transactional, relational, value-based, and balanced. Among them, balance emphasizes the trade-offs and fairness between organizations and employees. In recent years, researchers have begun to explore more dimensions of psychological contracts to reflect the complexity of the relationship between organizations and employees. Bellou (2017) emphasized the consideration of multiple factors such as organizational culture, technological change, and organizational strategy.

Psychological contract violation is a key organizational behavior research topic that has been studied for decades. The process of measuring psychological contract violation is particularly important because it involves the assessment of informal commitments between employees and employers. Before the concept of psychological contract was widely recognized, researchers began to focus on expectations and commitments between organizations and employees. These early studies were based on questionnaires rather than structured scales, focusing mainly on the organization's commitment to employees and employees' expectations of the organization.

Since the 1990s, psychological contracts have been widely accepted by the academic community. Rousseau (1995) defined psychological contract as “mutual expectations between individuals and organizations”. This definition emphasized the mutuality and informality of expectations. During this period, researchers began to try to develop a scale for psychological contract violation. Robinson et al. (1994) developed a preliminary psychological contract violation scale, which focused on whether employees believed that the organization did not fulfill its promises. Turnley

and Feldman further refined and validated the psychological contract violation scale. The studied scale included multiple items, covering various commitments made by the organization to employees, such as compensation, promotion, and job security. Since organizational behavior is cross-cultural, the psychological contract violation scale was also adjusted and validated cross-culturally (Turnley & Feldman, 2000). Thomas et al. (2003) validated the scale in the Asian cultural context to ensure the applicability of the scale in different cultural contexts. Recent research has further deepened the content and structure of the psychological contract violation scale. The scale not only covers more content areas, such as teamwork and leadership behavior, but also further refines the items of the scale to make it more specific and practical.

Table 2.15 Dimensional Division of Psychological Contract

Dimension Type	Dimension	Author (Year)
One-dimensional model	Mutually beneficial relationships	(Rousseau, 1989).
Two-dimensional model	Transactional	(Robinson et al., 1994).
Two-dimensional model	Relational	(Robinson et al., 1994).
Three-dimensional model	Transactional	(Robinson et al., 1994).
Three-dimensional model	Relational	(Robinson et al., 1994).
Three-dimensional model	Value-based/ideological	(McLean Parks et al., 1998).
Four-dimensional model	Transactional	(Millward & Hopkins, 1998).
Four-dimensional model	Relational	(Millward & Hopkins, 1998).
Four-dimensional model	Value-based/ideological	(Millward & Hopkins, 1998).

Dimension Type	Dimension	Author (Year)
Four-dimensional model	Balanced	(Millward & Hopkins, 1998).
Multi-dimensional model	Organizational culture	(Bellou, 2017).
Multi-dimensional model	Technological change	(Bellou, 2017).
Multi-dimensional model	Organizational strategy	(Bellou, 2017).

In summary, the dimensions of psychological contract have been continuously developed and deepened over time. From a single dimension to the current multi-dimensionality, this shows that researchers recognize and respect the complexity of psychological contract. In order to measure psychological contract more accurately, different researchers have developed a variety of measurement tools and questionnaires to adapt to different research backgrounds and needs. This study incorporates psychological contract as a regulating variable into the research model.

2.3 Research Hypothesis Development

2.3.1 Organizational Atmosphere and Work Engagement

Many literatures have conducted multi-faceted research on the relationship between organizational atmosphere and work engagement in some contexts. Weizheng Chen, Jinping Li et al. conducted in-depth analysis of the impact mechanism between the dimensions of organizational atmosphere on work engagement and organizational commitment in their research, and concluded that organizational atmosphere has a significant impact on employees' work attitudes (Chen & Li, 2006). Jing Liu sampled 293 front-line manufacturing employees in Jiangsu Province and found that organizational atmosphere can not only directly and positively affect employees' work engagement, but also indirectly affect work engagement through the sense of alienation from work, and the sense of meaninglessness dimension under it. The impact of organizational atmosphere on work engagement can be multi-faceted and multi-faceted (Liu, 2013). In her academic paper, Yan Han explored the relationship between organizational atmosphere and work engagement of the new generation of knowledge workers from the perspective of organizational atmosphere. Through differential

analysis, under the premise of age and marital status, it was concluded that organizational atmosphere has a significant positive relationship with employees' work engagement (Han, 2016). The source of employees' motivation can be intrinsic, stemming from personal interests, values and motivations, or extrinsic, stemming from the work environment and organizational support for employees.

Early research focused on the second half of the 20th century, when researchers began to explore the role of organizational atmosphere in work engagement. Before we delve into this process, we need to realize that the evolution of organizational behavior and human resource management theory during this period provides us with a broad background. In the 1970s, researchers focused on the impact of intrinsic motivation on work engagement. Herzberg (1974) proposed a two-factor theory that emphasizes the sources of satisfaction and dissatisfaction. The theory mentioned that the motivating factors achievement, responsibility and promotion in work are the sources of intrinsic motivation that produce satisfaction and high engagement. Vroom's (1964) expectancy theory further explains how individuals evaluate whether the work effort of research is worthwhile. He mentioned that the relationship between employee effort, performance and results is the key driver of research engagement. This theory provided a theoretical basis for work engagement, explaining how employees evaluate work engagement based on expectations and results. Bandura's (1977) self-efficacy theory focused on employees' beliefs in their ability to complete specific tasks. This belief became the main source of motivation in research work. When employees believed that research can accomplish its mission, research was more likely to invest more effort. Hackman and Oldham (1976) proposed the job characteristics model, emphasizing the impact of job design on job satisfaction, motivation, and performance. The study believed that the five key characteristics of work (skill variety, task identity, task salience, autonomy, and feedback) are important drivers of work engagement. Deci and Ryan (1985) proposed the autonomous motivation theory, emphasizing that an individual's intrinsic interests and values are the key to driving their work engagement. With the development of organizational behavior, researchers began to pay attention to how the organizational environment provides motivation for employees. Bakker and Demerouti (2007) proposed the job demand-resource model, arguing that resources in the work environment (support, feedback, and training) can provide motivation and promote

employees' work engagement.

With the research in the early 21st century, the understanding of organizational atmosphere and work engagement has gradually changed. In recent years, with the rapid changes in the work environment, including digitalization, remote work, and globalization, the concept of organizational atmosphere has also gradually evolved. Petrou et al. (2018) pointed out that employees' daily motivation fluctuations are closely related to changes in their work engagement. At the same time, positive events at work, feedback and support can increase employees' motivation. Smith et al. (2019) mentioned that employees are now not only driven by internal motivation, but also by external environment, technology and organizational structure. Wang and Thompson (2018) found that personal values, life goals and work goals also have a significant impact on work engagement. The concept of team is becoming more and more important in the modern work environment. Martinez et al. (2020) studied how team dynamics affect the work motivation and engagement of team members. The study found that positive team interactions, open communication and supportive team culture can enhance the work engagement of team members. Organizational culture has a great impact on employee work engagement. Garcia et al. (2021) showed that when the organizational culture is consistent with the personal values and goals of employees, the research is more likely to experience a high level of work engagement.

Studies have shown that leadership behavior is one of the key elements of organizational atmosphere, and different leadership styles will have different effects on teachers' work engagement. Among them, transformational leadership style can significantly enhance teachers' vitality, dedication and absorption, improve teachers' work enthusiasm and interest, enhance teachers' understanding of work goals and significance, and have a strong motivational effect on teachers (Mao, 2017). In addition, the higher the level of integrity leadership of school managers, the higher the degree of teachers' work engagement (vitality, dedication and absorption) (Xu, 2019). On the contrary, complex interpersonal relationships within the organization can easily increase interpersonal pressure and aggravate emotional exhaustion, leading to work burnout. The principal's supervisory behavior and restrictive behavior in the school had significant main effects on emotional exhaustion and depersonalization in teachers' work burnout.

With the development of technology, remote work and digitalization have become more and more common. Roberts and Lee (2019) pointed out that how technology affects employees' work engagement depends on usage method. Reasonable use of technology can enhance employees' work engagement, but over-reliance or inappropriate use may lead to work fatigue. Therefore, the relationship between organization and work engagement has been deeply explored. This study proposes the research hypothesis.

H1: Organizational atmosphere has a positive impact on absorption.

H2: Organizational atmosphere has a positive impact on core affect.

H3: Organizational atmosphere has a positive impact on work intensity.

2.3.2 Psychological Capital and Work Engagement

Work engagement is also a behavioral variable under the perspective of positive psychology. As a positive personal state, work engagement has a significant positive effect on work attitude and organizational performance. Yanfeng Wang et al. have proved this point of view (Wang, 2015). How to improve teachers' work engagement level from the perspective of psychological capital has gradually become a hot topic for researchers of teachers' psychological capital. At present, the research on psychological capital and work engagement covers their respective conceptual structures, mechanisms of action, relationships with other variables, influencing factors, etc. (Ke, 2009; Li, 2016; Mao, 2013; Wang, 2017; Zhang, 2005). However, there are not many studies on the relationship between psychological capital and work engagement from the perspective of teachers, and mature research results have not yet been obtained. For example, although the research of Jinping Mao et al., Bianmei Shi, Fangfang Pan et al. believed that the level of teachers' psychological capital is closely related to their work engagement, they have not formed a consistent view (Pan, 2012; Shi, 2013). Teachers' psychological capital and work engagement will directly or indirectly affect teachers' work attitudes, work behaviors and work efficiency (Lu, 2021; Wei, 2019). Psychological capital can increase individual organizational commitment and professional identity, and can also improve interpersonal relationships among teachers, so that teachers' organizational satisfaction and sense of belonging can be enhanced (Yu, 2013).

Some scholars have taken college teachers as research subjects. The results show that a good organizational atmosphere brings organizational support and work significance. The psychological capital formed by this can reduce work burnout and stimulate teachers' work engagement (Liu, 2018). As a special group of teachers, local college teachers are in a very different environment from ordinary college teachers, and the resources they have are also very different. Due to Li Hemitations of regional and economic development, the psychological capital of teachers in private colleges will also be different from that of ordinary college teachers, and this difference will continue to change with the development of the times. Therefore, the research results that have been achieved may not necessarily be extended to the group of local college teachers. Through psychological capital, teachers can change their perspectives on problems, so that they can constantly reflect and adjust bad behaviors, and further strengthen the relationship between teachers and organizations. Work engagement can make teachers full of energy and motivation at work, participate in education more passionately, and be sufficiently focused on their jobs, so that they are more dedicated to their jobs and love their profession more, which can improve teachers' loyalty and trust in the organization, thereby reducing teachers' mobility and tendency to leave.

H4: Psychological capital has a positive impact on absorption.

H5: Psychological capital has a positive impact on core affect.

H6: Psychological capital has a positive impact on work intensity.

2.3.3 Work Engagement and Job Performance

The relationship between work engagement and job performance has always been a hot topic in the field of work psychology and organizational behavior. In decades of research, scholars have tried to understand how employees' level of engagement in their work affects the performance of the tasks being studied. In the 1970s and 1980s, researchers began to focus on the relationship between employees' job satisfaction and their performance. At this time, Kahn proposed the concept of “work engagement”, which he believed was the degree to which employees invested their physical, emotional, and cognitive resources in their work. In addition, he emphasized the potential connection between work engagement and high performance. Later, the relationship between work engagement and job performance received more attention.

Research conducted by Schaufeli et al. (2002) found that there was a positive correlation between work engagement and employees' objective performance and subjective performance evaluation. With the advent of the 21st century, the study of work engagement has deepened into a whole new dimension, especially how it is related to job performance. Bakker et al. (2008) proposed a multi-dimensional model of work engagement, arguing that work engagement includes three dimensions: physical, emotional, and cognitive, and all three dimensions are related to job performance. Studies have found that employees' engagement in these three dimensions will significantly affect job performance.

Saks believed that work engagement, as a positive state, can have a positive impact on the organization (Saks, 2006). The study of work engagement on job performance has always been a hot topic for scholars at home and abroad. Studies have shown that work engagement is positively correlated with job performance (Cheng, 2015), and work engagement has a positive predictive effect on job performance and relationship performance (Bakker, 2012). In addition, Rich et al. (2010) found that employees' emotional, cognitive and physical engagement were all related to the job performance of the study. Christian et al. (2011) conducted a comprehensive study to explore the various factors that affect work engagement and how work engagement affects individual performance and turnover intention. The results of the study showed that work characteristics, leadership style and employees' psychological capital are all significantly related to work engagement, and work engagement further affects job performance and organizational citizenship behavior. Saks (2006) proposed in his study that employees' identification with the organization and their sense of support for the leader are important mediating variables between work engagement and job performance. When employees feel that the organization supports and values them, they are more likely to engage more in their work, thereby improving their job performance. Bakker et al. (2014) pointed out that in addition to directly affecting job performance, work engagement is also related to organizational citizenship behavior. Research shows that when employees are more engaged in their work, they are more likely to make extra efforts, help colleagues and actively participate in organizational activities, and these behaviors further improve the overall performance of the organization. Tims et al. (2011) explored the relationship between transformational leadership and

employees' work engagement and found that leadership support and encouragement are crucial to employees' work engagement, which in turn directly affects job performance. Although there have been many studies on the impact of work engagement on job performance, with the development of the times, the relationship between work engagement and job performance has been further deepened and new variables and contexts have been considered. Smith et al. (2019)'s research was segmented based on previous work and proposed that work engagement not only includes emotional, cognitive and physical engagement in work, but also includes identification with the values, goals and vision of the organization. This broad engagement is closely related to higher job performance and organizational commitment. With the rise of digital office and remote work, Garcia-Perez et al. (2020) explored how technology affects employees' work engagement and job performance. Studies have found that appropriate technical support and training can enhance employees' work engagement and thus improve job performance. In the 21st century, employee happiness and health have also become a research focus. Wang and Liu (2018) found that employees' happiness is significantly positively correlated with their work engagement and job performance. With the process of globalization, the multicultural background in organizations has become increasingly prominent. Thompson et al. (2021) studied the relationship between work engagement and job performance in different cultural backgrounds and found that certain cultural factors may enhance or weaken the relationship between the two. The above studies not only further confirmed the positive relationship between work engagement and job performance, but also revealed many internal and external factors that affect this relationship. Therefore, this study proposes the following research hypotheses.

H7: Absorption has a positive impact on job performance.

H8: Core affect has a positive impact on job performance.

H9: Work intensity has a positive impact on job performance.

2.3.4 The Mediation of Work Engagement

Work engagement is a key mediating variable for understanding how various work variables affect work outcomes. Many scholars have explored the mediating role of work engagement between different factors (leadership style, job characteristics, job

satisfaction) and outcomes (job performance, organizational citizenship behavior, and turnover intention). Robinson et al. (2019) pointed out that transformational leadership style can improve employees' job performance and organizational citizenship behavior by improving work engagement. When leaders show concern for employees, provide a meaningful vision, and support employees' professional development, employees tend to be more engaged in their work. Taylor and de Bruin (2020) explored how work characteristics affect employees' turnover intention by affecting work engagement. Work with autonomy, feedback, and task meaning can increase employees' work engagement and thus reduce their turnover intention.

In a study of the current status of work engagement of college teachers in my country, through research, Shan (2009) concluded that local college teachers have the intention to improve their work engagement, but due to factors such as high work pressure and dissatisfaction with the assessment and promotion system, there is currently a low level of work engagement among local college teachers (Shan, 2009). In a study of Zhejiang colleges and universities, Bianmei Shi found that 40.8% of college teachers still have a low level of work engagement (Shi, 2013). Zhibing Wu et al.'s study showed that the overall level of work engagement of college teachers is at a medium-high level and is affected by gender, professional title and discipline (Wu, 2018). Xuan Luo's study showed that the level of work engagement of young college teachers is relatively good, and it will decline with age and teaching experience (Luo, 2019). Shuiping Chen's study found that the level of work engagement of college teachers is above the median, and is affected by their own age and education, and has nothing to do with gender (Chen, 2020). In a study of the influencing factors of work engagement of college teachers, Li He's study showed that work engagement played a mediating role between leadership style and teacher job performance (He, 2010). Dongdong Xu's study showed that college teachers have a high achievement motivation, and university teachers with high goals are more likely to suffer from professional burnout and reduce work engagement (Xu, 2015). Changjiang Xu believed that formulating targeted training strategies for college teachers and improving the level of personal-environment matching can effectively improve the career engagement of young teachers (Xu, 2017). Some researchers have studied work engagement as a mediating variable. In their study of researchers, Yongzhou Li et al. found that work

engagement played a partial mediating role in the influencing mechanism of self-efficacy on job performance (Li, 2015).

Chen and Li (2018) pointed out that job satisfaction is an important predictor of work engagement. Highly satisfied employees are more likely to be deeply engaged in their work, and this engagement further promotes research to show innovative behavior at work. Martinez and Smith (2021) found that when team members feel the spirit of teamwork, the work engagement of the research will increase, thereby improving team performance. Work engagement plays a key mediating role between teamwork and team performance. Johnson et al. (2020) explored how the support provided by the organization can enhance employees' organizational commitment through work engagement. Employees who receive support and resources from the organization are more likely to be committed to their work and therefore have a stronger commitment to the organization. Work engagement plays a key mediating role between various work variables and work outcomes. Therefore, this study proposes the following research hypotheses:

H10: Absorption plays a key mediating role between organizational atmosphere and job performance.

H11: Absorption plays a key mediating role between psychological capital and job performance.

H12: Core affect plays a key mediating role between organizational atmosphere and job performance.

H13: Core affect plays a key mediating role between psychological capital and job performance.

H14: Work intensity plays a key mediating role between organizational atmosphere and job performance.

H15: Work intensity plays a key mediating role between psychological capital and job performance.

2.3.5 The Regulating Role of Psychological Contract

Psychological contract violation will bring some negative effects, such as increased employee dissatisfaction with the organization and employee resignation. Turnley believes that if the employer can understand and support the employee's

psychological contract, then the employee's job satisfaction will increase, organizational commitment will be improved, and there will be a higher willingness to stay. However, psychological contract violation will dampen the enthusiasm of employees, reduce their organizational citizenship behavior, and increase their intention to resign and passive sabotage behavior (Turnley, 2000). Scholar Yongxia Chen believed that transformational leadership can significantly affect employees' attitudes, emotions and psychological contracts at work, and proposes that managers should create a psychological empowerment experience for employees, so that employees feel valued and satisfy their sense of competence. When the organization can delegate power to a greater extent and employees' autonomy is satisfied, it will help improve their work engagement and job performance (Chen, 2006). In the past few decades of research, there have been a lot of key studies on the regulating effect of psychological contract violation. Many studies have shown that high-quality leader-member exchange (LMX) can alleviate the negative effects of psychological contract violation. Sanders et al. (2019) found that when the quality of the relationship between employees and their supervisors is high, employees have lower turnover intentions even if psychological contract violations occur. Organizational justice is considered another important moderator to mitigate the negative effects of psychological contract violations. Lambert et al. (2020) found in their study that when employees felt that the organization treated research fairly, psychological contract violations had less negative impact on their job satisfaction and organizational commitment. Psychological ownership, that is, employees' sense of belonging to their work and organization, is also considered a key factor affecting the psychological contract violation effect. Stinglhamber et al. (2021) pointed out that a strong sense of psychological ownership can reduce the negative impact of psychological contract violations on employees' organizational citizenship behavior and job satisfaction. Job autonomy is also an important factor in regulating the psychological contract violation effect. Ma and Qu (2019) found that when employees have higher job autonomy, the negative impact of psychological contract violations on their job satisfaction and organizational commitment is reduced. Psychological contract violation has a significant negative effect on employees and organizations, but many factors, such as leader-subordinate exchange, organizational justice, psychological ownership, and job autonomy, can

mitigate this effect. Organizations should recognize these regulating factors and take appropriate measures to mitigate the potential negative impact of psychological contract violation. Therefore, this study proposes the following research hypotheses:

H16: Psychological contract violation plays a regulating role between absorption and job performance.

H17: Psychological contract violation plays a regulating role between core affect and job performance.

H18: Psychological contract violation plays a regulating role between work intensity and job performance.

2.4 Research Model

The independent variables of this study are organizational atmosphere, psychological capital, absorption, core affect, and work intensity, and the dependent variable is job performance. Psychological contract is a regulating variable in this study. According to the hypothesis development, combined with this research model, a total of 18 hypothesis paths are included (see Figure 2.1).

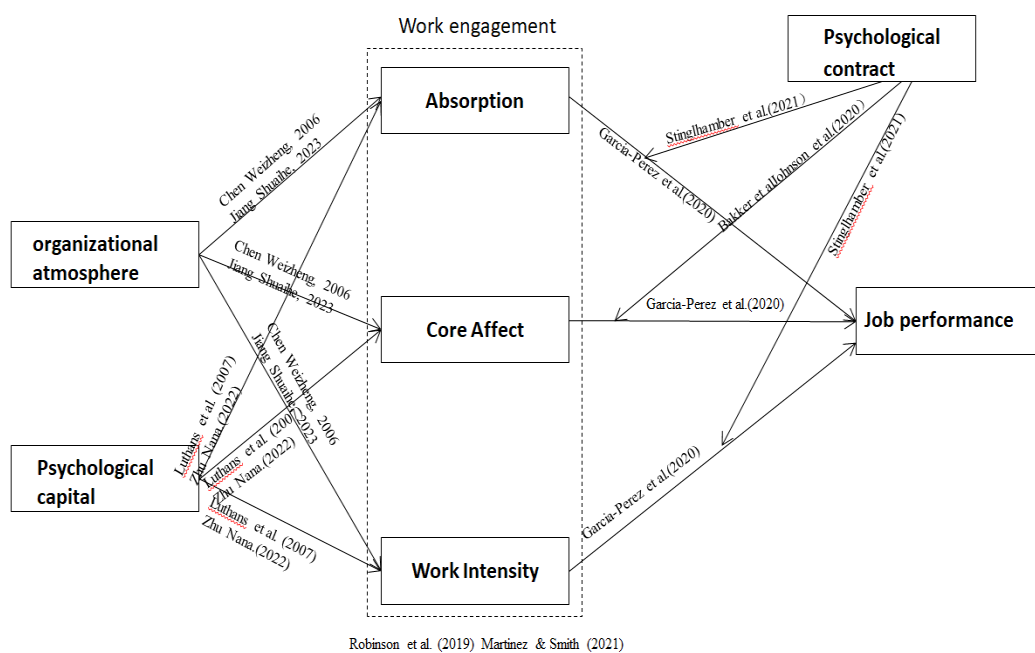


Figure 2.1 Research Model

2.5 Conceptual Framework

The operational concepts are defined as follows:

1) Organizational atmosphere

Measurement dimensions of organizational atmosphere, using the organizational atmosphere scale developed by scholars Litwen and Stringer (1968), translated and revised by Jiang (2003); Xu (1972); Zhang (1998). Chen and Li (2006) divided organizational atmosphere into three dimensions: management style, interpersonal relationship, and organizational bureaucracy. Management style mainly refers to whether members within the organization have space to exert their own abilities and freedom to express personal opinions, whether organizational leaders have minimized the hierarchical relationship within the organization, and whether they have considered comprehensively integrating employees with work. Interpersonal relationship refers to the state of friendly exchanges, mutual indifference, or mutual trust between groups as felt by organizational members. Organizational bureaucracy refers to whether there are reasonable rules and regulations within the organization, whether the work procedures have been streamlined as much as possible, the degree to which employees are constrained, and whether the organization supports independent innovation. The scale revision is based on the Chinese cultural background and has high applicability. This study combined the scale of scholar Jiang Shuaihe for adjustment and use (Jiang, 2023).

2) Psychological capital

Definition of psychological capital is “a positive psychological state that individuals show in the process of growth and development, which is specifically manifested as: when facing challenging work, they have confidence (self-efficacy) and can make the necessary efforts to succeed. They have positive attributions for present and future success (optimism). They persevere in their goals and can adjust the way to achieve their goals when necessary to achieve success (hope). When they are in adversity and troubled by problems, they can persevere, recover quickly and surpass (resilience) to achieve success.” This study uses the Psychological Capital Questionnaire (PCQ-24) developed by Luthans (2007) and others, which is more mature and recognized. He proposed that psychological capital includes four elements:

self-confidence, hope, optimism and resilience. This view is generally recognized by the academic community. Based on the Chinese translation of Zhu (2022), this study modified the expression of some items in combination with the research context of universities, and adjusted them to form the psychological capital scale of this study.

3) Work engagement

Through the study and summary of the literature, the Work Engagement Scale proposed by Schaufeli (2002) and improved and revised by scholars Azeem et al., (2020); Zahed-Babelan et al. (2019) was used. After practical verification, this scale has become the most widely used scale for work engagement research by domestic scholars. The work engagement scale consists of three dimensions: focus, core affect, and work intensity. **Absorption** refers to the degree of concentration of employees at work, working wholeheartedly and avoiding interference from other factors. It mainly assesses whether employees are easily distracted at work, studies the duration of attention when completing tasks, and studies the degree of attention to work. **Core affect** refers to the core responsibilities and importance of employees in an organization or team, that is, the central position and influence at work. It mainly assesses employees' views on their importance in the team or organization, and studies their evaluation of their work contributions. **Work intensity** refers to the effort and time employees put into their work, which reflects the degree of work engagement of employees. It mainly assesses the number of hours employees work per day, the urgency of work, and the degree of effort.

4) Psychological contract

Psychological contract refers to employees' feelings that the organization has not fulfilled their promises and expectations. This feeling may come from the fact that the organization has not fulfilled its promises to employees or has not fulfilled them as expected. It mainly assesses employees' satisfaction with organizational commitments, their feelings about the organization's failure to fulfill its promises, and whether they feel they have been treated unfairly. This study uses the Psychological Contract Scale of Azeem et al. (Azeem et al., 2020; Henderson & O'Leary-Kelly, 2021; Schuster et al., 2022).

5) Job performance

Job performance refers to the performance and results shown by

employees when completing specific work tasks. It is an evaluation of the quality and efficiency of employees' work. It mainly evaluates the speed, quality and efficiency of employees in completing tasks, as well as the satisfaction with their own work. The task results and behavioral performance related to the completion of work tasks shown by teachers in daily teaching and scientific research work. It can be divided into three levels: task performance, interpersonal promotion, and work dedication. This study uses Das & Chernova et al.'s Job performance measurement (Das & Chernova, 2020; Ding et al., 2020; Whitley, 2019). Job performance (Das & Chernova, 2020; Ding et al., 2020; Whitley, 2019) .

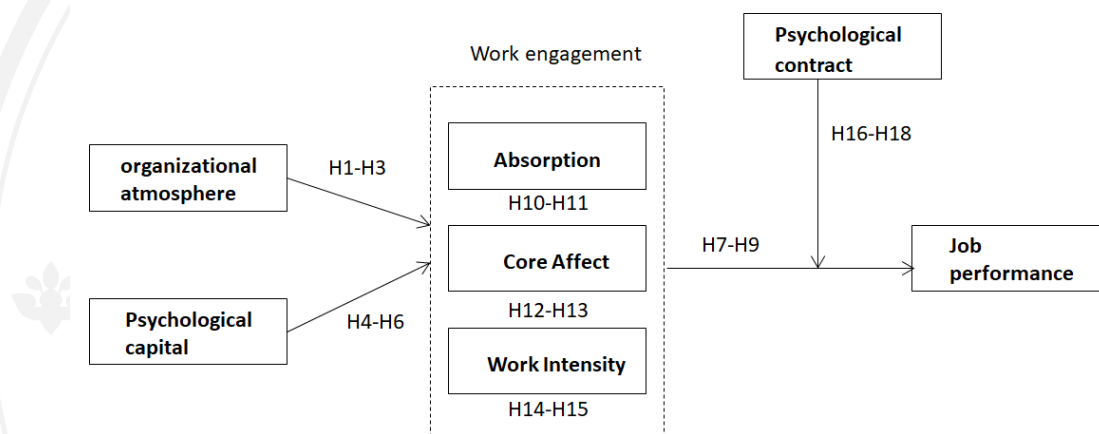


Figure 2.2 Conceptual Framework

2.6 Summary of Research Hypotheses

Table 2.16 Table of Research Hypotheses

Research Hypotheses
H1: Organizational atmosphere has a positive impact on absorption.
H2: Organizational atmosphere has a positive impact on core affect.
H3: Organizational atmosphere has a positive impact on work intensity.
H4: Psychological capital has a positive impact on absorption.
H5: Psychological capital has a positive impact on core affect.
H6: Psychological capital has a positive impact on work intensity.

Research Hypotheses

H7: Absorption has a positive impact on job performance.

H8: Core affect has a positive impact on job performance.

H9: Work intensity has a positive impact on job performance.

H10: Absorption plays a key mediating role between organizational atmosphere and job performance.

H11: Absorption plays a key mediating role between psychological capital and job performance.

H12: Core affect plays a key mediating role between organizational atmosphere and job performance.

H13: Core affect plays a key mediating role between psychological capital and job performance.

H14: Work intensity plays a key mediating role between organizational atmosphere and job performance.

H15: Work intensity plays a key mediating role between psychological capital and job performance.

H16: Psychological contract violation plays a regulating role between absorption and job performance.

H17: Psychological contract violation plays a regulating role between core affect and job performance.

H18: Psychological contract violation plays a regulating role between work intensity and job performance.

CHAPTER 3

RESEARSH METHODOLOGY

3.1 Research Objects

1) Private colleges

“The Interim Provisions on the Establishment of Private Colleges” stipulate that “Private colleges refer to educational institutions that provide higher education and are established in accordance with these provisions by various social organizations other than state organs and state-owned enterprises and institutions, as well as individual citizens, with self-raised funds”. Private colleges are an important part of China's higher education. Private colleges are a concept relative to public colleges. Public colleges are sponsored by the government, and other colleges that are not sponsored by the government can be called private colleges. This is also the biggest feature of private colleges. Private colleges do not use national fiscal funds for operation. The main source of funds for the establishment of private colleges is investors in schools, including various social groups, enterprises and individuals, and the main source of operation and profit of private colleges is tuition paid by students. In China, private colleges include private colleges and independent colleges, and the enrollment levels include junior college students, undergraduate students and graduate students. The Chinese government has always encouraged social forces to run higher education, and at the same time has complete approval procedures for social forces to run higher education. Under the requirements of national laws and regulations, education administrative departments at all levels implement administrative licensing systems for the establishment of private colleges and issue school operating licenses (Yin, 2021).

2) Private undergraduate colleges

In the past, when large-scale information processing capabilities were limited, in order to ensure the smooth implementation of centralized enrollment, the Ministry of Education allowed provinces to admit different types of colleges and universities in

batches and phases, and candidates also filled in batches when filling out their applications. According to the original intention, “first, second, and third batches” are only different admission batches, and there is no distinction between high and low. Colleges and universities in each batch issue “ordinary higher undergraduate diplomas.” However, in actual work, provinces often arrange key universities such as “985” and “211” in the first batch, other ordinary public undergraduate colleges and universities in the second batch, and independent colleges and private colleges in the third batch. Each batch is admitted in turn, and the admission score line is also lowered in turn. The admission batch has gradually become a symbol of the level of colleges and universities. In recent years, many provinces have reformed the college entrance examination, abolished the boundaries of undergraduate batches, and set up undergraduate batches one, undergraduate batches two, or undergraduate batches. The so-called first-class colleges and universities are also commonly known as key colleges and universities. Provincial key colleges and universities and key colleges directly under ministries and commissions, “985 Project”, “211 Project” and “double” universities are all key universities. The so-called undergraduate colleges are mostly provincial colleges or private colleges. As of 2018, 24 provinces and cities across the country have carried out reforms in admission batches, of which 20 provinces and cities, including Beijing, Tianjin, and Jiangsu, have merged the second and third batches of undergraduate admissions (Lv 2019). In 2020, the number of provinces that merged admission batches increased to 29. The merger of the second and third batches of undergraduate admissions is only the first step of the reform. In the future, only the undergraduate and higher vocational (junior college) batches will be retained, which has become the trend of college entrance examination reform in various provinces (Yang, 2021). Canceling the undergraduate and third batches and putting all undergraduate colleges on the same platform for competition has enabled the original undergraduate and third-tier colleges to achieve equal admission opportunities from the starting point of enrollment. Especially for private undergraduate colleges, eliminating identity discrimination and giving them the opportunity to compete freely reflects the fairness of the reform of the new college entrance examination admission method (Kang, 2022). According to the college entrance examination admission rules, among

the 412 private undergraduate colleges, except for individual colleges in individual provinces, all are admitted in the second batch of undergraduate admissions.

3) Young teachers in private undergraduate colleges

“The Teachers Law of the People's Republic of China” stipulates that teachers are professionals who perform educational and teaching duties, undertake the mission of teaching and educating people, cultivating builders and successors of the socialist cause, and improving the quality of the nation. “The Higher Education Law of the People's Republic of China” stipulates that colleges and universities implement a teacher qualification system and a teacher position system. From a legal perspective, it can be seen that college teachers mainly refer to professionals who perform educational and teaching duties in colleges and universities, which are different from managers, teaching assistants and professional and technical personnel in colleges and universities. Young teachers account for a large proportion of the teaching group of private undergraduate colleges, and young teachers have become the main force in teaching and scientific research in many colleges and universities. The age gap between them and students is relatively small. The characteristics of youth make them better understand the psychology and needs of students and are easier to get along with students (Xie, 2023). Looking at the physiological age recognition of “youth” at home and abroad, countries and organizations have different views and standards. For example, the standard of the World Health Organization is that the individual physiological age is under 45 years old. The requirement of the United Nations Educational, Scientific and Cultural Organization (UNESCO) for the youth population is an average age of under 35 years old. The United Nations Population Fund clearly mentioned in its definition in 1998: “The youth age standard is between 14 and 24 years old.” According to the statistical caliber of the National Bureau of Statistics of China, youth refers to the population between the ages of 15 and 34, while the standards issued by the United Nations regard the population between the ages of 18 and 34 as youth. According to this statistical caliber, young teachers in private colleges refer to teachers who are engaged in teaching and scientific research in private colleges and are under the age of 34. Considering the particularity of university teachers, most private colleges require postgraduate education when recruiting teachers. Nowadays, the number of teachers with doctoral degrees is gradually increasing (Wang, 2021). It takes a lot of

energy and time to obtain a high degree. Some doctoral students may be over 34 years old when they graduate. In addition, psychologist Lin Chongde believes that the creativity and achievements of natural sciences and social sciences are closely related to age, and the age at which a person begins to become a talent is generally between 25 and 40 years old (Lin, 2002). Referring to the relevant regulations of the my country Youth Federation and the “Youth Thousand Talents Plan” research project formulated by the Office of the Central Youth Talent Work Coordination Group, the age limit of young teachers is limited to teachers under 40 years old who are engaged in teaching and scientific research full-time. Therefore, in order to ensure the accuracy of the research sample, the young teachers referred to in this study are full-time university teachers under the age of 45 who are hired by private colleges and are responsible for teaching and scientific research activities (Liao, 2014). The target population of the study is teachers who are full-time engaged in teaching and scientific research in private undergraduate colleges in China, excluding teachers who are simply engaged in management and administration.

3.2 Sampling Method

There are 7 latent variables in this study, and the total number of items in the five scales is 44. According to the suggestion of Wu (2010), the sample size should be no less than 5-10 times the number of items measured in the questionnaire. This study has 44 items in the scale. In the formal survey stage, this study will select samples and distribute questionnaires to young teachers in private undergraduate colleges nationwide. Considering that the sample recovery rate is 70%, it is planned to distribute more than 600 questionnaires in total.

Overall: According to the statistics of the Ministry of Education, the 2023 National Education Development Statistical Bulletin shows that there are 764 private colleges nationwide, accounting for 25.36% of the total number of colleges in the country. Among them, there are 390 ordinary undergraduate schools; 22 undergraduate vocational schools, 412 private undergraduate colleges; 350 higher vocational (junior college) schools; and 2 adult colleges. There are 9.2489 million students in private ordinary and vocational colleges, with an increase of 791,500 over the previous year,

accounting for 25.27% of the national ordinary and vocational college students (Ministry of Education, 2023). The number of faculty and staff in private colleges in my country reached 498,379, with an increase of 1.08% year-on-year; the number of full-time teachers in private colleges reached 369,605, with an increase of 0.18% year-on-year, accounting for 19.61% of the number of full-time teachers in higher education in the country (Ministry of Education, 2023).

Unit: The research unit is young teachers from private undergraduate colleges in 30 provinces across the country.

Sample and sample size: According to the distribution and number of private undergraduate colleges in various regions, the number of young teachers in private undergraduate colleges in various provinces across the country was sampled for research.

Sampling method: This study adopts a combination of purposive sampling and random convenience sampling to conduct sampling. Private undergraduate colleges were selected from 30 provinces across the country (excluding Hong Kong, Macao and Taiwan, and Tibet has no private undergraduate colleges). Sample colleges were selected through private colleges related societies and alliances. Questionnaires were distributed through QQ or WeChat groups such as school teaching and scientific research work within the colleges. During the survey, young teachers from private undergraduate colleges were randomly selected as research subjects. In order to ensure the representativeness of the sample of this study, as much data as possible was collected during the sampling survey, and then the characteristics such as gender, age, education and professional title were consistent with the overall sample.

3.3 Data Processing Process

1) Data entry: All responses to the 600 or more questionnaires collected were entered into an electronic database to ensure data accuracy.

2) Data cleaning: Data were preliminarily cleaned, invalid and incomplete questionnaires were deleted, and obvious input errors were corrected.

3) Data transformation: The original data were transformed according to the scale. For the Likert scale, responses such as “strongly agree” and “agree” were converted into numerical form.

4) Statistical analysis: Descriptive statistics, correlation analysis, regression analysis, etc. were performed on the data using statistical software (SPSS, AMOS) to test the research hypotheses.

5) Interpretation of results: Based on the statistical analysis results, the data were interpreted in combination with the research background and theoretical basis to draw conclusions.

3.4 Questionnaire Design

3.4.1 Basic Information

This study divided the questionnaire into two parts. The first part is basic information. There are 7 items in total, including: gender, age, years of work experience, professional title, education, teaching subject, marital status, etc.

3.4.2 Scale

This study refers to organizational atmosphere (Chen, 2006; Jiang, 2023), Psychological capital (Luthans et al., 2007; Zhu, 2022), Work engagement (Azeem et al., 2020; Bakker, & Demerouti, 2007; Wen et al., 2019; Yuan et al., 2021; Zahed-Babelan et al., 2019), Psychological contract (Azeem et al., 2020; Henderson & O’Leary-Kelly, 2021; Schuster et al., 2022), Job performance (Das & Chernova, 2020; Ding et al., 2020; Whitley, 2019). The initial scale of this study was formed by revising the items, including: organizational atmosphere scale, psychological capital scale, work engagement scale, psychological contract violation scale, job performance scale. There are 7 latent variables and 44 items in total. The scale adopts Likert 5-point scale. 1-5 represents: 1-strongly disagree 2-disagree 3-neutral 4-agree 5-strongly agree.

Table 3.1 Organizational Atmosphere Scale

Variable	No.	Question Item	Source
Organizational atmosphere	1	The organization is “people-oriented”, and leaders will pay attention to teachers' opinions and feelings.	(Chen, 2006; Jiang, 2023).
	2	Teachers' good performance can be rewarded and commended by the organization accordingly.	
	3	The working relationship between teachers and leaders at all levels in the organization is very harmonious.	
	4	When working in the school, teachers can trust each other and get along with each other in a friendly manner.	
	5	There is a clear division of responsibilities and reasonable distribution for all work in the school.	
	6	The school provides ample development opportunities for teachers to improve their professional abilities.	

Table 3.2 Psychological Capital Scale

Variable	No.	Question Item	Source
Psychological capital	7	I believe I can contribute to the development of the school.	(Luthans et al., 2007; Zhu, 2022).
	8	I can handle things within the scope of my work calmly.	
	9	My current work progress is consistent with the expected development.	
	10	I always see the good side of work.	
	11	I can handle the difficulties that arise in my work because I have experienced many hardships.	
	12	I think I can handle multiple tasks at the same time.	
	13	I can think of many ways to achieve my current work goals.	
	14	I will do my best to solve the problems encountered in my work.	

Table 3.3 Work Engagement Scale

Variable	No.	Question Item	Source
Absorption	15	When I work, I am completely immersed in it.	(Azeem et al., 2020; Zahed-Babelan et al., 2019).
	16	It is easy for me to focus on my work.	
	17	I often find myself completely absorbed in the task at hand.	
	18	When I work, I often lose track of time.	
	19	I feel that I have full control over the process and results of my work.	
	20	I am highly focused when I work and rarely get distracted by other things.	
Core affect	21	My work contribution is an important source of the team's achievements.	(Wen et al., 2019; Yuan et al., 2021).
	22	I am able to enhance my sense of mission and pride in my work by continuously learning and adapting to new technologies.	
	23	I believe that my work is closely connected to my identity.	
	24	I feel that my work is critical to the success of the organization.	
	25	My professional identity is very important to me.	
	26	I am passionate about the work I do.	

Variable	No.	Question Item	Source
Work intensity	27	I often feel highly active at work.	(Zeem et al., 2020,
	28	My work often requires my utmost effort.	Bakker & Demerouti, 2007).
	29	My work often makes me feel fulfilled and energized.	
	30	I work with all my strength every day.	
	31	At work, I often feel that I am working under constant high pressure.	
	32	I think my work intensity is higher than that of my peers.	

Table 3.4 Psychological Contract Scale

Variable	No.	Question item	Source
Psychological contract	33	I feel like the organization has not lived up to its promises to me.	(Azeem et al., 2020; Henderson & O'Leary-Kelly, 2021; Schuster et al., 2022).
	34	I am disappointed with the promises the organization has made to me.	
	35	I am more skeptical of the organization's promises now than before.	
	36	I feel the organization has not been honest with me.	
	37	I feel like the organization has not lived up to its promises	

Variable	No.	Question item	Source
		about my job development and advancement.	
	38	When I think back on the promises the organization has made to me, I feel like a lot of them have not been fulfilled.	

Table 3.5 Job Performance Scale

Variable	No.	Question item	Source
Job performance	39	I successfully complete all work assigned to me.	(Das & Chernova, 2020; Ding et al., 2020; Whitley, 2019).
	40	I produce work of a higher quality than my colleagues.	
	41	I often complete work assignments within the allotted time.	
	42	My work rarely requires revision or correction by other colleagues.	
	43	My work performance consistently meets or exceeds the expected standards.	
	44	I am also able to maintain a high level of performance when faced with complex and difficult tasks.	

CHAPTER 4

RESEARCH RESULT

This chapter mainly focuses on the collection and analysis of research data. The author summarizes and organizes the questionnaires collected this time, and conducts statistical analysis of each project in order according to the research hypothesis proposed in the previous article, as a way to verify the research hypothesis proposed by all research variables in this article. Chapter IV presents the results of statistical analysis. Firstly, the information of the survey subjects is explained using descriptive statistical methods. Then, the reliability and validity of the questionnaire are analyzed. On this basis, according to the research hypothesis, a structural equation model is established for systematic analysis.

This study constructs a structural equation model to study the overall relationship between the analysis variables, evaluates the fit of the research model, and provides a basis for the accuracy and effectiveness of the research results. Then, based on the specific analysis of the structural equation model, the hypothetical results of this study are listed, including direct effects, mediating effects, and regulating effects. Finally, a standardized path statement is made for the research model.

Special note: For the convenience of data processing, organizational atmosphere is represented by ZZFW, and its items are: ZZFW1, ZZFW2, ZZFW3, ZZFW4, ZZFW5, ZZFW6. Psychological capital is represented by XLZB, and its items are: XLZB1, XLZB2, XLZB3, XLZB4, XLZB5, XLZB6, XLZB7, XLZB8. Absorption is represented by ZX, and its items are: ZX1, ZX2, ZX3, ZX4, ZX5, ZX6. Core affect is represented by HXZY, and its items are: HXZY1, HXZY2, HXZY3, HXZY4, HXZY5, HXZY6. Work intensity is represented by GZQD, and the following items are: GZQD1, GZQD2, GZQD3, GZQD4, GZQD5, GZQD6. Psychological contract is represented by XLQY, and the following items are: XLQY1, XLQY2, XLQY3, XLQY4, XLQY5,

XLQY6. Job performance is represented by GZJX, and the following items are: GZJX1, GZJX2, GZJX3, GZJX4, GZJX5, GZJX6.

The online questionnaire survey is used for data collection. The online questionnaire survey conforms to the usage habits of the research subjects of this paper, reduces human errors, and makes the questionnaire filling more complete. And the respondents can control the time of filling in the questionnaire by themselves, and have more time to think, which improves the accuracy of the information filled in.

The selection of the research sample adopts the convenience sampling method, that is, the researcher sends the questionnaire link address to them through their mobile social media friends, and asks these friends to select qualified objects from their friends to forward.

SPSS 26.0 was used for item analysis, reliability analysis and validity analysis to form a formal survey questionnaire with a good structure and high reliability and validity levels.

1) The reliability analysis of the initial scale was conducted using the internal consistency analysis method and Cronbach's alpha value was used for judgment.

The item analysis used the Corrected-item Total Correlation (CITC) method and the change in Cronbach's alpha value after the item was deleted was used for judgment analysis.

2) The structural validity of the scale was judged using the exploratory factor analysis method. Rong (2009). If the KMO value is greater than 0.7 and the statistical value of the Bartlett's sphericity test is less than the significance level of 0.05, it means that exploratory factor analysis is suitable. After passing the fitness test of factor analysis, it is necessary to further extract factors through the principal component method. The cumulative contribution rate of the extracted common factors is greater than 60%, indicating that the common factors have a better explanation of the original variable information. Then the common factors are rotated by the maximum variance method to obtain the rotated component matrix. The purpose of rotation is to obtain a simple structure so that a common factor can be clearly explained by a set of variables, so as to judge the rationality of the dimension division. Firstly, it is judged by the factor loading coefficient of each item. The loading coefficient is above 0.5 and the

corresponding items are on the same principal component, that is, the potential traits to be measured by the item variables are similar, and the factors can be named. Secondly, the item variables contained in the common factor must contain at least three questions to explain the meaning represented by the common factor. If the rationality of the dimension division is met, it means that the questionnaire has good validity.

This paper uses the principal component method and the maximum variance method to rotate, and uses the eigenvalue greater than 1 as the standard for extracting factors for exploratory factor analysis.

4.1 Descriptive Statistical Analysis

4.1.1 Basic Information of Samples

The survey subjects of this study are undergraduate private colleges teachers. A total of 950 questionnaires were distributed in this survey, 804 questionnaires were collected, and 704 valid questionnaires were collected, which is in line with the principle of (Hair et al., 2006) that the ratio of the number of valid questionnaires to the number of sample items should not be less than 5:1 or 10:1, which is the same as the suggestion of Wu (2010). The next step of research can be carried out.

From the sample information, the gender distribution samples are mostly “female”, with a total of 405, accounting for 57.53%. In addition, the proportion of male samples is 42.47%. From the age distribution, most of the samples are “26-30 years old”, accounting for 27.56%. The second is 31-35 years old, accounting for 24.15%. 36-40 years old, accounting for 14.35%. 41-45 years old, accounting for 11.22%. In terms of teaching experience, there are relatively more “less than 3 years” in the sample, accounting for 37.93%, followed by more than 10 years, accounting for 23.01%. In terms of job title distribution, most of the samples are “lecturers”, accounting for 50.85%, followed by teaching assistants or unrated, accounting for 25.71%. In terms of educational background distribution, 39.20% of the samples will choose “Master's degree students”, with 276 people, and 31.53% of the samples are undergraduates. In terms of teaching subject categories, the proportion of “science and engineering” is 39.63%, with 279 people, followed by humanities with 182 people, accounting for 25.85%. In terms of marital status, the proportion of “married” is

71.88%, with 506 people, and 198 unmarried people, accounting for 28.13%. As can be seen in the following table.

Table 4.1 Distribution of Basic Background Information of Samples (N=704)

Name	Options	Frequency	Percentage (%)
Gender	Male	299	42.47
	Female	405	57.53
Age	Under 25 years old	160	22.73
	26-30 years old	194	27.56
	31-35 years old	170	24.15
	36-40 years old	101	14.35
	41-45 years old	79	11.22
Teaching experience	Under 3 years	267	37.93
	4-6 years	134	19.03
	7-10 years	141	20.03
	More than 10 years	162	23.01
Job title	Teaching assistant or unrated	181	25.71
	Lecturer	358	50.85
	Associate professor	99	14.06
	Professor	66	9.38
Educational background	Undergraduate	222	31.53
	Master's degree	276	39.2
	PhD student	206	29.26
Teaching subject categories	Humanities	182	25.85
	Science and Engineering	279	39.63
	Arts and Sports	130	18.47
	Agricultural Medicine	93	13.21
	Other	20	2.84
Marital status	Married	506	71.88

Name	Options	Frequency	Percentage (%)
	Unmarried	198	28.13

4.1.2 Normal Distribution Test

There are many methods for normality testing, the essence of which is to describe whether the distribution of the data obtained by the study conforms to normality and whether the distribution is uniform. The distribution can be better described by skewness and kurtosis, and the normality test of skewness and kurtosis is usually used.

Table 4.2 Normality Test of Each Variable

Item	Sample Size	Mean Value	Standard Deviation	Skewness	Kurtosis
ZZFW1	704	3.416	1.283	-0.52	-0.792
ZZFW2	704	3.449	1.303	-0.545	-0.804
ZZFW3	704	3.447	1.313	-0.56	-0.82
ZZFW4	704	3.382	1.288	-0.439	-0.898
ZZFW5	704	3.382	1.29	-0.499	-0.806
ZZFW6	704	3.381	1.262	-0.519	-0.725
XLZB1	704	3.666	1.235	-0.717	-0.424
XLZB2	704	3.594	1.297	-0.725	-0.528
XLZB3	704	3.679	1.208	-0.73	-0.338
XLZB4	704	3.604	1.218	-0.728	-0.351
XLZB5	704	3.639	1.207	-0.701	-0.391
XLZB6	704	3.661	1.278	-0.785	-0.426
XLZB7	704	3.686	1.223	-0.805	-0.267
XLZB8	704	3.675	1.261	-0.786	-0.349
ZX1	704	3.523	1.261	-0.579	-0.698
ZX2	704	3.472	1.359	-0.529	-0.92
ZX3	704	3.496	1.301	-0.599	-0.732

Item	Sample Size	Mean Value	Standard Deviation	Skewness	Kurtosis
ZX4	704	3.443	1.306	-0.549	-0.807
ZX5	704	3.449	1.279	-0.52	-0.771
ZX6	704	3.455	1.26	-0.554	-0.658
HXZY1	704	3.51	1.261	-0.545	-0.709
HXZY2	704	3.464	1.316	-0.571	-0.8
HXZY3	704	3.457	1.306	-0.545	-0.823
HXZY4	704	3.513	1.266	-0.55	-0.765
HXZY5	704	3.536	1.298	-0.604	-0.757
HXZY6	704	3.537	1.278	-0.638	-0.607
GZQD1	704	3.472	1.321	-0.558	-0.8
GZQD2	704	3.47	1.286	-0.513	-0.766
GZQD3	704	3.449	1.329	-0.535	-0.843
GZQD4	704	3.533	1.308	-0.565	-0.787
GZQD5	704	3.489	1.332	-0.58	-0.81
GZQD6	704	3.486	1.289	-0.544	-0.765
XLQY1	704	2.33	1.243	0.81	-0.273
XLQY2	704	2.332	1.23	0.799	-0.278
XLQY3	704	2.3	1.214	0.817	-0.219
XLQY4	704	2.327	1.206	0.825	-0.169
XLQY5	704	2.314	1.227	0.771	-0.321
XLQY6	704	2.324	1.245	0.809	-0.278
GZJY1	704	3.429	1.268	-0.56	-0.713
GZJY2	704	3.449	1.284	-0.53	-0.782
GZJY3	704	3.426	1.326	-0.497	-0.908
GZJY4	704	3.449	1.311	-0.528	-0.825
GZJY5	704	3.459	1.287	-0.541	-0.769
GZJY6	704	3.428	1.289	-0.526	-0.8

In the normality test of the variables, the absolute value of skewness is less than 3, and the absolute value of kurtosis is less than 10, indicating that the sample follows a normal distribution (Cai, 2009). Through analysis, it can be seen from the results in the above table that the absolute values of skewness and kurtosis of each measurement item meet the judgment criteria. Therefore, a large sample can be used for further reliability and validity analysis and empirical testing, and all questions can guarantee good normality.

4.2 Reliability and Validity Test

4.2.1 Reliability Test

Reliability analysis is used to study the reliability and accuracy of answers to quantitative data (especially attitude scale questions). First: analyze the alpha coefficient firstly. If this value is higher than 0.8, it means that the reliability is high. If this value is between 0.7-0.8, it means that the reliability is good. If this value is between 0.6-0.7, it means that the reliability is acceptable. If this value is less than 0.6, it means that the reliability is poor. Second: if the CITC value is lower than 0.3, consider deleting the item. Third: if the “alpha coefficient of the item deleted” value is significantly higher than the alpha coefficient, consider deleting the item and re-analyzing it. Fourth: summarize the analysis.

1) Reliability analysis of the total scale

The overall Cronbach’s α coefficient of the scale is 0.922, which is above 0.9, indicating that the overall reliability of the formal questionnaire scale is relatively excellent and has good internal consistency.

Table 4.3 Reliability Results of Total Scale

Cronbach Reliability Analysis-Simplified Format		
Item	Sample Size	Cronbach α Coefficient
44	704	0.922

2) Reliability analysis of organizational atmosphere

The reliability coefficient value of organizational atmosphere is 0.885, which is greater than 0.8, indicating that the reliability quality of the research data is high. Regarding the “ α coefficient of deleted items”, after any item is deleted, the reliability coefficient will not increase significantly, so it means that the item should not be deleted. Regarding the “CITC value”, the CITC values of the analysis items are all greater than 0.3, indicating that there is a good correlation between the analysis items, and also indicating that the reliability level is good. In summary, the reliability coefficient value of the research data is higher than 0.8, which comprehensively indicates that the data reliability quality is high and can be used for further analysis.

Table 4.4 Reliability Results of Organizational Atmosphere Scale

Title	Corrected-Item Total Correlation (CITC)□	A Coefficient of Deleted Items	Cronbach α Coefficient
ZZFW1	0.695	0.865	0.885
ZZFW2	0.707	0.863	
ZZFW3	0.720	0.861	
ZZFW4	0.702	0.864	
ZZFW5	0.670	0.869	
ZZFW6	0.684	0.867	

3) Reliability analysis of psychological capital

The reliability coefficient value of the Psychological capital variable is 0.912, which is greater than 0.9, indicating that the reliability quality of the research data is very high. Regarding the “ α coefficient of deleted items”, after any item is deleted, the reliability coefficient will not increase significantly, so it means that the item should not be deleted. Regarding the “CITC value”, the CITC values of the analysis items are all greater than 0.3, indicating that there is a good correlation between the analysis items, and also indicating that the reliability level is good. In summary, the reliability coefficient value of the research data is higher than 0.9, which comprehensively indicates that the data reliability quality is high and can be used for

further analysis.

Table 4.5 Reliability Results of Psychological Capital Scale

Title	Corrected-Item Total Correlation (CITC)	A Coefficient of Deleted Items	Cronbach α Coefficient
XLZB1	0.714	0.900	0.912
XLZB2	0.730	0.899	
XLZB3	0.695	0.902	
XLZB4	0.726	0.899	
XLZB5	0.682	0.903	
XLZB6	0.737	0.898	
XLZB7	0.728	0.899	
XLZB8	0.686	0.902	

4) Reliability analysis of each variable under work engagement

The reliability coefficient value of the absorption variable is 0.893, which is greater than 0.8, indicating that the reliability quality of the research data is high. Regarding the “ α coefficient of deleted items”, the reliability coefficient will not increase significantly after any item is deleted, so the item should not be deleted. Regarding the “CITC value”, the CITC values of the analysis items are all greater than 0.3, indicating that there is a good correlation between the analysis items, and also indicating that the reliability level is good. In summary, the reliability coefficient value of the research data is higher than 0.8, which comprehensively indicates that the data reliability quality is high and can be used for further analysis.

Table 4.6 Reliability Results of Absorption Scale

Title	Corrected-Item Total Correlation (CITC)	A Coefficient of Deleted Items	Cronbach α Coefficient
ZX1	0.716	0.873	0.893
ZX2	0.734	0.871	

Title	Corrected-Item Total Correlation (CITC)	A Coefficient of Deleted Items	Cronbach α Coefficient
ZX3	0.721	0.872	
ZX4	0.719	0.873	
ZX5	0.706	0.875	
ZX6	0.680	0.879	

The reliability coefficient of core affect variable is 0.891, which is greater than 0.8, indicating that the reliability of the research data is high. Regarding the “ α coefficient of deleted items”, the reliability coefficient will not increase significantly after any item is deleted, so the item should not be deleted. Regarding the “CITC value”, the CITC values of the analysis items are all greater than 0.3, indicating that there is a good correlation between the analysis items, and also indicating that the reliability level is good. In summary, the reliability coefficient value of the research data is higher than 0.8, which comprehensively indicates that the data reliability quality is high and can be used for further analysis.

Table 4.7 Reliability Results of Core Affect Scale

Title	Corrected-Item Total Correlation (CITC)	A Coefficient of Deleted Items	Cronbach α Coefficient
HXZY1	0.692	0.875	0.891
HXZY2	0.704	0.873	
HXZY3	0.737	0.868	
HXZY4	0.711	0.872	
HXZY5	0.728	0.869	
HXZY6	0.685	0.876	

The reliability coefficient value of the work intensity variable is 0.895, which is greater than 0.8, indicating that the reliability quality of the research data is high. Regarding the “ α coefficient of deleted items”, the reliability coefficient will not increase significantly after any item is deleted, so the item should not be deleted.

Regarding the “CITC value”, the CITC values of the analysis items are all greater than 0.3, indicating that there is a good correlation between the analysis items, and also indicating that the reliability level is good. In summary, the reliability coefficient value of the research data is higher than 0.8, which comprehensively indicates that the data reliability quality is high and can be used for further analysis.

Table 4.8 Reliability Results of Work Intensity Scale

Title	Corrected-Item Total Correlation (CITC)	A Coefficient of Deleted Items	Cronbach a Coefficient
GZQD1	0.717	0.877	0.895
GZQD2	0.717	0.877	
GZQD3	0.716	0.877	
GZQD4	0.716	0.877	
GZQD5	0.724	0.876	
GZQD6	0.715	0.877	

5) Reliability analysis of psychological contract

The reliability coefficient value of the psychological contract variable is 0.884, which is greater than 0.8, indicating that the reliability quality of the research data is high. Regarding the “ α coefficient of deleted items”, the reliability coefficient will not increase significantly after any item is deleted, so the item should not be deleted. Regarding the “CITC value”, the CITC values of the analysis items are all greater than 0.3, indicating that there is a good correlation between the analysis items, and also indicating that the reliability level is good. In summary, the reliability coefficient value of the research data is higher than 0.8, which comprehensively indicates that the data reliability quality is high and can be used for further analysis.

Table 4.9 Reliability Results of Psychological Contract Scale

Title	Corrected-Item Total Correlation (CITC)	A Coefficient of Deleted Items	Cronbach α Coefficient
XLQY1	0.705	0.862	0.884
XLQY2	0.702	0.862	
XLQY3	0.707	0.862	
XLQY4	0.677	0.866	
XLQY5	0.688	0.865	
XLQY6	0.690	0.864	

6) Reliability analysis of job performance

The reliability coefficient value of the job performance variable is 0.890, which is greater than 0.8, indicating that the reliability quality of the research data is high. Regarding the “ α coefficient of deleted items”, after any item is deleted, the reliability coefficient will not increase significantly, so it means that the item should not be deleted. Regarding the “CITC value”, the CITC values of the analysis items are all greater than 0.3, indicating that there is a good correlation between the analysis items, and also indicating that the reliability level is good. In summary, the reliability coefficient value of the research data is higher than 0.8, which comprehensively indicates that the data reliability quality is high and can be used for further analysis.

Table 4.10 Reliability Results of Job Performance Scale

Title	Corrected-Item Total Correlation (CITC)	A Coefficient of Deleted Items	Cronbach α Coefficient
GZJY1	0.708	0.871	0.890
GZJY2	0.675	0.876	
GZJY3	0.738	0.866	
GZJY4	0.716	0.870	
GZJY5	0.705	0.871	
GZJY6	0.702	0.872	

4.2.2 Validity Test

1) Validity test of the scale

Validity research is used to analyze whether the research items are reasonable and meaningful. Validity analysis uses factor analysis, a data analysis method, to conduct a comprehensive analysis through KMO value, commonality, variance explanation rate value, factor loading coefficient value and other indicators to verify the validity level of the data. KMO value is used to judge the suitability of information extraction, commonality value is used to exclude unreasonable research items, variance explanation rate value is used to illustrate the level of information extraction, and factor loading coefficient is used to measure the correspondence between factors (dimensions) and items. From the table, it can be seen that the commonality values corresponding to all research items are higher than 0.4, indicating that the information of the research items can be effectively extracted. In addition, the KMO value is 0.970, which is greater than 0.6, and the data can be effectively extracted.

Table 4.11 KMO and Bartlett's Test of the Scale

KMO value		0.970
Bartlett's sphericity test	Approximate	18942.962
	chi-square	
	Degrees of	946
	freedom	
	P value	0.000

The principal component analysis method was used to extract the main components of the variables, and the maximum variance method was used to extract factors with eigenvalues greater than 1. The results are shown in the table. In this study, a total of 7 principal component factors with initial eigenvalues greater than 1 were extracted, and the cumulative variance contribution rate was 70.47%, which was greater than 60%, indicating that the extracted principal component factors can better explain the original variable information.

Table 4.12 Total Variance Explained of The Scale

Components	Initial Eigenvalues			Extracted Loading Sum of Squares			Rotated Loading Sum of Squares		
	Total	Percent of Variance	Cumulative %	Total	Percent of Variance	Cumulative %	Total	Percent of Variance	Cumulative %
1	15.012	34.119	34.119	15.012	34.119	34.119	10.846	24.650	24.650
2	4.933	11.211	45.330	4.933	11.211	45.330	5.074	11.531	36.181
3	3.020	6.863	52.194	3.020	6.863	52.194	3.862	8.777	44.958
4	2.355	5.353	57.547	2.355	5.353	57.547	3.824	8.691	53.649
5	2.102	4.777	62.324	2.102	4.777	62.324	3.817	8.675	62.324
6	1.660	1.500	63.824	1.11	2.42	71.15	2.33	5.07	65.88
7	1.598	1.359	65.183	1.05	1.79	72.94	2.11	4.58	70.47
8	.589	1.339	66.522	-	-	-	-	-	-

Rotated structural matrix analysis is to extract independent factors from the overall research questionnaire questions through principal component analysis. It is necessary to further determine the relationship between questions and factors, classify questions under the same concept, distinguish questions under different concepts, and test the specific quality of different questions. Usually, the judgment is based on the factor loading. First, the factor loading of the component where the question belongs needs to be greater than 0.5, which proves that more than 50% of the information in the question belongs to this dimension. When the factor loading is less than 0.5, it proves that the question itself may not have the conceptual attributes to express the connotation of this dimension, so it needs to be eliminated. The specific analysis is as follows:

Table 4.13 Rotated Structural Matrix

	Components						
	1	2	3	4	5	6	7
ZZFW1	.746	-	-	-	-	-	-
-ZZFW2	.763	-	-	-	-	-	-
ZZFW3	.766	-	-	-	-	-	-
ZZFW4	.725	-	-	-	-	-	-
ZZFW5	.734	-	-	-	-	-	-
ZZFW6	.706	-	-	-	-	-	-
XLZB1	-	.767	-	-	-	-	-
XLZB2	-	.760	-	-	-	-	-

	Components						
	1	2	3	4	5	6	7
XLZB3	-	.734	-	-	-	-	-
XLZB4	-	.762	-	-	-	-	-
XLZB5	-	.717	-	-	-	-	-
XLZB6	-	.774	-	-	-	-	-
XLZB7	-	.775	-	-	-	-	-
XLZB8	-	.733	-	-	-	-	-
ZX1	-	-	.742	-	-	-	-
ZX2	-	-	.760	-	-	-	-
ZX3	-	-	.763	-	-	-	-
ZX4	-	-	.763	-	-	-	-
ZX5	-	-	.758	-	-	-	-
ZX6	-	-	.720	-	-	-	-
HXZY1	-	-	-	.735	-	-	-
HXZY2	-	-	-	.754	-	-	-
HXZY3	-	-	-	.749	-	-	-
HXZY4	-	-	-	.762	-	-	-
HXZY5	-	-	-	.767	-	-	-
HXZY6	-	-	-	.728	-	-	-
GZQD1	-	-	-	-	.742	-	-
GZQD2	-	-	-	-	.747	-	-
GZQD3	-	-	-	-	.746	-	-
GZQD4	-	-	-	-	.766	-	-
GZQD5	-	-	-	-	.769	-	-
GZQD6	-	-	-	-	.759	-	-
XLQY1	-	-	-	-	-	.752	-
XLQY2	-	-	-	-	-	.750	-
XLQY3	-	-	-	-	-	.772	-
XLQY4	-	-	-	-	-	.742	-
XLQY5	-	-	-	-	-	.739	-

	Components						
	1	2	3	4	5	6	7
XLQY6	-	-	-	-	-	.756	
GZJY1	-	-	-	-	-	-	.735
GZJY2	-	-	-	-	-	-	.716
GZJY3	-	-	-	-	-	-	.767
GZJY4	-	-	-	-	-	-	.729
GZJY5	-	-	-	-	-	-	.738
GZJY6	-	-	-	-	-	-	.733

From the results in the above table, we can see that the main factor loadings of all questions are greater than 0.5, indicating that the questions have a high degree of attribution to the factors. At the same time, in the actual results, there are no cross-factor loadings, low factor loadings, or fewer than 3 questions in a single factor as described above. Therefore, the questions in the subjective norm questionnaire are retained.

4.3 Verification of Measurement Model

Regarding the reference items for judging the model fit, Dennis L. Jackson, Rebecca Purc-Stephenson, and Jackson et al. (2009) analyzed the fit items reported in 173 papers in past studies and found that NC, CFI, RMSEA, NFI, IFI, etc. are commonly used judgment items. Therefore, when verifying the model fit, this paper mainly observes whether the values of Chi-square, NC, RMSEA, IFI, and CFI meet the standards.

Table 4.14 Fitting Reference Index

Statistical Test Quantity		Adaptive Standard
Absolute	NC(CMIN/df)	1<NC<3 (Adaptive)
Adaptiveness	GFI	>0.80 (Good) , >0.9 (Adaptive)
Index	AGFI	>0.80 (Good) , >0.9 (Adaptive)

Statistical Test Quantity		Adaptive Standard
	RMSEA	<0.08 (Good) , <0.05 (Adaptive)
	NFI	
Value-added	RFI	
Adaptiveness	IFI	>0.80 (Good) , >0.9 (Adaptive)
Index	CFI	
	TLI	
Simple	PGFI	
Adaptiveness	RNFI	>0.5 (Adaptive)
Index	PCFI	

Brown (2006) proposed that in many cases, the problems of SEM model adaptability and fit are caused by problems with the measurement model during CFA. Anderson and Gerbing (1982) pointed out that a good measurement of latent variables is a prerequisite for analyzing the causal relationship between latent variables. If the measurement properties of the measurement model are poor, it may cause changes in the numerical size, direction, and relationship strength of the structural model. Only CFA can provide strict and correct estimation directions. Kenny (2006); Segars (1997) proposed that in social science and behavioral science research, CFA of measurement models can obtain and learn more than SEM tests. This is because CFA tests provide enough information for the specification and measurement of the model, which is very detailed, thus ensuring the confidence of researchers in the prediction of results.

In order to further verify the rationality of the structure of each dimension, Dennis L proposed in their study that when conducting SEM, researchers need to test the measurement model before evaluating and testing the structural model to test whether all items in the measurement model can accurately reflect the required factors (with 0.45 as the limit value). At the same time, Hooper et al. (2008) showed in their study that items with a lower multiple r^2 (SMC of 0.2) should be deleted from the measurement model. In this study, items with a factor loading of less than 0.45 and an SMC of less than 0.2 will be deleted.

4.3.1 Verification of Organizational Atmosphere Measurement Model

The standard load coefficient value of 0.7 is used as the defining value. When it is greater than 0.7, it indicates that there is a strong correlation. The factor loadings of each item in the organizational atmosphere dimension are all greater than 0.7, and the SMC is greater than 0.2, indicating that the model is established.

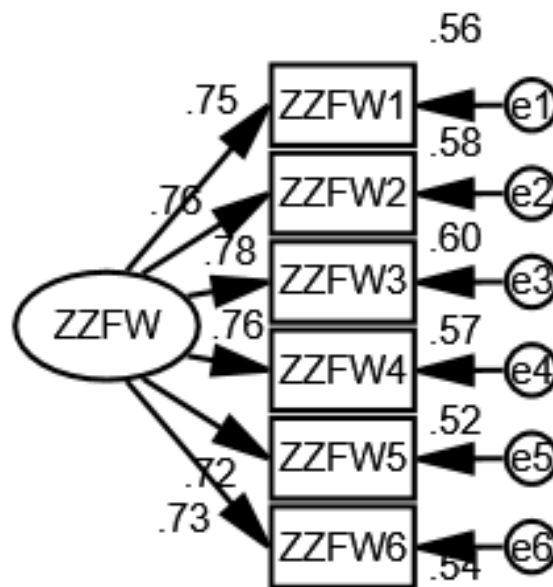


Figure 4.1 Organizational Atmosphere Confirmatory Factor Model Diagram

As shown in the table: GFI = 0.996, AGFI = 0.991, NFI = 0.996, TLI = 0.998, CFI = 0.998, RMSEA = 0.001. In summary, all indicators of the organizational atmosphere confirmatory factor analysis have met the standards, and the overall fit of the model is good.

Table 4.15 Fitting Index of Organizational Atmosphere Measurement Model

Reference Index	X ² /df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Statistical values	0.869	0.996	0.991	0.996	0.998	0.998	0.001

Reference Index	X2/df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Reference values	<5	>0.8	>0.8	>0.9	>0.9	>0.9	<0.08
Compliance	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

4.3.2 Verification of Psychological Capital Measurement Model

The standard load coefficient value of 0.7 is used as the defining value. When it is greater than 0.7, it indicates that there is a strong correlation. The factor loadings of each item in the psychological capital dimension are all greater than 0.7, and the SMC is greater than 0.2, indicating that the model is established.

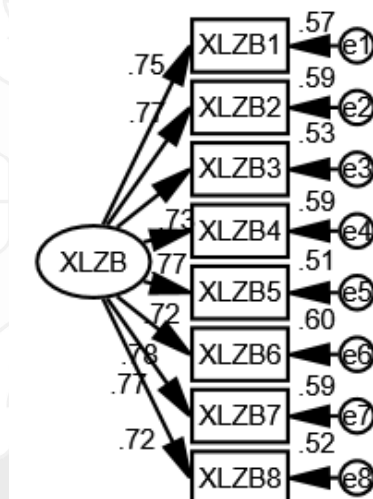


Figure 4.2 Psychological Capital Confirmatory Factor Model Diagram

As shown in the table: GFI = 0.991, AGFI = 0.984, NFI = 0.992, TLI = 0.998, CFI = 0.998, RMSEA = 0.019. In summary, all indicators of the confirmatory factor analysis of psychological capital have been qualified, and the overall fit of the model is good.

Table 4.16 Fitting Index of Psychological Capital Measurement Model

Reference Index	X2/df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Statistical values	1.263	0.991	0.984	0.992	0.998	0.998	0.019
Reference values	<5	>0.8	>0.8	>0.9	>0.9	>0.9	<0.08
Compliance	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

4.3.3 Verification of Work Engagement Dimensions Measurement Model

1) Verification of absorption measurement model

The standard load coefficient value of 0.7 is used as the defining value. When it is greater than 0.7, it indicates that there is a strong correlation. The factor loadings of each item in the absorption dimension are all greater than 0.7, and the SMC is greater than 0.2, indicating that the model is established.

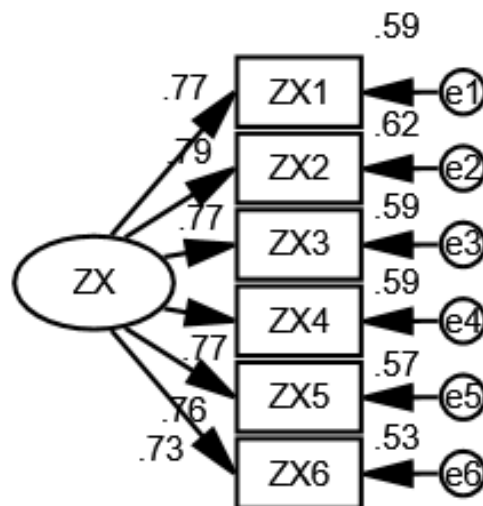


Figure 4.3 Absorption Dimension Confirmatory Factor Model Diagram

As shown in the table: GFI = 0.995, AGFI = 0.989, NFI = 0.995, TLI = 0.996, CFI = 0.997, RMSEA = 0.016. In summary, all indicators of the absorption confirmatory factor analysis have been qualified, and the overall fit of the model is good.

Table 4.17 Fitting Index of Absorption Dimension Measurement Model

Reference index	X2/df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Statistical values	1.173	0.995	0.989	0.995	0.996	0.997	0.016
Reference values	<5	>0.8	>0.8	>0.9	>0.9	>0.9	<0.08
Compliance	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

1) Verification of core affect measurement model

The standard load coefficient value of 0.7 is used as the defining value. When it is greater than 0.7, it indicates that there is a strong correlation. The factor loadings of each item in the core affect dimension are all greater than 0.7, and the SMC is greater than 0.2, indicating that the model is established.

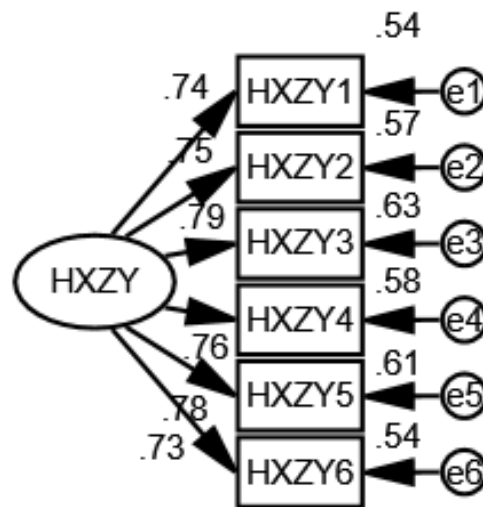


Figure 4.4 Core Affect Confirmatory Factor Model Diagram

As shown in the table: GFI = 0.990, AGFI = 0.978, NFI = 0.990, TLI = 0.990, CFI = 0.994, RMSEA = 0.044. In summary, all indicators of the core affect confirmatory factor analysis have been qualified, and the overall fit of the model is good.

Table 4.18 Fitting Index of Core Affect Measurement Model

Reference Index	X ² /df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Statistical values	2.333	0.990	0.978	0.990	0.990	0.994	0.044
Reference values	<5	>0.8	>0.8	>0.9	>0.9	>0.9	<0.08
Compliance	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

2) Verification of work intensity measurement model

The standard load coefficient value of 0.7 is used as the defining value. When it is greater than 0.7, it indicates that there is a strong correlation. The factor loadings of each item in the work intensity dimension are all greater than 0.7, and the SMC is greater than 0.2, indicating that the model is established.

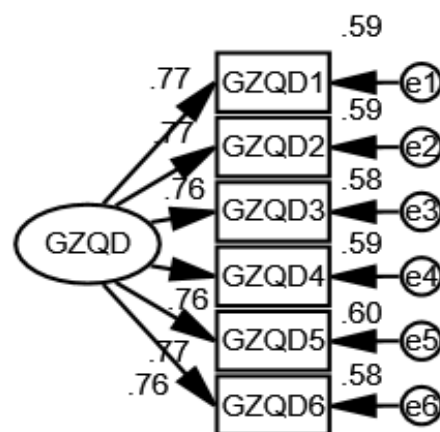


Figure 4.5 Work Intensity Confirmatory Factor Model Diagram

As shown in the table: GFI = 0.996, AGFI = 0.991, NFI = 0.996, TLI = 0.996, CFI = 0.997, RMSEA = 0.001. In summary, all indicators of the confirmatory factor analysis of work intensity have been qualified, and the overall fit of the model is good.

Table 4.19 Fitting Index of Work Intensity Measurement Model

Reference Index	X2/df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Statistical values	0.989	0.996	0.991	0.996	0.996	0.997	0.001
Reference values	<5	>0.8	>0.8	>0.9	>0.9	>0.9	<0.08
Compliance	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

4.3.4 Verification of Psychological Contract Measurement Model

The standard load coefficient value of 0.7 is used as the defining value. When it is greater than 0.7, it indicates that there is a strong correlation. The factor loadings of each item in the psychological contract dimension are all greater than 0.7, and the SMC is greater than 0.2, indicating that the model is established.

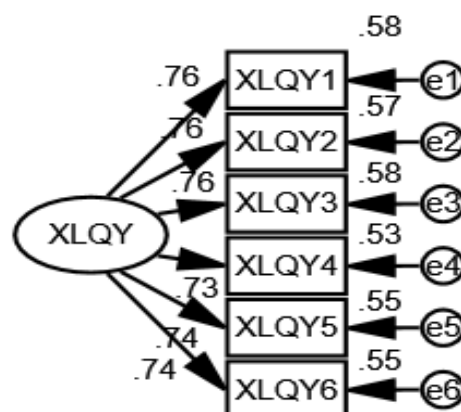


Figure 4.6 Psychological Contract Confirmatory Factor Model Diagram

As shown in the table: GFI = 0.994, AGFI = 0.986, NFI = 0.993, TLI = 0.996, CFI = 0.998, RMSEA = 0.026. In summary, all indicators of the confirmatory factor analysis of the psychological contract have been qualified, and the overall fit of the model is good.

Table 4.20 Fitting Index of Psychological Contract Measurement Model

Reference Index	X ² /df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Statistical values	1.485	0.994	0.986	0.993	0.996	0.998	0.026
Reference values	<5	>0.8	>0.8	>0.9	>0.9	>0.9	<0.08
Compliance	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

4.3.5 Verification of Job Performance Measurement Model

The standard load coefficient value of 0.7 is used as the defining value. When it is greater than 0.7, it indicates that there is a strong correlation. The factor loadings of each item in the Job performance dimension are all greater than 0.7, and the SMC is greater than 0.2, indicating that the model is established.

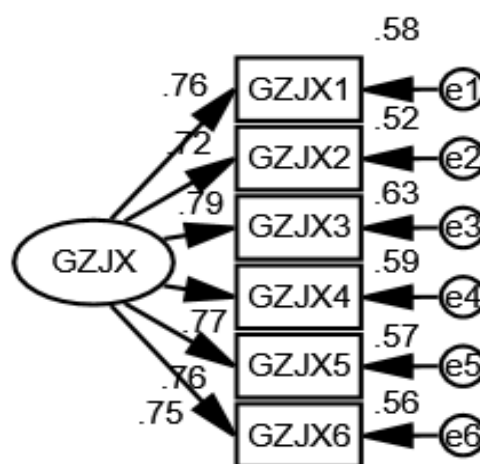


Figure 4.7 Job Performance Confirmatory Factor Model Diagram

As shown in the table: GFI = 0.998, AGFI = 0.994, NFI = 0.998, TLI = 0.997, CFI = 0.998, RMSEA = 0.037. In summary, all indicators of the confirmatory factor analysis of Job performance have been qualified, and the overall fit of the model is good.

Table 4.21 Fitting Index of Job Performance Measurement Model

Reference Index	X2/df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Statistical values	0.558	0.998	0.994	0.998	0.997	0.998	0.037
Reference values	<5	>0.8	>0.8	>0.9	>0.9	>0.9	<0.08
Compliance	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

4.4 Convergent Validity and Combined Reliability

Convergent validity is to test the consistency of all questions in the same concept and whether the questions within the variable express the same concept. Combined reliability is a reliability test conducted on the questionnaire again.

Table 4.22 Convergent Validity Test Table

Factor	Average Variance Extracted AVE Value	Combined Reliability CR Value
ZZFW	0.561	0.885
XLZB	0.564	0.912
ZX	0.581	0.893
HXZY	0.577	0.891
GZQD	0.587	0.895
XLQY	0.559	0.884
GZJX	0.575	0.890

Through analysis, it can be seen from the table results that the convergent validity of all variables is greater than 0.5, and the combined reliability is greater than 0.7, indicating that the test results are good.

4.5 Discriminant Validity

For the analysis of discriminant validity, for organizational atmosphere, its AVE square root value is 0.749, which is greater than the maximum absolute value of the correlation coefficient between factors, 0.453, which means that it has Good discriminant validity.

For psychological capital, its AVE square root value is 0.751, which is greater than the maximum absolute value of the correlation coefficient between factors, 0.404, which means that it has good discriminant validity.

For absorption, its AVE square root value is 0.762, which is greater than the maximum absolute value of the correlation coefficient between factors, 0.419, which means that it has good discriminant validity.

For core affect, its AVE square root value is 0.760, which is greater than the maximum absolute value of the correlation coefficient between factors, 0.418, which means that it has good discriminant validity.

For work intensity, its AVE square root value is 0.766, which is greater than the maximum absolute value of the correlation coefficient between factors, 0.431, which means that it has good discriminant validity.

For Psychological contract, the AVE square root value is 0.748, which is greater than the maximum absolute value of the inter-factor correlation coefficient of 0.400, which means that it has good discriminant validity.

For Job performance, the AVE square root value is 0.758, which is greater than the maximum absolute value of the inter-factor correlation coefficient of 0.453, which means that it has good discriminant validity.

Table 4.23 Discriminant Validity Model

	ZZFW	XLZB	ZX	HXZY	GZQD	XLQY	GZJX
ZZFW	0.749	-	-	-	-	-	-
XLZB	0.404	0.751	-	-	-	-	-
ZX	0.361	0.329	0.762	-	-	-	-
HXZY	0.342	0.314	0.390	0.760	-	-	-
GZQD	0.355	0.321	0.399	0.392	0.766	-	-
XLQY	-0.391	-0.316	-0.350	-0.354	-0.345	0.748	-
GZJX	0.453	0.385	0.419	0.418	0.431	-0.400	0.758

4.6 Confirmatory Factor Model Test

This study uses the maximum likelihood estimation method (Zhao et al., 2010) to conduct confirmatory factor analysis on each dimension. The CFA standard model is shown in the figure:

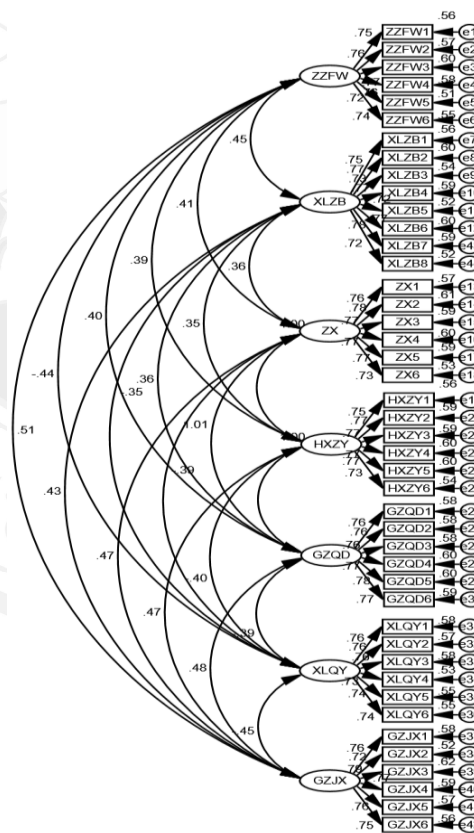


Figure 4.8 Confirmatory Factor Analysis Model

As shown in the table: GFI = 0.944, AGFI = 0.937, NFI = 0.951, TLI = 0.996, CFI = 0.997, RMSEA = 0.010. In summary, all indicators of the confirmatory factor analysis in this paper have been qualified, and the overall fit of the model is good.

Table 4.24 Fitting Index of Confirmatory Factor Model

Reference Index	X ² /df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Statistical values	1.070	0.944	0.937	0.951	0.996	0.997	0.010
Reference values	<3	>0.8	>0.8	>0.9	>0.9	>0.9	<0.08
Compliance	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

4.7 Hypothesis Test

4.7.1 Direct Effect Test

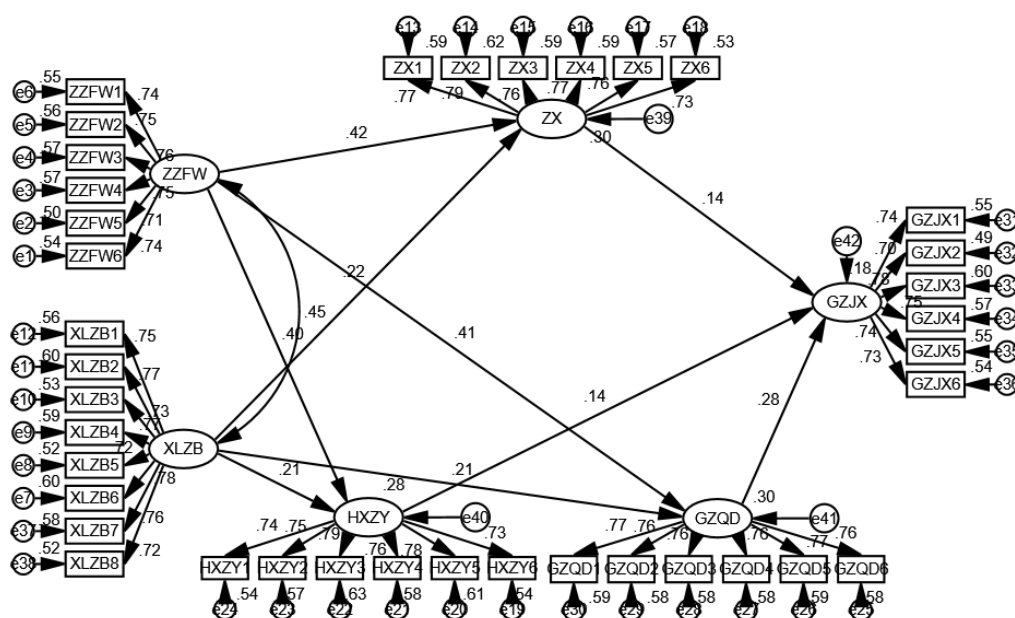


Figure 4.9 Hypothesis Test of Direct Effect

As shown below: GFI = 0.837, AGFI = 0.816, NFI = 0.830, TLI = 0.853, CFI = 0.863, RMSEA = 0.070. In summary, all indicators of the confirmatory factor analysis in this paper have been qualified, and the overall fit of the model is good.

Table 4.25 Fitting Index of Direct Effect Hypothesis Test Model

Reference Index	X ² /df	GFI	AGFI	NFI	TLI	CFI	RMSEA
Statistical values	2.396	0.837	0.816	0.830	0.853	0.863	0.070
Reference values	<3	>0.8	>0.8	>0.9	>0.9	>0.9	<0.08
Compliance	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified	Qualified

The results of the model path test are shown in Table 4-26. Among them, in the relationship between organizational atmosphere and absorption, the standardized path coefficient is 0.408, $P < 0.001$, indicating that organizational atmosphere has a significant positive impact on absorption, that is, the better the organizational atmosphere of the sample population, the stronger the absorption of the sample population, and hypothesis H1 is established.

In the relationship between organizational atmosphere and core affect, the standardized path coefficient is 0.393, $P < 0.05$, indicating that organizational atmosphere has a significant positive impact on core affect, that is, the better the organizational atmosphere of the sample population, the easier it is for the core affect of the sample population to play, and hypothesis H2 is established.

In the relationship between organizational atmosphere and work intensity, the standardized path coefficient is 0.404, $P < 0.05$, indicating that organizational atmosphere has a significant positive impact on work intensity, that is, the better the organizational atmosphere of the sample population, the higher the work intensity of the sample population, indicating that they are more willing to make more contributions at work, and hypothesis H3 is established.

In the relationship between psychological capital and absorption, the standardized path coefficient is 0.216, $P < 0.05$, indicating that psychological capital has

a significant positive impact on absorption, that is, the more positive the attitude of the sample population at work and the better the psychological capital, the higher the degree of absorption of the sample population, and hypothesis H4 is established.

In the relationship between psychological capital and core affect, the standardized path coefficient is 0.210, $P < 0.05$, indicating that psychological capital has a significant positive impact on core affect, that is, the more positive the attitude of the sample population at work and the better the psychological capital, the easier it is to stimulate the core affect of the sample population, and hypothesis H5 is established.

In the relationship between psychological capital and work intensity, the standardized path coefficient is 0.211, $P < 0.05$, indicating that psychological capital has a significant positive impact on work intensity, that is, the more positive the attitude of the sample population at work and the better the psychological capital, the higher the work intensity that the sample population can bear, and the more willing they are to devote their time and value, and hypothesis H6 is established.

In the relationship between absorption and job performance, the standardized path coefficient is 0.142, $P < 0.05$, indicating that absorption has a significant positive impact on job performance, that is, the higher the concentration and absorption of the sample population at work, the higher the job performance of the sample population, and hypothesis H7 is established.

In the relationship between core affect and job performance, the standardized path coefficient is 0.142, $P < 0.05$, indicating that core affect has a significant positive impact on job performance, that is, the more the sample population exerts core affect at work, the higher the job performance of the sample population, and hypothesis H8 is established.

In the relationship between work intensity and job performance, the standardized path coefficient is 0.278, $P < 0.05$, indicating that work intensity has a significant positive impact on job performance, that is, the sample population is actively dedicated at work, and the stronger the work intensity, the higher the job performance of the sample population, and hypothesis H9 is established.

Table 4.26 Results of Path Influence Relationship

Path Relationship			Std	Unstd	S.E.	C.R.	P	Test Results
ZX	<---	ZZFW	0.408	0.423	0.052	8.196	***	Valid
HXZY	<---	ZZFW	0.393	0.393	0.05	7.835	***	Valid
GZQD	<---	ZZFW	0.404	0.411	0.054	8.101	***	Valid
ZX	<---	XLZB	0.216	0.221	0.044	4.793	***	Valid
HXZY	<---	XLZB	0.210	0.212	0.043	4.595	***	Valid
GZQD	<---	XLZB	0.211	0.213	0.046	4.670	***	Valid
GZJX	<---	ZX	0.142	0.141	0.041	3.269	0.001	Valid
GZJX	<---	HXZY	0.142	0.140	0.043	3.272	0.001	Valid
GZJX	<---	GZQD	0.278	0.280	0.040	6.210	***	Valid

4.7.2 Mediating Effect Test

The mutual influence relationship between each variable and the dependent variable has been tested in the path model, that is, organizational atmosphere and psychological capital have different degrees of significant positive influence on the mediating variables absorption, core affect, work intensity and the dependent variable Job performance, and further test the indirect influence of absorption, core affect and work intensity variables, that is, the mediating effect. This study uses the Bootstrap method to test the mediating effect. According to Hayes's suggestion, the number of Bootstrap iterations is set to 5000 times, and the confidence level is set to 95%. If the 95% confidence interval of the indirect effect does not contain 0, it indicates that there is a mediating effect.

Table 4.27 Mediation Effect Test Table

Independent Variable	Mediating Variable	Dependent Variable	Mediation Effect	S.E.	LLCI	ULCI	P	Test Results
ZZFW	→ZX	→GZJX	0.107	0.017	0.075	0.140	0.000	Valid
XLZB	→ZX	→GZJX	0.115	0.017	0.078	0.142	0.000	Valid
ZZFW	→HXZY	→GZJX	0.103	0.016	0.072	0.135	0.000	Valid
XLZB	→HXZY	→GZJX	0.110	0.017	0.072	0.137	0.000	Valid

Independent Variable	Mediating Variable	Dependent Variable	Mediation Effect	S.E	LLCI	ULCI	P	Test Results
ZZFW	→GZQD	→GZJX	0.111	0.017	0.080	0.143	0.000	Valid
XLZB	→GZQD	→GZJX	0.117	0.017	0.079	0.146	0.000	Valid

1) The mediating effect of absorption between organizational atmosphere and job performance

The mediating effect of organizational atmosphere→absorption→ job performance is 0.107, and the corresponding 95% confidence interval is [0.075,0.140], which does not include 0, indicating that absorption has a significant mediating effect between organizational atmosphere and job performance, so hypothesis H10 is established.

2) The mediating effect of absorption between psychological capital and job performance

The mediating effect of psychological capital→absorption→ job performance is 0.015, and the corresponding 95% confidence interval is [0.078,0.142], which does not include 0, indicating that absorption has a significant mediating effect between psychological capital and job performance, so hypothesis H11 is established.

3) The mediating effect of core affect between organizational atmosphere and job performance

The mediating effect of organizational atmosphere→core affect→ job performance is 0.103, and the corresponding 95% confidence interval is [0.072,0.135], which does not include 0, indicating that core affect has a significant mediating effect between organizational atmosphere and job performance, so hypothesis H12 is established.

4) The mediating effect of core affect between psychological capital and Job performance

The mediating effect of psychological capital→core affect→ job performance is 0.110, and the corresponding 95% confidence interval is [0.072,0.137], which does not include 0, indicating that the mediating effect of core affect between Psychological capital and Job performance is significant, so hypothesis H13 is established.

5) The mediating effect of work intensity between Organizational atmosphere and Job performance

The mediating effect of organizational atmosphere→work intensity→ job performance is 0.111, and the corresponding 95% confidence interval is [0.017,0.080], which does not include 0, indicating that the mediating effect of work intensity between Organizational atmosphere and Job performance is significant, so hypothesis H14 is established.

6) The mediating effect of work intensity between psychological capital and Job performance

The mediating effect of psychological capital→work intensity→ job performance is 0.117, and the corresponding 95% confidence interval is [0.079,0.146], which does not include 0, indicating that work intensity is mediating between psychological capital and Job performance. The mediating effect between performance is significant, so hypothesis H15 is established.

According to the statistical results, in the test of two groups of 6 mediation effects, in the three mediating relationships between organizational atmosphere and job performance: the mediating effect of organizational atmosphere→absorption→ job performance is 0.107, the mediating effect of organizational atmosphere→core affect→ job performance is 0.103, and the mediating effect of organizational atmosphere→work intensity→ Job performance is 0.111. It is found that work intensity has the strongest mediating effect; in the three mediating relationships between psychological capital and job performance: the mediating effect of psychological capital→absorption→ job performance is 0.015, the mediating effect of psychological capital→core affect→ job performance is 0.110, and the mediating effect of psychological capital→work intensity→ job performance is 0.117. It is found that work intensity also has the strongest mediating effect.

4.7.3 Regulating Effect Test

In order to test the regulating effect of psychological contract on absorption, core affect, work intensity and job performance, psychological contract was used as the regulating variable, the independent variables were absorption, core affect, work intensity, and the dependent variable was job performance. This study used process4.1

in the SPSS plug-in to test the regulating effect, and used the 95% confidence interval of the Bootstrap method (5000 iterations) to test the regulating effect. The model selected was Model 1. If the regulating effect is established, the 95% confidence interval of the interaction term does not contain 0 (or significant $P < 0.05$), then the coefficient of the interaction term is positive, which means positive regulation, otherwise it is negative regulation. After the regulating effect is significant, it is necessary to further compare the regulating effect results at different levels, and use the point selection method to perform simple slope analysis.

The results of the regulating effect of psychological contract are shown in Table 4.28. In the model fitting results, the regression coefficient of the interaction term between absorption and psychological contract is -0.065, and $t = -1.856$, the p value is 0.064, and p is greater than the critical value of 0.05, indicating that the interaction term between absorption and psychological contract does not show significance ($t = -1.856$, $p = 0.064 > 0.05$). Therefore, psychological contract does not have a regulating effect on the impact of absorption on job performance, and hypothesis H16 does not hold.

Table 4.28 Results of the Regulating Effect of Psychological Contract on Absorption and Job Performance

	B	Standard Error	t	p	β
Constant	3.417	0.036	94.395	0.000**	-
ZX	0.323	0.035	9.245	0.000**	0.324
XLQY	-0.312	0.037	-8.369	0.000**	-0.293
ZX*XLQY	-0.065	0.035	-1.856	0.064	-0.061
R^2			0.252		
Adjust R^2			0.249		
F Value			F (3,700) =78.632, p=0.000		
ΔR^2			0.004		
ΔF Value			F (1,700) =3.445, p=0.064		

The results of the regulating effect of psychological contract are shown in Table

4-29. In the model fitting results, the regression coefficient of the interaction term between core affect and psychological contract is -0.066, and p is greater than the critical value of 0.05, indicating that the interaction term between core affect and psychological contract does not show significance ($t=-1.881$, $p=0.060>0.05$). Therefore, psychological contract does not have a regulating effect on the impact of core affect on job performance, and hypothesis H17 does not hold.

Table 4.29 Results of the Regulating Effect of Psychological Contract on Core Affect and Job Performance

	B	Standard Error	t	p	β
Constant	3.416	0.036	94.285	0.000**	-
HXZY	0.323	0.035	9.16	0.000**	0.322
XLQY	-0.312	0.037	-8.347	0.000**	-0.293
HXZY*XLQY	-0.066	0.035	-1.881	0.06	-0.062
R^2			0.251		
Adjust R^2			0.247		
F Value□			F (3,700) =78.011, p=0.000		
ΔR^2			0.004		
ΔF Vale□			F (1,700) =3.536, p=0.060		

The results of the regulating effect of psychological contract are shown in Table 4.30. In the model fitting results, the regression coefficient of the interaction term between work intensity and psychological contract is -0.037, and the p value is 0.287. p is greater than the critical value of 0.05, indicating that the interaction term between work intensity and psychological contract does not show significance ($t=-1.067$, $p=0.287>0.05$). Therefore, psychological contract does not have a regulating effect on the impact of work intensity on job performance, and hypothesis H18 does not hold.

Table 4.30 Results of The Regulating Effect of Psychological Contract on Work Intensity And Job Performance

	B	Standard Error	t	p	β
Constant	3.427	0.036	95.08	0.000**	-
GZQD	0.328	0.034	9.66	0.000**	0.335
XLQY	-0.307	0.037	-8.273	0.000**	-0.288
GZQD*XLQY	-0.037	0.035	-1.067	0.287	-0.035
R^2			0.259		
Adjust R^2			0.256		
F Value□		F (3,700) =81.468, p=0.000			
ΔR^2			0.001		
ΔF Vale□		F (1,700) =1.138, p=0.287			

4.7.4 Hypothesis Test Results

To summarize the data analysis process in this chapter, the above hypothesis verification and result statistics of the corresponding hypotheses through the structural equation model are shown in Table 4.31:

Table 4.31 Results of Hypothesis Testing

	Hypothesis	Test Result
H1	H1: Organizational atmosphere has a positive impact on absorption.	Supported
H2	H2: Organizational atmosphere has a positive impact on core affect.	Supported
H3	H3: Organizational atmosphere has a positive impact on work intensity.	Supported
H4	H4: Psychological capital has a positive impact on absorption.	Supported
H5	H5: Psychological capital has a positive impact on core affect.	Supported

	Hypothesis	Test Result
H6	H6: Psychological capital has a positive impact on work intensity.	Supported
H7	H7: Absorption has a positive impact on job performance.	Supported
H8	H8: Core affect has a positive impact on job performance.	Supported
H9	H9: Work intensity has a positive impact on job performance.	Supported
H10	H10: Absorption plays a key mediating role between organizational atmosphere and job performance.	Supported
H11	H11: Absorption plays a key mediating role between psychological capital and job performance.	Supported
H12	H12: Core affect plays a key mediating role between organizational atmosphere and job performance.	Supported
H13	H13: Core affect plays a key mediating role between psychological capital and job performance.	Supported
H14	H14: Work intensity plays a key mediating role between organizational atmosphere and job performance.	Supported
H15	H15: Work intensity plays a key mediating role between psychological capital and job performance.	Supported
H16	H16: Psychological contract violation plays a regulating role between absorption and job performance.	Unsupported
H17	H17: Psychological contract violation plays a regulating role between core affect and job performance.	Unsupported
H18	H18: Psychological contract violation plays a regulating role between work intensity and job performance.	Unsupported

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Discussion

By reading a large number of relevant literature, this study conducted an in-depth study on the impact of work engagement theory and psychological contract theory on the job performance of young teachers in private colleges. In the research model, the mediating role of absorption, core affect, and work intensity in work engagement in organizational atmosphere and psychological capital on job performance was examined, and the regulating role of psychological contract in absorption, core affect, and work intensity in work engagement on job performance was examined. Among them, organizational atmosphere showed a significant positive correlation with absorption, core affect, and work intensity in work engagement, that is, the stronger the organizational atmosphere, the higher the attention and concentration of young teachers in private colleges, the less disturbed by the outside world (Wang, 2022); the more they can clarify their main responsibilities; the effort and intensity they put in their work, including emotional, physical, and cognitive investment, will also be higher (Martinez et al., 2020).

Psychological capital shows a significant positive correlation with absorption, core affect, and work intensity in work engagement, that is, the more positive and optimistic the psychology of young teachers is, the higher their attention and concentration at work, the less disturbed they are by the outside world (Lu, 2021; Wei, 2019); the more they can clarify their main responsibilities; the effort and intensity they put in their work, including emotional, physical, and cognitive investment, will also be higher (Cheng, 2015). In addition, absorption, core affect, and work intensity in work engagement show a significant positive correlation with job performance, that is, the higher the concentration of young teachers at work, the clearer their main responsibilities, the higher the effort they put in their work, and the higher the job

performance they produce (Liu, 2018).

It is worth noting that absorption, core affect, and work intensity in work engagement show full mediation effects on organizational atmosphere and psychological capital on job performance, respectively, that is, the strength of organizational atmosphere has a positive impact on job performance through absorption, core affect, and work intensity in work engagement; the strength of psychological capital has a positive impact on job performance through absorption, core affect, and work intensity in work engagement (Xu, 2017). In addition, the regulating effect of psychological contract on absorption, core affect, and work intensity in work engagement on job performance is not significant, which is different from the research of Lambert et al. (Lambert et al, 2020). The following study will explain each of the above influence relationships in detail.

5.1.1 The Relationship between Organizational Atmosphere and Absorption, Core Affect, and Work Intensity in Work Engagement

In previous studies, some scholars have noticed the impact of organizational atmosphere on work engagement, but these previous researchers mostly regarded work engagement as a whole, or only considered the impact of organizational atmosphere on a certain dimension of work engagement, and did not conduct a systematic study on the impact of organizational atmosphere on work engagement. Based on the work engagement theory, this study systematically examined the relationship between work atmosphere and absorption, core affect, and work intensity in work engagement. The results showed that organizational atmosphere has a significant positive impact on work engagement composed of absorption, core affect, and work intensity. This result supports the research hypothesis of this study: The stronger the organizational atmosphere of private colleges, the higher the attention and concentration of young teachers in private colleges, the less disturbed by the outside world, the more they can clarify their main responsibilities. The effort and intensity they put in their work, including emotional, physical, and cognitive investment, will also be higher. This research innovation effectively found the influencing factors that affect work engagement. It provides a new perspective for improving the research on work engagement of young teachers in private colleges.

This empirical result of this study provides a theoretical basis for effectively optimizing the work engagement of young teachers in private colleges based on the influence of organizational atmosphere on absorption, core affect, and work intensity. This conclusion is also consistent with the deduction conclusions of past related studies: positive team interaction, open communication, and supportive team culture can enhance the work engagement of team members. Organizational culture has a great impact on employees' work engagement (Martinez et al., 2020).

In summary, the strength of organizational atmosphere in private colleges affects the absorption, core affect, and work intensity of young teachers' work engagement, thereby affecting the overall work engagement of young teachers, and the absorption, core affect, and work intensity of work engagement continue to affect the subsequent job performance of young teachers in private colleges.

5.1.2 The Relationship between Psychological Capital and Absorption, Core Affect, and Work Intensity in Work Engagement

Psychological capital is a positive personal state. Although many scholars have studied the relationship between psychological capital and work engagement from the perspective of teachers, and believe that the level of psychological capital of teachers is closely related to their work engagement, these studies mainly exist in their own conceptual structure, mechanism of action, relationship with other variables, influencing factors, etc. (Ke, 2009; Li, 2016; Mao, 2013; Wang, 2017; Zhang, 2005). However, these studies have not taken into account the particularity of young teachers in private colleges. Based on the perspective of psychological capital theory, this study focuses on the characteristics of psychological capital of young teachers in private colleges and its relationship with absorption, core affect, and work intensity in work engagement.

The results show that psychological capital has a significant positive impact on work engagement composed of absorption, core affect, and work intensity. This result supports the research hypothesis of this study: the more psychological capital young teachers in private colleges have, the higher their attention and concentration, the less disturbed they are by the outside world, the more they can clarify their main responsibilities, the more effort and intensity they put into their work, including

emotional, physical and cognitive investment, will be higher.

This empirical result of this study provides a new reference for improving the work engagement of young teachers in private colleges. This conclusion is also consistent with the deduction conclusion of related studies in the past: Teachers' psychological capital directly affects the state of teachers' work, including efficiency, attitude and behavior (Lu, 2021).

Based on the above research, the psychological capital of young teachers in private colleges has a positive impact on the absorption, core affect and work intensity of teachers' work engagement. A positive psychological state can enable young teachers in private colleges to show a high degree of concentration on work tasks, a strong sense of responsibility and a more active and proactive attitude towards related tasks, thereby showing a high degree of work engagement.

5.1.3 The Relationship between Absorption, Core Affect, and Work Intensity in Work Engagement and Job Performance

Work engagement and job performance have always been the focus of academic research. However, with the development of the times and technology, in the current context of digitalization entering all walks of life in society, teachers' work engagement will inevitably be affected by technical means. Remote work and digitalization are becoming more and more common. How technology affects employees' work engagement depends on how they are used. Roberts and Lee (2019), based on this background, this study focuses on the relationship between absorption, core affect, and work intensity in the work engagement of young teachers in private colleges and their job performance. The results show that absorption, core affect, and work intensity in the work engagement of young teachers in private colleges have a significant positive impact on the relationship between teachers' job performance. This result supports the research hypothesis of this study: the higher the attention and concentration of young teachers in private colleges, the less disturbed they are by the outside world, the more they can clarify their main responsibilities, the higher the effort and intensity they put in their work, including emotional, physical, and cognitive investment, the more satisfactory their job performance will be.

This empirical result of this study reflects the relationship between work engagement and job performance of young teachers in private colleges in the current era. This provides a theoretical basis for improving the job performance of young teachers in private colleges. This conclusion is consistent with the conclusion of related studies in the past: appropriate technical support and training can enhance employees' work engagement, thereby improving job performance Garcia-Perez et al. (2020).

Based on the above research, absorption, core affect, and work intensity in the work engagement of young teachers in private colleges have a positive impact on job performance. Young teachers in private colleges show a high degree of concentration on work tasks, a strong sense of responsibility, and are more proactive in taking on related tasks, which can produce higher job performance.

5.1.4 The Mediating Role of Absorption, Core Affect, and Work Intensity in Work Engagement

The empirical data of this study show that organizational atmosphere and psychological capital can indirectly affect job performance by affecting absorption, core affect, and work intensity in work engagement. This shows that absorption, core affect, and work intensity in work engagement all play a mediating role in the impact of organizational atmosphere and psychological capital on job performance, that is: the intensity of organizational atmosphere has a positive impact on job performance through absorption, core affect, and work intensity in work engagement; the intensity of psychological capital has a positive impact on job performance through absorption, core affect, and work intensity in work engagement.

The conclusion of this study once again proves that absorption, core affect, and work intensity in work engagement are important factors affecting job performance, and can play a mediating role in the impact of organizational atmosphere and psychological capital on job performance. Both organizational atmosphere and psychological capital can promote the growth of job performance by improving absorption, core affect, and work intensity in work engagement. This conclusion is consistent with the theory of planned behavior proposed by Martinez and Smith (2021), that is: when team members feel the spirit of teamwork, the work engagement of the

study will increase, thereby improving team performance. Work engagement plays a key mediating role between teamwork and team performance.

Based on the above research, private colleges can influence the absorption, core affect, and work intensity of young teachers' work engagement in private colleges by adjusting organizational atmosphere and young teachers' psychological capital, thereby achieving the purpose of adjusting job performance.

5.1.5 The Regulating Role of Psychological Contract

It is worth noting that the empirical data of this study show that the regulating effect of psychological contract on absorption, core affect, and work intensity in work engagement on job performance is not significant, which means that psychological contract has no regulating effect in the relationship between absorption, core affect, and work intensity in work engagement and job performance, that is, psychological contract cannot regulate the strength of the relationship between absorption, core affect, and work intensity in work engagement and job performance.

The conclusion of this study is inconsistent with the view proposed by Stinglhamber et al. (2021) that a strong sense of psychological ownership can reduce the negative impact of psychological contract violation on employees' organizational citizenship behavior and job satisfaction. This may be due to the particularity of the young teacher group in private colleges. Private colleges are more likely to pay attention to the benefits of management and make profits. The factors leading to such inconsistency need to be further studied in the future. In addition, another reason for the insignificant regulating effect may be that under the framework of this study, the hypothesis that psychological capital affects the three dimensions of work engagement: absorption, core affect, and work intensity, respectively, on job performance is established, which is also a place that can be further explored in future research.

5.2 Conclusion

Against the backdrop of the rapid development of private colleges, this study reveals the evolutionary mechanism of the relationship between organizational atmosphere and psychological capital on absorption, core affect, and work intensity in

work engagement, and the relationship between absorption, core affect, work intensity, and psychological contract in work engagement and job performance. These findings provide new insights and directions for motivating private college teachers to improve their work engagement and job performance, and provide valuable guidance for future research on the construction of talent incentive mechanisms in private colleges. Private colleges can also use the positive relationship between these variables to implement corresponding performance management mechanisms and promote the improvement of talent management systems.

The main measures to promote the job performance of young teachers in private colleges are:

5.2.1 Pay Attention to the Impact of Organizational Atmosphere on Work Engagement in Private Colleges

The organizational atmosphere should not only focus on external factors, but also on developing teachers' psychological capital, so that teachers can gain the psychological strength of continuous growth through internalization, so that they can treat education work more enthusiastically and firmly. School administrators can provide a matching organizational atmosphere as much as possible according to the material and spiritual needs of the teacher group, so that teachers can work in a comfortable environment, stimulate their positive emotions and experience at work, and thus be more actively engaged in work:

First, school administrators should actively improve the school's existing value system, strengthen the construction of campus culture, highlight the school's characteristics, avoid the convergence of school values and management concepts, and at the same time enhance the school's teachers' understanding of the campus's characteristic culture and education concepts, so that teachers can identify more with campus culture and values, and gain more respect and happiness on campus, which is not only conducive to improving the school's teachers' work engagement, but also conducive to the sustainable development of the school.

Second, in the context of the continuous advancement of education reform, school organizations should constantly update the school's education and education concepts and teacher management concepts according to the relevant national policy

guidelines, create an open, inclusive, respectful and valuing campus culture, pay attention to organizational humanistic care, let teachers feel the care of the organization, and encourage teachers to devote themselves to education with a more positive attitude and a healthier mentality.

5.2.2 Focus on the Combination of Psychological Capital and Work Engagement of Young Teachers in Private Colleges

In the practice of education management, the welfare, working conditions, and humanistic care of school teachers are not as good as expected. The work effort is not proportional to the reward. The material needs of teachers are difficult to meet, and psychological needs, self-improvement and other needs are even more difficult to be valued and concerned. Ignoring the external and internal needs of the teacher group will seriously affect the enthusiasm of teachers. Managers should pay attention to the material needs, psychological needs, career development and other needs of the teacher group.

On the one hand, schools should actively implement the instructions of the “Teacher Law of the People's Republic of China” and other documents, protect the legitimate rights and interests of teachers, strive to provide teachers with good working conditions, strive for more benefits for the teacher group, and meet the personalized needs of teachers in a targeted manner, such as talent apartments, housing subsidies, settlement support, etc., so as to better meet the material needs of teachers.

On the other hand, it is necessary to effectively reduce the workload of teachers, pay attention to the psychological and development needs of the teacher group, and better meet the spiritual needs of teachers. Give time back to teachers, provide teachers with career development opportunities and resources, and provide corresponding resources and platforms for the development needs of different teachers. For example, interviews found that new teachers face greater conflicts and discomfort when entering the organization. Therefore, they should be provided with support in teaching and organizational adaptation to help them better adapt to school work and their roles as teachers. Teachers with senior professional titles believe that the platform resources provided by the organization are relatively insufficient. Therefore, teachers who want to make teaching changes should be provided with cutting-edge educational theory

learning opportunities to allow them to have greater autonomy in their teaching work and gain a greater sense of accomplishment.

5.2.3 Improve Work Engagement Through Multiple Channels to Continuously Promote Job Performance

Work engagement and job performance have always been the focus of academic research.

Private school managers should pay special attention to whether various explicit measures have effectively improved teachers' psychological capital. The starting point and end point of various explicit measures is to improve teachers' work pleasure and happiness, and to awaken teachers' work enthusiasm through a comfortable organizational environment and the internalization of psychological capital.

In addition, various external measures should be internalized into teachers' psychological capital through the influence of leadership and team. The school leadership team can care about and stimulate teachers' work engagement through their own leadership charm, pay attention to the obstacles encountered by teachers in their professional development and teaching work and provide corresponding support, and stimulate teachers' inherent potential and enthusiasm by establishing visions, material and spiritual incentives, etc., so as to promote the teacher group to engage in work with a more positive attitude. The matching of demand and supply occurs when the organization can meet individual needs. When the organizational supply can meet the needs of teachers, the matching degree between teachers and the school will be further improved, and they will be more likely to feel extreme emotions at work. When teachers' material needs, psychological needs, career development needs, etc. are properly met, they can be more actively engaged in work to promote the development of young teachers and the improvement of their innovation capabilities, guide them to formulate scientific career plans, gradually increase the difficulty of work in stages, stimulate young teachers' work engagement, and thus promote the continuous improvement of job performance.

5.2.4 Fully Explore the Mediating Role of Work Engagement, and use Organizational Atmosphere and Psychological Capital to Jointly Improve the Job Performance of Young Teachers in Private Colleges

Young college teachers have received high-level education and have stronger self-esteem and sense of honor. When integrating into a new environment, they hope to establish harmonious interpersonal relationships, gain affirmation, respect and trust in their interactions with others. Therefore, organizations should provide young teachers with channels to participate in management and express their demands, so that they can feel that they are not just in a leadership position, but only the executors of decisions. They should show humanistic care in details and retain people with emotions. Since the salary of young college teachers is not high, it will take some time for material changes. In order to make young college teachers have a stronger sense of belonging to the school and the collective, they can only pay more attention to other needs of young teachers, such as helping to solve the problem of young teachers' children going to school. Only when the problems in the lives of young teachers are solved can they work with absorption.

Young teachers should be spiritually motivated and their intelligence should be stimulated. Young teachers should be encouraged to change the traditional routines in the process of education, teaching and scientific research, question the original mechanical stereotypes and conservatism, and encourage young teachers to explore new teaching methods and teaching models, research methods and research perspectives to promote the development of young teachers and improve their innovation capabilities. The teaching and research work is arranged appropriately to young teachers based on their actual abilities and development potential, so that they can maximize their potential. Only when young teachers are placed in a school atmosphere of good interpersonal relationships and solidarity and cooperation can the effect of spiritual motivation be achieved. The different development needs of young teachers should be met in a targeted manner: if young teachers have problems adapting to the work environment, university administrators should strengthen their guidance, guide them to develop scientific career plans, increase communication between colleagues, and help them integrate into the organization as soon as possible. If young

teachers have the need for high-level self-realization, they should gradually increase the difficulty of their work in stages based on their actual situation to stimulate their work engagement.

5.2.5 Give Full Play to the Role of Psychological Contract among Young Teachers in Private Colleges

Thomas et al. investigated the changes in the content of the psychological contract of recruits during the process of organizational socialization and believed that sufficient communication between the organization and new members in the first eight weeks is crucial to establishing mutual relationships and understanding mutual responsibilities. School administrators should strengthen communication and exchanges with teachers and actively understand the psychological contract trajectory of teachers. As a continuously developing entity, private colleges have an uncertain policy environment and unforeseen situations may occur at any time. These situations may break the psychological contract balance between schools and teachers. It is urgent to establish an effective communication mechanism, break through the traditional bureaucratic teacher management model centered on “things”, establish a scientific modern teacher management system centered on “people”, create a democratic atmosphere of communication between superiors and subordinates, and implement a two-way communication mechanism between superiors and subordinates through various forms such as teacher representative conferences, principal mailboxes, job debriefing conferences, teacher fun sports games, lunch meetings, etc., especially pay attention to strengthening the communication between teachers and direct leaders, so that both parties can understand each other's real needs and expectations in interactive communication, better fulfill their mutual responsibilities and obligations to optimize the psychological contract and form consistency among personnel within the organization.

In addition, it is also necessary to pay attention to improving the training mechanism for young teachers in private colleges and universities. For example, first of all, the management departments of colleges and universities should pay attention to the development needs of young teachers. Young teachers in colleges and universities are related to the sustainable development of colleges and universities, but they have

just stepped into the teaching position and do not have advantages in many aspects. All management departments should increase their attention and support and pay full attention to the development of young teachers, which is conducive to achieving a win-win situation for the development of young teachers in colleges and universities and the long-term development of colleges and universities. Secondly, colleges and universities should set up special guidance agencies for the career planning of young teachers. At present, the teacher management agencies of colleges and universities only pay attention to the immediate needs of young teachers, pay less attention to development issues and career planning, and only organize training for the actual development needs of colleges and universities, and ignore the development needs of young teachers themselves. Colleges and universities should establish special career planning departments to ensure the scientificity and comprehensiveness of the planning through the professional guidance of experts, so that the career planning of young teachers in colleges and universities can be truly implemented. Finally, the colleges should establish and improve the institutionalized career development system for young teachers. Only by realizing the institutionalization of the career of young teachers in colleges and universities can the standardization of the career planning of young teachers and the continuity of management be guaranteed, so that it can be implemented uninterruptedly for a long time. The improvement of career planning for young teachers in colleges and universities will promote the formation of a career development system for young teachers in colleges and universities, thereby realizing the institutionalization of career planning activities for young teachers in colleges and universities.

5.3 Theoretical Contribution

This study explores the micro-mechanisms of job performance of young teachers in private colleges from the perspective of organizational atmosphere in private colleges and psychological capital of young teachers in private colleges. And it discusses and empirically demonstrates the two different mechanisms of influence of organizational atmosphere in private colleges and psychological capital of young teachers in private colleges on work engagement, as well as the in-depth study of the relationship between organizational atmosphere, psychological capital, work

engagement, job performance and psychological contract. The theoretical derivation and empirical results of this study have the following theoretical contributions.

5.3.1 Enriched the Connotation of Work Engagement Theory

This study takes the work engagement theory as the basic theory, adds the antecedent variables such as organizational atmosphere and psychological capital, and fully explores the connotation of the three dimensions of work engagement, absorption, core affect and work intensity, thereby extending and expanding the work engagement theory. In the literature reading and analysis, it is also found that no scholar has brought the absorption, core affect and work intensity in work engagement into the study of job performance. This study expands the core variable of motivation theory “job performance”. Different from the regret that researchers used the concept of “job performance” in the past study of motivation theory, it answers the correlation between absorption, core affect, work intensity in work engagement and job performance, and solves the problem that the theoretical community has not given a clear answer to. It makes up for the lack of discussion on job performance in the theoretical community.

5.3.2 Enriched the Research Methods and Theories of Organizational Atmosphere and Psychological Capital

Although organizational atmosphere has become the research focus of academia and industry, the research methods on organizational atmosphere need to be further expanded. From the existing literature, most of the literature on organizational atmosphere is qualitatively studied through interviews, observations, and archived documents. There are relatively few literatures that use quantitative research methods. There are relatively few literatures that combine organizational atmosphere and psychological capital and use quantitative research methods. Therefore, quantitative research on organizational atmosphere and work engagement should be conducted to expand the extension of this theory.

In the measurement of work engagement of young teachers in private colleges, this study first used the psychological capital of young teachers in private colleges to measure work engagement, and tried to use psychological capital to measure absorption, core affect, and work intensity in work engagement, broadening the research ideas of psychological capital, and making a beneficial attempt to explore the possible positive effects of psychological capital on absorption, core affect, and work intensity in work engagement.

5.3.3 Explored the Mechanism of Psychological Contract

Since the academic community currently agrees that psychological contract can enhance or weaken the relationship between teachers' work engagement and job performance, this study found that there is no correlation between the psychological contract of young teachers in private colleges and the relationship between teachers' work engagement and job performance. This finding is inconsistent with traditional research, indicating that the psychological contract of teachers in private colleges is unique and expanding the extension of the psychological contract theory.

5.4 Practical Contribution

From the perspective of private colleges management practice, how to effectively promote the job performance of young teachers in private colleges is becoming increasingly prominent and worthy of in-depth discussion.

5.4.1 The Practical Contribution of Influence Mechanism of Organizational Atmosphere to Job Performance Through Work Engagement

This study discusses the mechanism of the impact of private colleges' organizational atmosphere on job performance through absorption, core affect, and work intensity in work engagement, and makes the following contributions to private colleges' management practices: From the perspective of private colleges' organizational atmosphere construction, private colleges should take into account the particularity of young teachers, create a campus environment suitable for young

teachers' work, life, and development, and enhance young teachers' environmental atmosphere experience. The private colleges should targeted enhance the organizational atmosphere experience gained by young teachers at work, attach importance to the social value of campus organizational atmosphere, and the connection between school organizational atmosphere and absorption, core affect, and work intensity in young teachers' work engagement, so that young teachers can gain self-esteem, social recognition, and a sense of belonging in their work engagement.

This study helps private colleges improve their organizational atmosphere to better meet the different levels of internal psychological needs of young teachers. Promote the improvement of young teachers' job performance.

5.4.2 The Practical Contribution of Influence Mechanism of Psychological Capital to Job Performance Through Work Engagement

From the perspective of psychological capital, teachers are the main body of job performance. Private colleges managers must continue to improve the psychological capital of young teachers and continue to provide them with economic and non-economic incentives to better improve the psychological capital of young teachers.

This study helps private colleges improve the psychological capital of young teachers through knowledge sharing rewards, financial incentives, reputation, and recognition from others, and ultimately effectively promote teachers' work engagement and improve job performance.

5.4.3 The Practical Contribution of Influence Mechanism of Work Engagement to Job Performance

In order to maximize the job performance of young teachers in private colleges, the conclusion that absorption, core affect, and work intensity in work engagement have a positive effect on job performance, which provides a strong theoretical support for private college management to improve the job performance of young teachers through diversified channels.

From a macro perspective, the job performance incentive mechanism can not only enable private colleges to efficiently obtain higher job performance, but also provide young teachers with a space for personal development. The incentive policy of private colleges for work engagement is conducive to long-term improvement of young teachers' work engagement, and constantly motivates young teachers to improve their comprehensive teaching quality, thereby achieving a “win-win” development for schools and individuals.

Paying attention to the emotional state and work status of young teachers will help to form a social trend of respecting teachers and valuing education, and motivate young college teachers to make greater contributions in their teaching and educating positions. The recognition, care and support of teachers by schools is an indispensable part of the social trend of respecting teachers and valuing education. This study provides targeted suggestions for the training and cultivation of young teachers for educational institutions by deeply understanding the relationship between the organizational atmosphere, psychological capital, work engagement and job performance of young teachers in private colleges. The study provides private undergraduate college teachers with strategic suggestions on how to balance organizational atmosphere, psychological capital and work engagement to achieve better job performance. The research results can help private colleges and other educational institutions understand how to maintain the health and satisfaction of young teachers, thereby ensuring the quality of education. It is also conducive to the formation of reasonable expectations of organizational support provided by colleges and universities for newly employed young teachers, thereby better improving their work engagement level and promoting professionalism.

5.5 Limitations and Future Research

This study is the beginning of the study on the job performance of young teachers in private colleges. Although many variables that may affect job performance have been explored, there are still some shortcomings due to the limitations of time, geographical space and samples. Future research will expand the research objects or research scope to obtain more useful information to improve the research.

First, this paper mainly studies young teachers in private colleges as a whole, without gender differences, and focuses on universality in research selection. With the continuous improvement of organizational atmosphere and the continuous improvement of teachers' psychological capital, young teachers of different genders may show certain different characteristics and differences. Further discussion and analysis can be made on young teachers with different genders in the future. Subsequent research can also further examine the direct impact of organizational atmosphere and psychological capital on job performance, and explore the best strategies to improve the job performance of young teachers in private colleges. The above two points need to be further explored and improved in subsequent research.

Second, the sample data and collection scope will be expanded for young teachers in private colleges. The sample size has an important impact on the research data. Expanding the sample data can avoid the problem of low reliability and validity caused by a small sample size. When the sample data reaches a certain scale, the distribution of the sample can be more inclined to normal distribution, providing more representative data for the final data research. On the other hand, while expanding the sample data, it is also necessary to expand the scope of sample collection. Many aspects of the target population vary significantly in personality, education level, work ability, etc. due to different regions, and these may also be factors that affect the psychology and behavior of the target population.

Third, the research data is cross-sectional data obtained from the questionnaire survey. However, the heterogeneity between young teachers in private colleges is large, and their personal psychological capital continues to change dynamically. This study has not yet divided groups according to the characteristics of private colleges psychological capital. Future research can collect longitudinal data to explore the dynamic changes of psychological capital and its causal relationship with subsequent results.

Fourth, the regulating role of psychological contract in this study for young teachers in private colleges is different from the research results of other scholars. This is related to the specific group of young teachers in private colleges. In the future, we will continue to explore other variables that affect internal mechanism, and

continuously enrich the relevant theoretical results. This is the direction that needs to be expanded in the future.



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APPENDIX

Questionnaire

Dear teacher:

Hello!

This is an academic research questionnaire, the main purpose of which is to explore the impact of organizational atmosphere and psychological capital on the job performance of young teachers in private undergraduate colleges. This questionnaire is anonymous, and there is no right or wrong answer. Your answer will only be used for doctoral dissertation research and will never be disclosed to others. Please answer according to your true thoughts.

Thank you very much for your help in your busy schedule!

Part I: Basic Information

1. Gender: ()

A. Male

B. Female

2. Age: ()

A. Under 25 years old

B. 26-30 years old

C. 31-35 years old

D. 36-40 years old

E. 41-45 years old

3. Teaching experience: ()

A. Under 3 years

B. 4-6 years

C. 7-10 years

D. More than 10 years

4. Title: ()

A. Teaching assistant or unrated

B. Lecturer

C. Associate professor

D. Professor

5. Education: ()

- A. Undergraduate B. Master's degree
C. Doctoral degree

6. Teaching subject category: ()

- A. Humanities B. Science and engineering
C. Arts and sports D. Agricultural medicine E. Others

7. Marital status: ()

- A. Married B. Single

Part II: Questionnaire items

Please select the answer that best suits your situation in each item based on your actual work experience in private colleges and mark it with “√”. Thank you for your response! (1-strongly disagree 2-disagree 3-neutral 4-agree 5-strongly agree)

1) Organizational atmosphere scale

No.	Question items	1	2	3	4	5
1	The organization is “people-oriented”, and leaders will pay attention to teachers' opinions and feelings.					
2	Teachers' good performance can be rewarded and commended by the organization accordingly.					
3	The working relationship between teachers and leaders at all levels in the organization is very harmonious.					
4	When working in the school, teachers can trust each other and get along with each other in a friendly manner.					
5	There is a clear division of responsibilities and reasonable distribution for all work in the school.					
6	The school provides ample development opportunities for teachers to improve their professional abilities.					

2) Psychological capital scale

No.	Question items	1	2	3	4	5
7	I believe I can contribute to the development of the school.					
8	I can handle things within the scope of my work calmly.					
9	My current work progress is consistent with the expected development.					
10	I always see the bright side of the work.					
11	I can handle the difficulties that arise in my work because I have experienced many hardships.					
12	I think I can handle multiple tasks at the same time.					
13	For the current work goals, I can think many ways to achieve them.					
14	I will do my best to solve the problems encountered in my work.					

3) Work engagement scale

No.	Question items	1	2	3	4	5
15	When I work, I am completely immersed in it.					
16	It is easy for me to focus on my work.					
17	I often find myself completely absorbed in the task at hand.					
18	When I work, I often lose track of time.					
19	I feel that I have full control over the process and results of my work.					
20	I am highly focused when I work and rarely get distracted by other things.					
21	My work contribution is an important source of the team's achievements.					
22	I am able to enhance my sense of mission and pride in my work by continuously learning and adapting to new technologies.					
23	I believe that my work is closely connected to my identity.					

No.	Question items	1	2	3	4	5
24	I feel that my work is critical to the success of the organization.					
25	My professional identity is very important to me.					
26	I am passionate about the work I do.					
27	I often feel highly active at work.					
28	My work often requires my utmost effort.					
29	My work often makes me feel fulfilled and energized.					
30	I work with all my strength every day.					
31	At work, I often feel that I am working under constant high pressure.					
32	I think my work intensity is higher than that of my peers.					

4) Psychological contract scale

No.	Question items	1	2	3	4	5
33	I feel like the organization has not lived up to its promises to me.					
34	I am disappointed with the promises the organization has made to me.					
35	I am more skeptical of the organization's promises now than before.					
36	I feel the organization has not been honest with me.					
37	I feel like the organization has not lived up to its promises about my job development and advancement.					
38	When I think back on the promises the organization has made to me, I feel like a lot of them have not been fulfilled.					

5) Job performance scale

No.	Question items	1	2	3	4	5
39	I successfully complete all work assigned to me.					
40	I produce work of a higher quality than my colleagues.					
41	I often complete work assignments within the allotted time.					
42	My work rarely requires revision or correction by other colleagues.					
43	My work performance consistently meets or exceeds the expected standards.					
44	I am also able to maintain a high level of performance when faced with complex and difficult tasks.					

BIOGRAPHY

Name-Surname

Mr.Wen Xu

Academic Background

Bachelor degree, Major in Education Management at Beijing Normal University, Beijing, China in 2006
Master degree, Major in Public Administration at Northwestern University, Xi 'an, China in 2013

Experience

2001-Present
Director and Lecturer,
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