



**THE MEDIATING EFFECTS OF JOB
SATISFACTION, EQUITY, DIVERSITY AND
INCLUSION ON ORGANIZATIONAL
COMMITMENTS OF ADJUNCT INSTRUCTORS
IN PRIVATE VOCATIONAL COLLEGES IN
SHANGDONG PROVINCE OF CHINA**

**Zhang Na
6419000018**

**A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of Doctor of Philosophy in
Educational Administration Innovation
Graduate School of Education
Siam University
Academic Year 2025
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Graduate School of Education, Siam University approved to accept this
Dissertation as part of Doctoral of Philosophy Program in Educational Administration
Innovation.

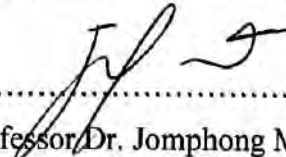

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Abstract

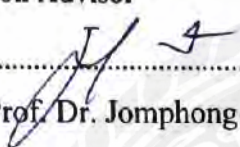
Title The Mediating Effects of Job Satisfaction, Equity, Diversity and Inclusion on Organizational Commitments of Adjunct Instructors in Private Vocational Colleges in Shandong Province of China


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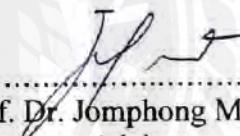
The objectives of this research were to explore the relationship between the psychological contract and organizational commitment among adjunct instructors in private vocational colleges in Shandong Province, to identify the key components of the psychological contract, to examine its impact on organizational commitment, to investigate the mediating roles of job satisfaction and Equity, Diversity, and Inclusion (EDI), and to provide strategic recommendations for enhancing organizational commitment in the context of Chinese private vocational education. A total of 454 survey questionnaires were distributed, and 352 valid responses were collected, yielding an effectiveness rate of 77.53%. In addition, a focus group discussion involving five diverse adjunct instructors was conducted using a structured discussion guide to gather in-depth qualitative insights. The study employed quantitative method, supported by qualitative evidence, with structural equation modeling used to analyze the survey data.

The findings revealed that both transactional and relational psychological contracts have significant positive effects on EDI, job satisfaction, and the three dimensions of organizational commitment. Job satisfaction and EDI also serve as important mediating variables. Furthermore, qualitative results provide a more nuanced perspective: while instructors recognize the importance of material and emotional support, they highlight concerns about inadequate institutional

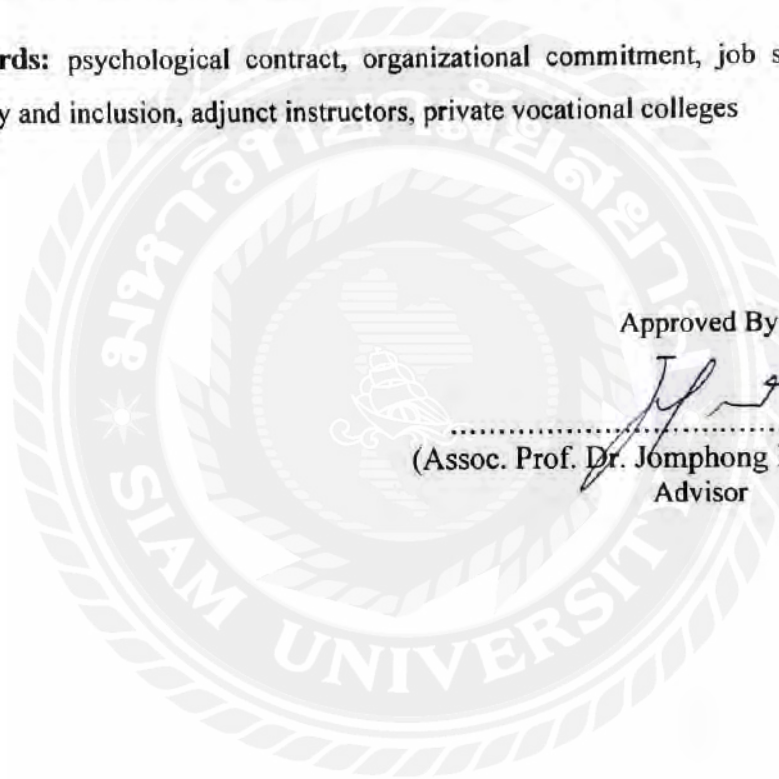
responsiveness, limited group activities, and weak diversity and inclusion practices. These results suggest a gap between institutional efforts and instructors' lived experiences, particularly in affective commitment and inclusive support. The strategies recommended by this study emphasize improving salaries and resource support to meet adjunct instructors' basic needs, while fostering a fair, inclusive, and supportive environment that strengthens their sense of belonging. At the same time, providing development opportunities can enhance job satisfaction and organizational commitment, contributing to the long-term growth of the colleges.

Keywords: psychological contract, organizational commitment, job satisfaction, equity, diversity and inclusion, adjunct instructors, private vocational colleges

Approved By



.....
(Assoc. Prof. Dr. Jomphong Mongkhonvanit)
Advisor



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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the international context, vocational education plays a crucial role in human capital development, economic competitiveness, and social inclusion. Many countries, such as Germany, Australia, Singapore, and South Korea, have established well-structured vocational education and training (VET) systems that emphasize close collaboration between schools, enterprises, and industries (Wang & Chen, 2022). These systems aim to cultivate applied talents with strong practical skills, ensuring a sustainable supply of skilled labour to meet rapidly changing market demands. For example, Germany's dual system, which integrates classroom instruction with enterprise-based training, has been regarded as a global model for enhancing employability and bridging the gap between education and work (Zhang, 2023). Similarly, Singapore has strengthened its vocational education through the Institute of Technical Education, which has improved social recognition and international competitiveness (Chang et al., 2020). At the same time, international organizations such as UNESCO and the International Labour Organization (ILO) have highlighted vocational education as a key strategy for addressing global challenges such as youth unemployment, skills mismatch, and inclusive growth. With the rise of digitalization and Industry 4.0, vocational colleges worldwide are facing pressure to update curricula, teaching methods, and governance structures, making the role of both full-time and adjunct instructors more critical than ever.

As global economic integration deepens, international competition is intensifying. The principal battleground is knowledge, technology, and talent. The role of vocational college teachers, as well as trainers of research talent, is gaining increasing recognition. Workers with multiple responsibilities, such as vocational college teachers, generally have high education levels, broad knowledge, and strong self-esteem (Advance HE, 2021a). Their work content and schedules are also more flexible. Therefore, full-time vocational college teachers naturally possess characteristics that differ significantly from those of workers in other industries. College teachers play a leading role in human resource management in higher education and are characterized by high levels of knowledge and education (Chang et al., 2020). As a knowledge-based group, college teachers have a mission to teach and serve. They value self-fulfilment and career development, seeking societal recognition through their challenging and creative work. At the same time, they undertake dual roles in talent training and scientific research, striving to conduct in-depth studies within their disciplinary areas. Due to the constant need for knowledge innovation and the decreasing shelf life of knowledge, vocational college teachers continuously learn to update their skills, solve practical problems, and develop their careers, while facing significant pressures and challenges.

1.1.1 Development of Private Vocational Colleges in China

Private vocational colleges are institutions for vocational education established and managed by non-governmental organizations or individuals, aiming to develop

professionals with practical skills (Wang & Li, 2020). Compared to public vocational colleges, private colleges offer greater flexibility and a market-driven approach, allowing them to quickly respond to social and market demands and modify their majors and course content accordingly. Furthermore, private vocational colleges place more emphasis on school-enterprise cooperation and practical training in their educational models to improve students' employability (Zhao, 2018).

Since the reform and opening up, China's private vocational education have experienced rapid growth. In the early 1980s, private colleges for vocational training began to emerge as economic reforms deepened and the demand for skilled workers increased (Xu & Zhang, 2019). Entering the 21st century, the government introduced a series of policies to promote private education, such as the promulgation of the Law of the People's Republic of China on the Promotion of Private Education, which accelerated the development of private vocational colleges (Li, 2021). The National Vocational Education Reform Implementation Plan issued in 2019 emphasized the significance of private vocational education more than ever before. The revised Regulations on the Implementation of the Law of the People's Republic of China on the Promotion of Private Education in 2021 provided important guidance for the standardized, sustainable, and healthy growth of private education. During this period, private vocational colleges continued to improve in student enrollment, program offerings, and social influence.

Although private vocational colleges held a vital role in China's vocational education system, they differed from public vocational colleges mainly in the following ways: lower social recognition (Wang & Chen, 2022), limited funding, weaker teaching staff (Sun & Guo, 2020), and a more flexible school-running mechanism (Liu, 2021).

Adjunct instructors play a vital role in the teaching staff of private vocational colleges. Especially in professional courses with a strong practical component, adjunct instructors from enterprises provide practical work experience and skills to students (Zhang & Wang, 2021). However, private vocational colleges encountered many challenges in managing adjunct instructors: first, due to the low social status of private vocational colleges, there were specific difficulties in attracting high-level adjunct instructors (Liu & Sun, 2019); second, a gap existed between adjunct instructors and full-time teachers in teaching methods, course content, and educational concepts (Xu & Zhang, 2021); third, adjunct instructors tended to be quite mobile, and establishing an effective evaluation mechanism to ensure teaching quality, as well as attracting and retaining excellent adjunct instructors, were primary concerns for private vocational colleges (Chen & Zhao, 2022); fourth, private vocational colleges often lacked effective communication in the daily management of adjunct instructors (Wang, 2022).

In short, as a vital supplement to China's vocational education system, private vocational colleges contribute positively to talent development, educational fairness, and social and economic progress. However, with ongoing growth in vocational education, these colleges face many challenges, especially in improving educational quality and attracting qualified teachers (Zhang, 2023).

1.1.2 Current Situation of the Development of Adjunct Instructors in China

The employment of adjunct instructors in Chinese private vocational colleges is a dual necessity, serving both as a practical measure to enhance the quality of talent development and as a crucial solution to the existing shortage. From 2006 to 2023, the number of adjunct instructors in vocational colleges showed significant growth. The total increased consistently, reflecting a steady expansion. Data from China's Ministry of Education indicated that in 2006, there were 499,913 adjunct instructors nationwide, with 74.6% holding bachelor's degrees or higher and 2.9% with lower qualifications. By 2023, this number rose to 1,195,319, with 81.2% holding bachelor's degrees or above and just 1.5% with only high school education or less (Zuo et al., 2024). The size of the adjunct instructor workforce was continually growing, and their overall quality was gradually improving (Zuo et al., 2024). Once hired at China's private vocational colleges, adjunct instructors were expected to understand their responsibilities, which included production, management, teaching, and education. This necessitated that adjunct instructors possessed suitable teaching skills, professional knowledge, and effective communication abilities with students. However, because private vocational colleges often did not establish long-term hiring plans, adjunct instructors frequently lacked proper training and were not integrated into the school's management system (Chang et al., 2020). This resulted in a mismatch between their existing knowledge and skills and the requirements of their teaching roles, leading to issues in teaching quality. Additionally, adjunct instructors often lacked a sense of identity and self-worth, which reduced their engagement and contributed to high turnover rates, low teaching quality, and other problems (Government of Canada, 2021).

Adjunct instructors are defined as individuals officially hired by legally established schools who could independently teach specific professional courses or practical skills (Liu & Werblow, 2019). This group includes well-known experts and masters, senior technicians or artisans with extensive practical experience from businesses, institutions, and society at large, as well as skilled artisans. Adjunct instructors comprise both internal and external part-time faculty (Hui et al., 2004). Internal adjunct instructors are staff members within the institution, while external adjunct instructors are professionals recruited from other universities, companies, or organizations (Chang et al., 2020). They play a vital role in educating and developing highly skilled, technically focused talents in vocational colleges and contributed significantly to higher vocational education.

Adjunct instructors in private colleges and universities, are individuals who, alongside their main jobs, take on teaching roles as a secondary profession within these institutions. Their primary identities might include graduate or doctoral students, social scientists, corporate executives, research staff, or frontline workers (Chang et al., 2020). Recently, the number of students enrolled in private vocational colleges in China continue to grow, and the shortage of teachers becomes a serious issue. Many senior teachers are nearing retirement, and the number of middle-aged teachers was quite small (Liu & Werblow, 2019). While young teachers lead reform and innovation, with high academic standards and strong research drive, it is evident that, due to interdisciplinary knowledge integration, many still face challenges such as expanding their research horizons and increasing cross-disciplinary knowledge (Liu &

Werblow, 2019). If these issues are not properly addressed, they will hinder private vocational colleges from optimizing their professional structures and would slow down their rapid growth.

Therefore, private vocational colleges are expected to base their efforts on educational conditions and professional development needs, aiming to recruit adjunct instructors from all sectors of society, including other universities, through various channels (Zhang, 2023). This strategy seeks to address the shortage of teaching staff in newly established majors and the significant lack of “dual-qualification” teachers, thereby facilitating the smooth operation of teaching activities and supporting the school’s harmonious, organized, and rapid growth. As a result, hiring more adjunct instructors serves as an effective measure for the further development of private institutions (Chang et al., 2020). In summary, the concept of adjunct instructors does not refer to teachers exchanged between schools for mutual benefit, nor does it refer to teachers hired specifically from other schools to fill teacher shortages. It also does not imply teachers working a second job outside the school environment. Instead, it refers to engaging specialized talents from society to promote the overall advancement of higher education (Chang et al., 2020). These professionals, characterized by their extensive experience, broad practical scope, excellent professional skills, strong theoretical foundation, and exceptional teaching abilities, contribute to fulfilling the diverse goals of higher education and meeting various needs (Zhang, 2023).

Shandong Province is especially prominent and representative of China’s education system. It is a key educational region with abundant resources, including 25 private universities. These universities have a significant influence on the development of private education in China, making the study of private universities in Shandong a strong reflection of the overall situation nationwide and thus highly representative. Shandong’s private universities face notable challenges and issues regarding their use of adjunct instructors, providing a valuable research context. With a large number of adjunct instructors, they play a crucial role in supplementing limited faculty and bringing in external professional resources. However, these instructors face obstacles related to organizational commitment, psychological capital, and job satisfaction, due to job insecurity, limited career growth, and relatively low salaries and benefits. These issues diminish instructors’ enthusiasm and teaching quality and negatively affected students’ educational experiences.

Therefore, the problems faced by adjunct instructors in Shandong’s private universities served as an important focus for this study, ensuring its findings were highly relevant to private universities in other regions. By examining adjunct instructors in Shandong’s private institutions, this research explored their work conditions and psychological well-being and sought ways to improve their job satisfaction and teaching effectiveness by enhancing organizational commitment and psychological capital, thus offering practical recommendations for educational administrators.

1.1.3 Problems Faced by Adjunct Instructors in China

At the same time, in China’s private vocational colleges, adjunct instructors face repression, frustration, depression, and other emotional reactions. As a result,

they develop various psychological problems, tend to leave, experienced declining work performance, burnout, and other negative effects. They also suffer physical health issues due to overwhelming pressure on their energy and physical strength (Gracia et al., 2006). Besides the formal written contracts between teachers and universities, the crucial psychological connection within teachers' minds influence their behavior and directly affect their recognition and loyalty to the organization (Chang et al., 2020). Furthermore, with economic development, the labor-employment relationship of adjunct instructors in Chinese private vocational colleges shift from a paternalistic model where organizations cared for employees through job security and retirement benefits to one where employees take more responsibility for their careers and retirement plans. These changes in the labor-employment relationship prompt increased research into a relatively new area: psychological contract and organizational commitment.

Psychological contract is essential for understanding labor-employment relations, especially regarding employees' work behavior. In Chinese private vocational colleges, there is clear evidence that fulfilling psychological contract with employees is a key factor in attracting and keeping high-performing staff (Liu & Werblow, 2019). Organizations are expected to honor their psychological contracts as much as possible in exchange for employee performance. The importance of psychological contract grows when leaders of Chinese private vocational colleges recognize the need for more efficient processes and technologies to motivate their staff (Zuo et al., 2024). Particularly in organizations with dynamic environments, psychological contracts are vital for both managers and employees.

The significance of organizational commitment in managing adjunct instructors at private vocational colleges manifest in several ways. Strong organizational commitment greatly boosts job satisfaction and loyalty among adjunct instructors. Since these instructors often lack long-term job security and stable working conditions, organizational commitment strengthen their sense of belonging and identification with the vocational colleges by offering clear career development pathways, reasonable compensation, and comprehensive welfare policies. Furthermore, organizational commitment involves supporting the professional growth of adjunct instructors, such as providing training and opportunities for further education. This not only helps improve their teaching quality and professionalism but also makes them feel valued, increasing their willingness to stay longer at the institution (Advance HE, 2021). Implementing organizational commitment fosters a positive work environment, encourages harmonious teacher-student relationships, and enhances teaching effectiveness. A stable, satisfied team of adjunct instructors provides ongoing teaching resources and rich professional expertise, thereby elevating overall teaching quality and reputation. For private vocational colleges, attracting and retaining top-tier adjunct instructors is vital for boosting competitiveness and ensuring sustainable development, making organizational commitment essential.

Equity, Diversity, and Inclusion (EDI) ensure that adjunct instructors have equal opportunities for career advancement and fair treatment, preventing injustices related to status, gender, race, and other factors (Henry et al., 2016; Mellifont, 2020). By implementing the EDI policy, private vocational colleges foster an inclusive and supportive work environment that promote respect and value among adjunct

instructors, thereby boosting their motivation and sense of belonging. A diverse faculty offers a variety of teaching perspectives and approaches, encouraging innovation and academic exchange (Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020). Bringing in adjunct instructors from diverse backgrounds and experiences allows private vocational colleges to provide students with a more comprehensive and varied learning experience, which helps develop their cross-cultural understanding and critical thinking skills (Advance HE, 2021a). Such a teaching environment benefits students' overall development and enhances the school's academic reputation and attractiveness. Additionally, EDI's significance in managing adjunct instructors is seen in talent cultivation and career development. Offering equal access to development opportunities and training resources help adjunct instructors continually improve their professionalism, teaching skills, and educational quality (Mellifont, 2020). By actively promoting the EDI policy, private vocational colleges retain outstanding adjunct instructors and attracted high-quality talent, creating a positive cycle of growth.

Compared with private vocational colleges, private universities differ in their scope, educational level, and social significance. Private universities usually cover undergraduate and postgraduate education, focusing on comprehensive talent cultivation and research development. Their significance lies in providing diversified support to the national higher education system and meeting the demand for high-level talent. In contrast, private vocational colleges primarily emphasize the training of skilled and applied talents, with a stronger focus on serving local economic and social development. Therefore, when studying the issues of adjunct instructors, it is important to recognize the differences between private universities and private vocational colleges, in order to avoid conflating their characteristics and to ensure that the research conclusions are more targeted and practically meaningful.

The adjunct instructors at Chinese private vocational colleges lack scientific, unified management and sustainable development strategies. The issue of their identity directly affects their organizational commitment and psychological contracts, which in turn influence their labour management, employment conditions, and job satisfaction (Chang et al., 2020). Therefore, it is important to examine how adjunct instructors perceive their identity in private vocational colleges in China. This helps in forming psychological contracts, fostering organizational commitment, ensuring that adjunct instructors have equal career opportunities and fair (EDI) treatment, avoiding injustice, and proposing relevant countermeasures and suggestions related to operational mechanisms and teachers' personal development.

1.2 Significance of the Study

1.2.1 Theoretical Significance

Most current research concentrate on the macro level, mainly examining issues like adjunct instructors' policies and how adjunct instructor teams are formed and managed. However, relatively few studies focus on the micro level, especially from the individual adjunct instructor's perspective. There are even fewer studies on adjunct instructors at private colleges and universities. This research addresses this gap by introducing innovative perspectives.

This study focuses on adjunct instructors at private colleges and universities in Shandong Province, examining them in detail at the individual level. This perspective helps to enrich and deepen research related to adjunct instructors. By exploring the personal experiences of adjunct instructors, the study identified specific problems and challenges they face and proposed targeted solutions. These micro-level findings offer practical references to policymakers and school administrators while also contributing to improved job satisfaction and career development of adjunct instructors. Additionally, this research contributes to the further development and refinement of the theoretical system for managing adjunct instructors, providing new perspectives and methods for subsequent studies. Analysing adjunct instructors at the individual level in private colleges and universities in Shandong Province supply essential theoretical support for improving the science and effectiveness of adjunct instructor management, thus promoting progress in the field of adjunct instructor research. Therefore, this study plays an important role in supplementing and deepening the theoretical foundation, filling gaps in the research field, and laying the groundwork for later investigations.

1.2.2 Practical Significance

The importance of adjunct instructors in private colleges and vocational college's education systems is highlighted by examining their actual working conditions, professional traits, and roles within these institutions. A qualified adjunct instructor is expected to have strong professional ethics, solid skills, remain current with the latest information related to the role, and understand the organizational culture. These qualities effectively offset the deficiencies of private colleges and universities in practical teaching and support their educational personnel training goals. However, many private institutions do not fully recognize the value of adjunct instructors, and the resources and efforts allocated for hiring, management, and training are often insufficient. By analysing the current situation of adjunct instructors in private colleges and universities, this study emphasizes their vital role and importance. It also suggests targeted strategies to enhance the recognition of adjunct instructors within these institutions.

The level of professional development among adjunct instructors directly influences their teaching performance and impact on students. Adjunct instructors with greater professional knowledge tend to be more autonomous in their skills and deliver higher-quality teaching. This study thoroughly analyses the developmental status of adjunct instructors, highlights their professional traits, and suggests practical ways to enhance their growth in private colleges and universities, integrating theory with practice. These recommendations aim to improve adjunct instructors' professional development and elevate the overall teaching quality in private institutions.

The findings of this study serve as crucial references for educational authorities and school administrators when developing policies and strategies. By examining the working environment, professional development needs, and challenges faced by adjunct instructors, this research provides a scientific foundation for informed decision-making by educational bodies and schools, aiding them in creating a better work environment and atmosphere. Through the strategy of "affirming the identity" of adjunct instructors, their motivation is more fully harnessed to unlock

their teaching potential. This approach helps adjunct instructors recognize their self-worth and enables private vocational colleges to achieve their strategic objectives more effectively. By highlighting the importance of adjunct instructors and proposing practical strategies to improve management and support, this study not only boosts the quality of education in private vocational colleges but also maximizes educational resource utilization and fosters the overall growth of the education system.

1.3 Questions of the Study

Recently, a heated debate erupted in Shandong Province over the "scramble war" among private colleges and universities, which is undoubtedly an issue related to the hiring of teachers. However, this phenomenon also emphasizes the importance of talent in the development of colleges and universities once again (Zuo et al., 2024). In the fierce competition for talent, China's private vocational colleges are at a disadvantage. The main issue is that talented individuals tend to be highly mobile, and the group most likely to leave includes young and middle-aged essential teachers. A survey of the departure patterns of adjunct instructors from private vocational colleges from 2016 to 2021 surprisingly found that the proportion of adjunct instructors with senior titles who left reached 30% (Chang et al., 2020). The serious problem of losing adjunct instructors damages the reputation of private vocational colleges, worsens their limited resources, and impairs the implementation of their internal development strategies.

The dependence of private vocational colleges on adjunct instructors is difficult to reverse in the short term, and the number of adjunct instructors in these colleges even exceeds that of full-time instructors in universities (Chang et al., 2020). Because private vocational colleges are less likely to supervise the teaching of adjunct instructors throughout the entire process, the lack of necessary constraints in the fragile "principal-agent" relationship means that many adjunct instructors only stay at the level of getting paid to work, at most viewing the work as "conscience work" (Liu & Werblow, 2019). The most they can do is treat the job as a "work of conscience." In addition, the multiple roles of adjunct instructors—that they face work pressure while managing teaching tasks—result in a lower sense of achievement in their teaching roles, which leads to issues such as high teacher turnover, low teaching effectiveness, and feelings of low organizational belonging and teacher identity (Zuo et al., 2024).

Adjunct instructors come from various organizations and communities, and the diversity of their backgrounds contributes to their unique status. They must fulfill their roles as adjunct instructors at schools, while also bearing responsibilities in businesses or industries, often serving two or more entities simultaneously. Their professional identities are therefore characterized by multiplicity (Hui et al., 2004). However, adjunct instructors generally prioritize their roles in enterprises or industries, which require them to assume significant responsibilities, often based on their primary identity, utilizing their strengths and weaknesses. Meanwhile, their identity as school adjunct instructors is secondary (Liu & Werblow, 2019). When conflicts arise between their part-time work and school responsibilities, adjunct instructors tend to prioritize addressing work-related issues and solving problems they face, given the complex work environment and their multiple roles (Zuo et al., 2024). This often results in delays or disruptions in completing teaching assignments or instructional programs at schools, which can seriously impact the quality of

education. The diverse professional identities of adjunct instructors are a key reason behind their reduced sense of identity as teachers.

Private vocational colleges do not have the same advantages as public universities in all areas of school operation. They cannot build a sustainable relationship with adjunct instructors simply by signing contracts (Chang et al., 2020). Private vocational colleges should establish psychological contracts with adjunct instructors and use the stability and motivation these contracts provide to foster organizational commitment among adjunct instructors (Shaindlin, 2019; Tamtik & Guenter, 2019; Zuo et al., 2024). Meanwhile, as a status, adjunct instructors often face prejudice and discrimination from full-time faculty members in colleges and universities. Therefore, to combat bias and discrimination, private vocational colleges must develop strategies to improve their Equity, Diversity, and Inclusion (EDI) climate. This study posed the following research questions:

- (1) What are the key elements of psychological contract of adjunct instructors in private vocational colleges in Shandong Province?
- (2) How does psychological contract influence organizational commitment among adjunct instructors in private vocational colleges in Shandong Province?
- (3) Do job satisfaction and EDI (Equity, Diversity, and Inclusion) mediate the effects of adjunct instructors' psychological contract on organizational commitment?
- (4) What strategies can be developed to improve the organizational commitment of adjunct instructors in Chinese private vocational colleges?

1.4 Objectives of the Study

- (1) To identify the key components of psychological contract for adjunct instructors in private vocational colleges in Shandong Province.
- (2) To examine the impact of psychological contract on organizational commitment among adjunct instructors at private vocational colleges in Shandong Province.
- (3) To examine the mediating effects of job satisfaction and EDI (Equity, Diversity, and Inclusion) on the relationship between psychological contract and organizational commitment of adjunct instructors.
- (4) To provide strategies for improving the organizational commitment of adjunct instructors in private vocational colleges in China.

1.5 Scope of the Study

This study examined the organizational commitment, psychological contract, job satisfaction, and EDI of adjunct instructors at private vocational colleges in Shandong Province.

- (1) The primary focus of this study was adjunct instructors at private vocational colleges in Shandong Province. It did not include private vocational colleges outside Shandong Province or full-time instructors at private vocational colleges within Shandong Province.

(2) This study selected private vocational college adjunct instructors in the survey area through random sampling to complete the questionnaire as part of the survey. Shandong Province was home to 25 private vocational colleges, which were rich in educational resources and comprised a significant number of private vocational colleges in China. Based on data from the official websites of these 25 colleges, a sample size of 8,139 was determined. The overall sampling method was used to choose adjunct instructors from all 25 colleges in Shandong Province. Then, 454 instructors were randomly selected from these schools.

1.6 Benefits of the Study

This study examined the impact of psychological contract on the organizational commitment of adjunct instructors at private vocational colleges in Shandong. It also investigated the mediating roles of job satisfaction, equity, diversity, and inclusion (EDI) within this relationship. The expected benefits of this research include the following:

(1) Enhancement of organizational commitment among adjunct instructors in private vocational colleges. By gaining a deeper understanding of how psychological contract influenced the organizational commitment of adjunct instructors, it is hoped that recommendations made to private vocational colleges and other related institutions in Shandong Province will help to improve their management strategies, thereby increasing adjunct instructors' loyalty to their organizations.

(2) Enhancing job satisfaction of adjunct instructors in private vocational colleges. This study investigated the impact of psychological contract on job satisfaction of adjunct instructors, providing guidance to organizations on enhancing the work environment and promoting job satisfaction, ultimately supporting talent retention and development.

(3) Promoting Diversity and Inclusion in the Faculty of Private Vocational Colleges. Examining the impact of psychological contract on diversity and inclusion helps create a more inclusive educational environment, encourages multiculturalism, and ensures that adjunct instructors are treated fairly and equally within the organization. This, in turn, enhances the organization's overall effectiveness. It also offers supportive measures to attract and retain diverse education professionals.

(4) This study aimed to address the research gap regarding the personal perspectives of adjunct instructors in private vocational colleges. It offers practical management recommendations for private vocational colleges and related organizations in Shandong to enhance the work experience, organizational commitment, and overall performance of adjunct instructors. The assessment model for adjunct instructors in private vocational colleges, developed based on the study's findings, serves as a vital pedagogical tool that combines questionnaires, data analysis, and an evaluation system to provide private vocational colleges with an effective way to assess and manage teaching and learning. Through this model, schools gain a comprehensive understanding of the teaching quality, effectiveness, and influence on student learning of adjunct instructors. Additionally, data analysis allows schools to quickly identify issues with adjunct instructors and implement targeted improvements to boost teaching quality. Moreover, the evaluation system offers standards and guidance for schools to conduct comprehensive teacher

assessments, making the evaluation results more objective and scientific. In summary, this model serves as a valuable management tool for private vocational colleges, supporting ongoing enhancements in teaching quality.

1.7 Definition of Key Terms

Term	Definition
Adjunct Instructors	Adjunct instructors are individuals from businesses, specifically those whose primary role is as professional technical staff or highly skilled talents in the industry. These individuals undergo a thorough appointment process, sign work contracts, and are responsible for teaching specialized theoretical or practical courses or providing guidance on internships. This definition excludes teachers who initially work at other universities or schools, in-service graduate students, and retired personnel.
Job Satisfaction	Job satisfaction reflects employees' attitudes and emotional responses toward their work. The aspects that influence job satisfaction include job recommendations, expectations, and evaluations.
Psychological Contract	The perceived exchange relationship between employees and the organization includes both relational contracts, which involve long-term socio-emotional resource exchange, and transactional contracts, which are based on economic pay or current benefits.
Organizational Commitment	Employees' emotional attachments to organizational goal-related behaviours are classified into three types of commitment: affective, normative, and continuance commitment.
EDI (Equity, Diversity, and Inclusion)	Ensuring fair employment and promotion opportunities encourage the participation of adjunct instructors from diverse backgrounds and specialties in teaching and academic activities. It also helps them receive equal treatment and respect within the educational environment.
Equity	Identifying and removing systemic barriers and biases ensure that everyone, regardless of their background or identity, have equal access to resources, opportunities, and support.
Diversity	Organizations actively seek out and include individuals from

Term	Definition
Inclusion	<p>diverse racial, ethnic, and cultural backgrounds, as well as those with different places of origin, religions, immigrant and newcomer statuses, abilities, sexual orientations, gender identities, gender expressions, and ages, within an organization, project, or community.</p> <p>Ensuring that everyone’s contributions are valued and respected, and that all individuals receive equal support within an organization or community, involved creating an unbiased environment where every member, regardless of their background or identity, could fully participate, express themselves, and feel a sense of belonging.</p>
Chinese Private Vocational Colleges	<p>Private vocational colleges in China showcase the vibrant potential when education combines with innovation and independence. These institutions, created by businesses, social groups, and individuals using non-governmental funds, are dedicated to providing diverse and engaging learning environments. They embody a belief in the transformative power of education that was shaped by and for the community.</p>

CHAPTER 2

LITERATURE REVIEW

This chapter is devoted to a literature review related to the research, as follows:

2.1 Introduction

2.2 Literature Review

2.2.1 Psychological Contract

2.2.2 Job Satisfaction

2.2.3 Organizational Commitment

2.2.4 Equity, Diversity, and Inclusion

2.2.5 Impact of Psychological Contract on Perceived EDI

2.2.6 Impact of Psychological Contract on Job Satisfaction

2.2.7 Impact of Psychological Contract on Organizational Commitment

2.2.8 Impact of Job Satisfaction On Organizational Commitment

2.2.9 Impact of EDI on Organizational Commitment

2.3 Adjunct Instructors in Shandong Private Vocational Colleges

2.4 Theoretical Framework

2.5 Conceptual Framework

2.6 Hypothesis

2.6.1 Effect of Psychological Contract on EDI

2.6.2 Effect of Psychological Contract on Job Satisfaction

2.6.3 Effect of Psychological Contract on Organizational Commitment

2.6.4 Impact of Job Satisfaction on Organizational Commitment

2.6.5 Effect of EDI on Organizational Commitment

2.6.6 Mediating Effect of Job Satisfaction in the Relationship between Psychological Contract and Organizational Commitment of Adjunct Instructors

2.6.7 Mediating Effect of EDI in the Relationship between Psychological Contract and Organizational Commitment of Adjunct Instructors

2.1 Introduction

In the current environment of private colleges and universities, adjunct instructors often face discrimination and prejudice from full-time faculty as a distinct group within these institutions. Additionally, the dual nature of the adjunct instructor's role creates pressure from their job responsibilities while teaching, leading to a shared sense of low accomplishment in their positions. Adjuncts tend to have high turnover rates, low teaching effectiveness, weak organizational belonging, and a limited sense

of identity. Therefore, the development and challenges of adjunct instructors in private colleges and universities should shift toward an efficiency model rooted in organizational commitment. Simultaneously, acceptance of adjunct instructors should be increased to foster an equitable, diverse, and inclusive vocational colleges environment. The key elements from the literature review related to this study include psychological contract, organizational commitment, job satisfaction, and EDI.

This chapter outlines the relevant definitions, influencing factors, and measurement dimensions of psychological contract. It also covers the connotation and influencing factors of job satisfaction. Additionally, it discusses the definition, influencing factors, and measurement dimensions of organizational commitment, as well as research on EDI, including its definition and measurement dimensions. Furthermore, the chapter explains the relationships between each variable, constructs the conceptual model of this study, clarifies the relationships based on the literature review, and formulates hypotheses. This process helps deepen understanding of the study's content and lays the foundation for subsequent research and analysis. Organizing previous scholars' studies in the literature review is essential.

2.2 Literature Review

2.2.1 Psychological Contract

2.2.1.1 Definition of Psychological Contract

The study of psychological contract has a long history. Definitions and descriptions of psychological contract first appeared in the early 1960s, particularly in Argyris's (1963) and Schein's (1965) research on organizational theories and behavior. From the 1960s to the present, research on psychological contract has evolved, with empirical studies becoming increasingly sophisticated and exploring a broader range of issues. New conceptual models have also been introduced to guide future research. At the same time, more emphasis has been placed on the challenges of accurately and reliably measuring psychological contract.

Argyris (1963) first introduced the term "psychological work contract" to describe employee perceptions of foreman leadership styles. Levinson et al. (1962) defined a psychological contract as "a set of mutual expectations of which the parties to a relationship may not be fully aware, but which nonetheless determine the relationship." Schein (1965) argued that psychological contract is "a set of unwritten expectations between each organizational member in action at any given time and the various supervisors and other members of the organization." Kotter (1973) described a psychological contract as "an implicit contract between an individual and an organization that specifies what each party to the relationship expects to give and receive from the other (Kotter, 1973)." Dunahee and Wangler (1974) characterized a psychological contract as "a binding mutual psychological agreement between employee and employer." Dunahee & Wangler (1974) also defined it as "an implicit agreement negotiated between an employee and an employer as a mutual obligation that both parties will fulfil during their interrelationships." Schein (1965) reinforced this perspective by emphasizing that the contract is implicit and unwritten, yet it evolves. It can be negotiated, even though a breach of mutual expectations by one party can lead to serious consequences for either party or both. Since the early 1960s, researchers have continued to explore and expand the concept of psychological contract. Until 1985, research had included both employer and employee

expectations in defining psychological contract.

In the 1990s, many scholars questioned the use of expectations in understanding psychological contract; Guest (1998) stated that "once we begin to look at how to define psychological contract, we are in a difficult position. The first problem arises from comparing definitions; psychological contract may be perceptions, expectations, beliefs, commitments, and obligations." Arnold (1996) commented similarly, "Since definitions are decisive in data collection, the ambiguity of definitions creates problems." Additionally, the organizational aspect presents a challenge in determining who or what represents the organization, as it is difficult to view organizations as a unified entity with a single set of expectations. Herriot (2001) argued that the "psychological contract" is the perception of the various mutual responsibilities that organizations and individuals assume for each other in an employment relationship. Guest & Conway (2002) further stated that "psychological contract consists of the mutual obligations of both parties to the employment relationship (the organization and the individual) that are implicit in the relationship." Hui et al. (2004) defined psychological contract as "the relationship between an employee and an employer based on the beliefs they hold about the exchange relationship. Labor relations are based on employees' or employers' beliefs about the exchange relationship."

However, Rousseau (1989) introduced a narrower definition of psychological contract. He views a psychological contract as "an individual's beliefs about the terms and conditions of a mutually beneficial exchange between the object of attention (the employee) and the other party (the employer)." Using this definition, the perspective shifts from a relationship between two parties at different levels to a single dimension of the individual. In this view, psychological contract is a personal, subjective perception of the employee's obligations to the organization and the employer's obligations to the employee. Therefore, Rousseau's (1989) work on psychological contract is seen as a turning point from early research to recent developments. Rousseau (1995) further described psychological contract as a perception of mutual responsibility rather than just an expectation. Rousseau (1995) defined psychological contract of employment as "an individual's understanding of a written or unwritten commitment made between him or her and the organization." In conclusion, unlike many traditional management and behavioral theories, psychological contract remains a concept that is not universally defined or fully understood. It refers to the relationship between an employer and its employees, especially the mutual understanding of expectations and obligations on both sides. As José Chambel (2014) noted, there is still ongoing debate about the proper definition of psychological contract. See Table 2.1.

Table 2.1 Definition of Psychological Contract

Author	Definition
Argyris (1960)	The psychological work contract was first coined to describe employees' perceptions of foreman leadership styles.
Levinson et al. (1962)	A set of mutual expectations of which the parties to a relationship may not be vaguely aware but which nevertheless define the ties.
Schein (1965)	A set of unwritten expectations exists between each member of an organization and the various supervisors and other members

Author	Definition
Kotter (1973)	of the organization at any given time. An implicit contract between an individual and an organization defines what each party expects to give and receive from the other in the relationship.
Dunahee & Wangler (1974)	A mutual psychological agreement that binds employees and employers
Rousseau (1989)	Individuals' beliefs about the terms and conditions of reciprocal exchange between the object of attention (the employee) and the other party (the employer).
Rousseau (1995)	An individual's understanding of the written or unwritten promises made between them and the organization.
Arnold (1996)	Since definitions are crucial for data collection, ambiguity in definitions can lead to problems.
Guest (1998)	Psychological contracts may be perceptions, expectations, beliefs, commitments, and obligations.
Herriot (2001)	Psychological contract refers to the perception of mutual responsibilities that organizations and individuals assume of each other within the employment relationship.
Guest & Conway (2002)	Psychological contract consists of the mutual obligations of both parties to the employment relationship (the organization and the individual) that are implicit in the relationship.
Hui et al. (2004)	Labor relations are based on beliefs held by employees or employers about the exchange relationship.

Source: Researcher 2024

By reviewing relevant literature, the definitions of psychological contract are categorized into two types: the unilateral view and the two-pronged view. The unilateral measurement approach emphasizes the employee's perception of expectations and obligations between themselves and the organization, thus limiting psychological contract to an individual's internal perception (Rousseau, 1990). Under this approach, psychological contract refers to the personal expectations and beliefs that individuals hold about the mutual obligations within a relationship. These beliefs shape the relationship and influence individual behavior. A significant amount of research focuses on the unilateral psychological contract from the perspectives of either the employee or the employer, as seen in studies by Zacher & Rudolph (2020), Matthijs Bal et al. (2010), Sels et al. (2004), and De Cuyper et al. (2008). Perceptions of the employment relationship from the employer's side have long been overlooked but have recently gained increasing attention (De Cuyper et al., 2008; Matthijs Bal et al., 2010; Sels et al., 2004).

The second standard definition of psychological contract views it as an exchange relationship between two parties. After conducting an in-depth review of the literature on psychological contract, researchers have incorporated a two-sided perspective into future studies of employee-organization relationships. This approach explicitly

examines the rupture from both the employer's and the employee's perspectives, as well as the rupture from the employee's perspective from the employer's perspective (Zacher & Rudolph, 2020). The two-sided measurement perspective considers psychological contract to encompass the perceptions of both the employer and the employee regarding the exchange relationship. This approach is beneficial in organizational settings because it enables the differentiation between employees' and supervisors' perceptions, which can help resolve internal conflicts and enhance work performance. From a two-sided viewpoint, research on psychological contract can offer a deeper understanding of the characteristics and implications of the exchange relationship between employees and employers (Herriot et al., 1997). To date, only the study by Bal et al. (2008) explored the consequences of psychological contract breakdown from both the employee's perspective (employer's causal breakdown) and the employer's perspective (employee's contribution breakdown). A key premise of psychological contract framework is reciprocity, meaning employees reward their employers based on how they are treated. Therefore, employees direct their rewards toward the source of both fulfilled and unfulfilled obligations: their perceived employer. The perceived employer and the organization may not be the same in the employee's mind, which is essential for understanding the object of the employee's reward. See Table 2.2.

Table 2.2 Definitional Classification of Psychological Contract

Categorization	Definition	Author
Unilateral measurement	The employee's perception of the expectations and obligations between themselves and the organization defines psychological contract, which is an internal view held by the individual.	Atkinson, 2008; Matthijs Bal et al., 2010; Rousseau, 1990; Sels et al., 2004; Zacher & Rudolph, 2020
Bi-directional measurement	Psychological contract encompasses the perceptions of both the employer and the employee regarding their exchange relationship. Research from both viewpoints will provide a more comprehensive understanding of the characteristics and implications of the employer-employee relationship.	Bal et al., 2008; De Cuyper et al., 2008; Herriot et al., 1997

Source: Researcher 2024

2.2.1.2 Theoretical Foundations of Psychological Contract

Researchers have suggested various theoretical foundations for psychological contract (Rice et al., 2021). Publications on psychological contract often reference social exchange theory (Blau, 1964) and the reciprocity model to explain the concept. Equity theory (Berscheid, 1979) has also been used as a theoretical basis for psychological contract at times. Thompson and Hart (2006) examined psychological contract within the context of social contract theory. Many other theories, such as the inducement-contribution theory (Wing, 1997), can also explain psychological contract.

Social Exchange Theory

Psychological contract researchers often rely on Social Exchange Theory as the foundational perspective for understanding psychological contract (Rice et al., 2021). This theory sees interpersonal interactions as a process of exchange (Rex & Homans, 1962). In this process, both parties participate in and carry out activities related to each other, exchanging valuable resources. Organizations and employees engage in transactions because they seek benefits from the exchange. For instance, employees expect to receive salaries and promotions, while organizations anticipate that employees will contribute to the company's profits. Consequently, both parties must fulfill their respective obligations to earn the benefits they desire. During interactions between employees and the organization, one party will continue to engage if they find the exchange relationship rewarding or attractive. Blau's (1964) social exchange theory suggests that these relationships can be classified into two types: economic and social exchange. The core of social exchange is built on mutual trust and goodwill, with the expectation that these will be reciprocated in the future. As a result, parties maintain mutually beneficial and reciprocal relationships, and the rights and obligations that emerge from this basis extend beyond what is specified in a legal contract. Rice et al. (2021) highlighted that although social exchange theory provides valuable insights, it falls short as a complete theory of social exchange.

Induced Contribution Theory

Barnard's study (1938/1968) discussed the Induced Contribution Theory. He argues that employees contribute what they perceive to be equal to the level of inducement the employer provides. March and Simon (1958) described the exchange relationship between an organization and an individual as an exchange of organizational inducements and individual contributions. Shore & Barksdale (1998) argued that most employees use the "ratio of inducements provided by the organization to the contribution" in psychological contract as a measure of the perceived reasonableness or fairness of the employee. Shore & Barksdale (1998) argued that most employees use the "ratio of incentives offered by the organization to the contribution made by the employee" in psychological contract to measure perceived reasonableness or fairness. The foundation of psychological contract is based on the exchange of incentives and contributions. Organizations provide sufficient inducements in exchange for employees' contributions (Coyle-Shapiro & Kessler, 2000). Robinson et al. (1994) further stated that beliefs about the rights and obligations of the exchanging parties refer to the employee's understanding and perception of the commitments in the exchange relationship between the employee's external and internal contributions (effort, competence, and loyalty, etc.) and the organization's incentives (compensation, promotion, and job security, etc.).

The Reciprocity Model

Gouldner's (1960) Reciprocity Model is often cited as a fundamental rule for individual-organizational exchanges. Chang et al. (2020) found that individual employees perceive at least two types of exchanges within the organization: some goods are exchanged between the individual and the supervisor, while others are exchanged between the individual and the organization. Coyle-Shapiro and Kessler (2000) noted that the organizational side of the employee psychological contract includes both current inducements provided by the organization and the employee's perceived future obligations to the organization. Among these, the currently offered inducements refer to the responsibilities the organization has already fulfilled, and employees respond with a reactive return to the organization for fulfilling those duties. In contrast, the future

organizational responsibilities perceived by employees refer to duties that they believe the organization may fulfill or provide in the future, based on the ongoing exchange relationship during the labor period (Coyle-Shapiro & Kessler, 2000). Employee expectations of potential future rewards motivate proactive behaviors that increase the likelihood of the organization fulfilling the employee's future responsibilities.

2.2.1.3 Dimensions of Psychological Contract

Various research perspectives exist on the dimensionality of psychological contract, including two-dimensional, three-dimensional, and multidimensional models.

The Two-Dimensional Perspective

Schepker et al. (2013) distinguished between two types of psychological contracts: transactional and relational psychological contracts. Transactional psychological contracts primarily refer to impersonal obligations associated with economic exchanges, focusing on specific tasks, time frames, and monetary rewards, while rarely addressing the broader relationship between the parties involved. Conversely, relational psychological contracts are based on the current relationship between the involved parties. Therefore, there is a perception of long-term, undefined socio-emotional obligations from one party in the exchange relationship, with these contractual terms often tied to trust and commitment. Under this contract, employees are encouraged to believe that the organization will employ them in the long term and provide the desired training and development opportunities (Lee, 2001). The differences between transactional and relational psychological contracts are illustrated in Table 2.3.

Table 2.3 Transactional Versus Relational Psychological Contracts

Type and Characteristic of Contracts	Transactional Contracts	Relational Contracts
Highlights	Economic	Economic, Emotional
Coverage	Partial	Whole
Timeframe	Closed	Open
Presentation	Written	Unwritten
Stability	Static	Dynamic
Scope	Narrowly Defined	Extensive
Tangibility	Public, Observable	Subjective, Internal

Source: Lee, 2001; Rousseau, 1995; Schepker et al., 2013

A significant body of theoretical and empirical research exists on the distinction between transactional and relational psychological contracts. Scholars used principal component analysis to examine employer-side responsibilities in employees' psychological contracts, extracting common factors that validated the findings of Schepker et al. (2013). They also discovered that empirical research supports the difference between transactional and relational psychological contracts, as shown by a study of Australian knowledge workers. By analyzing the responsibilities outlined in psychological contract literature, researchers found that all psychological contract contents involve two basic types of commitments: one related to completing job tasks and the other related to the nature of the job itself. Two composite factors, extrinsic and intrinsic contracts, were identified through factor analysis. Extrinsic contracts involve promises made by the employer related to fulfilling job tasks, such as flexible work schedules, a safe work environment, and

competitive wages and bonuses. Intrinsic contracts refer to promises about the nature of the employee's job, including self-selection, decision-making autonomy, self-control, challenging work, organizational support, participation in managerial decisions, and opportunities for professional growth. Additionally, the study identified two dimensions of psychological contract among employees in the public sector: the first, known as public service expectations, involves employees perceiving their employer's obligations to society rather than to themselves. The second, managerial expectations, involves employees perceiving and anticipating their managers' obligations to them, including compensation, training, and career development.

The Three-Dimensional Perspective

Table 2.4 Perspectives on the Three Dimensions of Psychological Contract

Dimension of Psychological Contract	Content and Definitions
Transactional Responsibility	Equal pay, equal benefits, compensation linked to employee responsibility, and organizational responsibility related to economic and material conditions
Training Responsibility	Employee training for new knowledge and skills, organizational support for employees, responsibilities related to the growth of their knowledge and abilities, etc.
Relational Responsibility	Organizations must ensure the future growth of their employees, providing long-term job security and promising career opportunities.

Source: Coyle-Shapiro & Kessler, 2000

Scholars have categorized the conditions companies use to attract employees into three dimensions: "reward for performance," "opportunities for career growth," and "commitment to employees" (Coyle-Shapiro & Kessler, 2000). These are grouped into three categories: "return on performance," "career growth opportunities," and "commitment to employees." Based on these dimensions, more than 300 employees from four companies participated in a questionnaire survey; however, the dimensions of organizational responsibility were not validated (Chang et al., 2020; Gouldner, 1960). The study identified that psychological contract includes three dimensions: the transactional, relational, and team member dimensions. Organizational responsibility related to economic and material conditions, such as receiving the same compensation and benefits as industry peers, compensation linked to responsibility, and salary increases tied to improved living standards, is referred to as "transactional responsibility" (Chang et al., 2020). Responsibilities related to employees' growth in knowledge and skills, like providing necessary training, teaching new skills, and offering organizational support, are collectively known as "training responsibilities." Responsibilities concerning employees' future development, including long-term job security and favorable career prospects, are referred to as "relational responsibilities" (Chang et al., 2020). This is shown in Table 2.4.

The Multidimensional Perspective

Rousseau and Heinz (2001) created a generalized psychological contract questionnaire to assess psychological contracts. They conceptualized a seven-dimensional model of psychological contract, including questions on stability, loyalty, short-term transactions, limited liability, dynamic performance, internal development, and external development. This model was tested through a pre-survey of 630 employees from the US and Singapore. The seven-dimensional structure was confirmed via factor analysis. Kickul

and Lester (2001) supported a four-dimensional model, comprising autonomy and control, organizational rewards, organizational well-being, and growth and development. In summary, various perspectives exist on the dimensions of psychological contract, and further empirical research is necessary to validate these findings.

2.2.1.4 Influences on Psychological Contract

Rousseau (1995) stated that employees interpret the content of psychological contract in three ways. First, individuals often engage extensively with others. During the hiring process, prospective employees may receive implicit or explicit promises from recruiters or negotiators. Once hired, coworkers or supervisors may share their perspectives on the obligations between employees and the organization. Second, employees' perceptions of how their coworkers and supervisors are treated act as social cues that influence psychological contractual obligations. Third, the organization provides structured signals, such as formal compensation systems and benefits, performance appraisals, and organizational culture (e.g., handbooks and task descriptions), which help shape psychological contracts. Therefore, the factors influencing psychological contract are categorized into three groups: personal, environmental, and organizational (Steers, 1977).

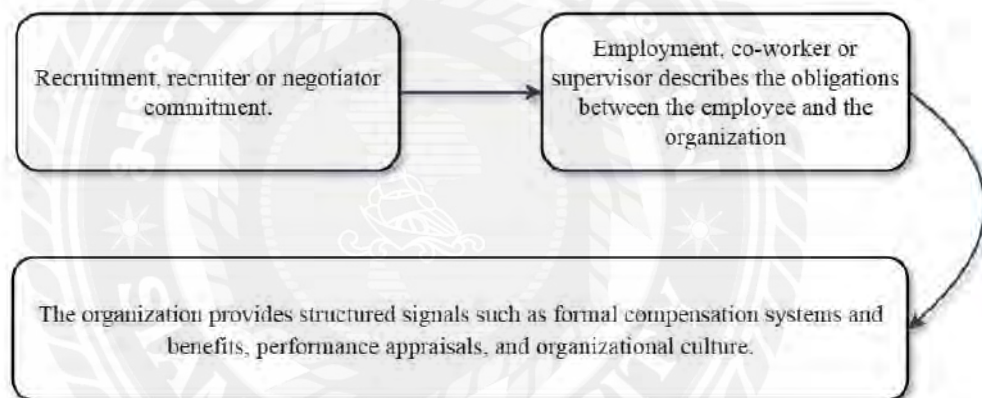


Figure 2.1 Influence Process of Psychological Contract

Source: Researcher 2024

Individual Factors

Researchers have found that individual personality traits influence the content of psychological contract and how employees respond behaviorally to it. An optimistic emotional personality was found to be negatively related to a psychological contract breakdown. Self-reliant employees were less likely to see temporary dismissal as a breach of psychological contract. Neurotic sensitivity was linked to transactional contracts, while relational agreements were associated with conscientiousness and self-esteem (Schepker et al., 2013). However, scholarly research has not shown an effect of the Big Five personality model (compliance, conscientiousness, extraversion, agreeableness, emotional stability, and intellect or imagination) on psychological contract (Rousseau & Heinz, 2001).

Exchange perception is another personal factor that influences psychological contract. Early work experience also shapes employees, affecting their values of fairness, hard work, and reciprocity. Well-intentioned people feel more obligated to the organization and respond more positively to its incentives. Feelings of equality are linked to a transactional psychological contract (Coyle-Shapiro & Kessler, 2000). Work values

influence the perceived psychological contract of new employees. Those with high job values focus on gathering information about career development and job content. In contrast, employees with team-oriented values seek information about the social climate and opportunities to balance work and personal life. These studies suggest that personal perceptions influence the incentives that employees believe the organization should provide and their corresponding obligations (Gouldner, 1960).

Age is a factor to consider when studying psychological contract. They found that younger employees expect interesting work, training opportunities, and a positive social atmosphere, while older employees expect supervisory responsibilities, good pay, and job security (Bal et al., 2008; Barnard, 1938/1968; Blau, 1964; Coyle-Shapiro & Kessler, 2000; Rice et al., 2021). Breakdowns in psychological contract are more likely to be perceived later in life when employees report lower levels of performance, have not gone through formal socialization, have had few interactions with organizational agents before signing on, have a history of psychological contract breakdowns with past employers, and when many employment opportunities are available at the time of signing the contract. Additionally, growing evidence shows that demographic factors (such as age, gender, and education) influence information during psychological contract formation (Bal et al., 2008; Rice et al., 2021; Sels et al., 2004). Among personal factors, past work experience and employee personality have a significant impact on the development of the employee's psychological contract.

Individual factors influencing organizational commitment include age, gender, education, years of service, and type of work performed by members. Additionally, the relationship between psychological contract satisfaction, managerial support, and organizational commitment is mediated. See Table 2.5.

Table 2.5 Individual Factors Influencing Organizational Commitment

Author and Year	Individual Factor	Influence on Organizational Commitment
Steers, 1977; Meyer & Allen, 1990 Koch & Steers, 1978;	Age Educational level	Positive Correlation Negative Correlation
Bogler & Somech, 2004; Bulut & Culha, 2010; Stevens et al., 1978	Years of Employment, Position, Number of Promotions	Stronger
Kräkel, 2015; Meyer et al., 1991; Porter et al., 1974; Stevens et al., 1978	Employee Demographic Characteristics Variables and Job-Related Variables	Significant
Meyer et al., 1991; O'Reilly et al., 1991; Seibert & Kraimer, 2001; Sheridan et al., 1997	Psychological Contract Satisfaction	Mediated Relationship with Organizational Support and Organizational Commitment
Meyer & Allen, 1997a; Porter et al., 1974; Randall & O'driscoll, 1997	Individual Experience, Type of Education Received,	Influences Normative Commitment
Stratmann et al., 2017	Gender	Not Significant
Karousiou et al., 2018; Kräkel, 2015; Liu & Werblow, 2019	Gender	Influences Normative Commitment

Author and Year	Individual Factor	Influence on Organizational Commitment
Meyer & Allen, 1997; Sheridan et al., 1997;	Age	Influencing Emotional Commitment

Source: Researcher 2024

Environmental Factors

Social factors, including laws, the type of government, and the availability and quality of social organizations, influence the development and perception of psychological contract. These factors may impact employees' psychological contracts; however, conducting empirical research to investigate this remains challenging. Additionally, cross-cultural studies of employees' psychological contracts in the United States, the United Kingdom, the Netherlands, Germany, France, Canada, Japan, and Singapore have revealed that the formation of psychological contract is also affected by national traits, socio-cultural factors, economic conditions, and economic systems (Rousseau & Heinz, 2001; Rousseau & Schalk, 2000; Sparrow, 1998). Since psychological contract involves an individual's perception of their relationship with a large organization, individualistic and collectivistic cultural values are crucial to understanding psychological contract, which is especially significant (Hofstede, 1980).

When designing a survey to evaluate psychological contracts, it is essential to consider these influences. The survey should include dimensions that measure both transactional and relational contracts. Transactional contracts, which focus on specific, short-term, and economically driven exchanges between employees and employers, may be more common in individualistic cultures. Conversely, relational contracts involving long-term, socio-emotional exchanges may be more significant in collectivist cultures. By including questions that address these dimensions, the survey can more effectively capture the cultural and social nuances that influence psychological contracts in various contexts.

Organizational Factors

Organizational factors that influence perceptions of psychological contract breakdown include perceived organizational support (Sparrow, 1998), socialization processes, supervisor or leader exchange, organizational conditions (such as strategy, job content, task nature, personnel policies, and assignment policies) (Sparrow, 1998; Sutton & Griffin, 2004; Tekleab et al., 2005; Wade-Benzoni & Rousseau, 1998), and exchanges with organizational agents before joining. Additionally, employees' perceptions of organizational culture and standardized operational processes shape their beliefs about psychological contract (Wade-Benzoni & Rousseau, 1998; Wade-Benzoni et al., 2006). Lo & Aryee (2003) found that organizational change is linked to the breakdown of psychological contract. Sayman & Atienzar (2023) showed that leadership styles and school climate influence teachers' psychological contracts.

In addition to the three categories of influences mentioned above, employees' attributions of psychological contract rupture also affect the intensity (Lo & Aryee, 2003; Sayman & Atienzar, 2023; Sutton & Griffin, 2004; Wade-Benzoni & Rousseau, 1998). Failing to keep promises leads to employers' unwillingness or inability to fulfill their obligations to employees. Misunderstandings occur when both parties have different understandings of the promise. In this case, the employer may not feel obligated, while the employee feels obligated, even if the employer cannot fulfill the obligation.

Table 2.6 Influences on Psychological Contract

Factor Influencing Psychological Contract	Specific Factor
Personal Factors	Upbeat affective personality, exchange perceptions, work values, demographic variables, past work experience, and employee personality
Environmental Factors	Laws, type of government, national identity, socio-cultural, economic status, economic system, individualistic cultural values, collectivistic cultural values
Organizational Factors	Organizational Support, Socialization Process, Supervisor or Leader-Member Exchange, Organizational Condition, Organizational Culture, Organizational Change, Leadership Style
Other Factors	Failure to keep promises, misunderstandings, and external uncontrollable factors

Source: Researcher 2024

2.2.1.5 Consequences of Psychological Contract

Research on the effects of psychological contract explores how employee behaviors (such as job performance and citizenship behaviors), attitudes (including commitment, satisfaction, and turnover tendencies), affective commitment, organizational citizenship behaviors, employee performance, and job satisfaction are interconnected. Much empirical research indicates that perceived breakdowns in psychological contract are associated with decreased affective commitment and loyalty, reduced trust, increased turnover tendencies, greater dissatisfaction, lower task and environmental performance, and higher absenteeism rates.

The concepts most often discussed by researchers regarding psychological contract are employee psychological contract breach, psychological contract violation, and psychological contract honoring. Psychological Contract Breach (Breach) refers to the psychological perception of an unfulfilled contract. A breach occurs when employees perceive that they are not receiving what was promised (Coyle et al., 2002; Coyle-Shapiro et al., 2019; Culpepper et al., 2020). Violation refers to the adverse or intense emotional reaction that sometimes accompanies an employee's perception that they have not received what was promised. Violation is defined as an emotional or affective response caused by an employee's anger and sense of betrayal due to the perceived failure of the organization to keep all or part of its promises. Psychological contract breach includes feelings of disappointment, frustration, and distress resulting from the perceived inability to obtain what was expected or desired.

Although research on the differences between psychological commitment breakdown and psychological commitment violation has produced many valuable management recommendations, the two concepts are interconnected (Guest, 1998), and their correlation is typically high (Petersitzke, 2009). Researchers have extensively examined the consequences of psychological contract violations, including employee performance (Gracia et al., 2006), turnover intentions (Lester et al., 2002), job satisfaction, and organizational commitment (Cassar, 2001; Chavez-Haroldson, 2021; Coyle et al., 2002; Coyle-Shapiro et al., 2019; Porter et al., 1998). Differences between commitment and fulfillment can lead to varied effects (Costa et al., 2017; Culpepper et al., 2020; Rousseau, 1995; Turnley & Feldman, 1999). Battisti et al, (2007) and other scholars highlight a substantial body of literature exploring psychological contracts and positive organizational

outcomes such as affective commitment (Battisti et al., 2007; Janssens et al., 2003; Lester et al., 2002), organizational citizenship behavior (Coyle et al., 2002; Coyle-Shapiro et al., 2019; Culpepper et al., 2020; Janssens et al., 2003; Lester et al., 2002), employee performance (Robinson, 1996; Rousseau, 1995; Royal Commission on Equality in Employment, 2021), job satisfaction (Purohit & Goyal, 2016; Rousseau, 1995; Royal Commission on Equality in Employment, 2021; Tamtik & Guenter, 2019), and other related outcomes. See Table 2.7.

There is also a substantial body of research on the emerging and evolving concept of psychological contract, with Coyle-Shapiro et al. (2019) highlighting future research concerns to (a) investigate the expansion of psychological contract beyond social exchange, known as the strongly ideological psychological contract, and its relationship to organizational commitment, especially its presence in the public sector or its effect on employees' organizational citizenship behaviors; (b) explore the causes and effects of psychological contract violations, such as organizational restructuring and downsizing that reduce employees' ability to meet their exchange obligations, or examine how employees' job insecurity influences psychological contract breaches; and, finally, (Cassar, 2001; Chavez-Coyle Shapiro & Kessler, 2002), (c) broaden explanations of the relationship between violations and outcomes, focusing on viewing psychological contract as a dynamic process. In summary, extensive current empirical research exists on the impact of psychological contract breach and rupture on employee attitudes and behaviors. Most of this research supports the idea that breaches significantly affect employee attitudes and actions (Purohit & Goyal, 2016; Rousseau, 1995; Royal Commission on Equality in Employment, 2021; Tamtik & Guenter, 2019). However, while numerous studies examine the effects of breaches and ruptures, fewer empirical studies explore psychological contracts that are fulfilled, carrying substantial ideological implications. Additionally, most samples in these studies consist of MBA students, nurses, doctors, and civil servants, with relatively few focusing on adjunct instructors in private vocational colleges.

Table 2.7 Consequences of the Impact of Psychological Contract

Psychological Contract	Consequence	Author
	Organizational Commitment(-)	Cassar, 2001; Chavez-Haroldson, 2021; Coyle Shapiro & Kessler, 2002; Coyle-Shapiro et al., 2019; Porter et al., 1998
Psychological Contract Breach	Identify With Organizational Goals And Values (-)	Coyle-Shapiro et al., 2019; Rousseau, 1995
	Performance (-)	Gracia et al., 2006, Robinson, 1996; Rousseau, 1995
	Neglect (+)	Coyle Shapiro & Kessler, 2002; Coyle-Shapiro et al., 2019
	Propensity To Leave (+)	Battisti et al., 2007; Janssens et al., 2003; Lester et al., 2002
	Absenteeism (+)	Tamtik & Guenter, 2019 ;Culpepper et al., 2020; Janssens et al., 2003
	Job Satisfaction (-)	Purohit & Goyal, 2016; Rousseau, 1995; Tamtik & Guenter, 2019
	Organizational Citizenship(-)	Costa et al., 2017; Culpepper et al., 2020; Rousseau, 1995; Turnley & Feldman, 1999
Failure to Honor psychological contract	Work Performance(-)	Culpepper et al., 2020; Rousseau, 1995
	Loyalty(-)	Lester et al., 2002; Tamtik & Guenter, 2019 ;Culpepper et al., 2020
	Helpfulness(-)	Tamtik & Guenter, 2019 ;Culpepper et al., 2020;
	Trust(-)	Porter et al., 1998; Rousseau, 1995
	Organizational Commitment(-)	Battisti et al., 2007; Janssens et al., 2003; Lester et al., 2002
	Neglect(+)	Turnley & Feldman, 1999; Coyle-Shapiro et al., 2019; Rousseau, 1995
	Separation(+)	Lester et al., 2002
	Perceived Employee Obligations(-)	Coyle-Shapiro et al., 2019; Rousseau, 1995
	Organizational Citizenship(+)	Coyle Shapiro & Kessler, 2002; Coyle-Shapiro et al., 2019; Culpepper et al., 2020; Janssens et al., 2003; Lester et al., 2002
Psychological Contract Fulfillment	Work Performance(+)	Robinson, 1996; Rousseau, 1995;
	Organizational Commitment(+)	Costa et al., 2017; Culpepper et al., 2020; Rousseau, 1995;
	Job Satisfaction(+)	Culpepper et al., 2020; Rousseau, 1995
	Perceived Employee Obligations(+)	Lester et al., 2002; Culpepper et al., 2020

Note: (+) Indicates A Positive Impact;(-) Indicates A Negative Impact.

Source: Researcher 2024

2.2.2 Job Satisfaction

2.2.2.1 Connotation of job satisfaction

Hoppock (1936) was the first to explore the meaning of job satisfaction. Job satisfaction is the emotional state that occurs when an employee assesses their personal feelings about their job, reflecting their emotional outlook toward the role they play. Hoppock (1975) described job satisfaction as a feeling of mental pleasure that results from self-evaluating one's occupation and experiences. Sempañe et al. (2002) defined job satisfaction as the extent to which individuals hold a favorable or unfavorable opinion of their jobs. Job satisfaction reflects a person's thoughts and feelings about their occupation or specific aspects of it, and according to him, "job satisfaction is an internal state that arises from evaluations of occupational experiences, varying in degrees of goodness or badness (Sempañe et al., 2002)." It is "a product of the interaction between the work environment and the needs of the individual." Many theories provide frameworks to explain the complexity of job satisfaction (Spector, 2004). Overall, job satisfaction refers to an employee's perception of the psychological and physiological aspects of their job, which influences their commitment to it (Hoppock, 1975). The study of job satisfaction has become a prominent focus in research. Scholars have proposed three different definitions of job satisfaction based on their studies.

- Broad definitions, such as those provided by Robbins (2003) and Sempañe et al. (2002), view job satisfaction as a whole and offer a clear interpretation that does not include the various components of job satisfaction.
- Differential definitions, such as those by Porter et al. (1973), describe job satisfaction as an employee's feelings and attitudes resulting from comparing the actual value received to their expectations.
- A layered definition, such as Spector's (2004), highlights the multiple aspects of job satisfaction, pointing out that work has various satisfaction dimensions. This method enables employees to assess all aspects of satisfaction and dissatisfaction, providing a more comprehensive evaluation that better reflects the overall attitude toward the work.

The organization assesses the expected performance of its employees, and those who excel receive positive feedback, which helps improve and strengthen their psychological and mental well-being. This, in turn, increases the organization's emotional satisfaction with its employees' lives and work. Employees' emotional satisfaction in life and work includes all their emotional perceptions of their experiences (Porter & Steers, 1973; Sempañe et al., 2002; Spector, 2004). Satisfaction reflects a worker's attitude toward their work. Job satisfaction is a positive feeling employees have about their work, based on their evaluation of the job's characteristics. This evaluation results from combining various job elements, such as the nature of the work, the quality of the work environment, interpersonal relationships, and the fairness of rules and regulations—all of which influence how employees feel about their work and their behavior (Sayman & Atienzar, 2023). These behaviors are closely linked to the organization's performance. For example, dissatisfied employees may exhibit behaviors such as quitting, slacking off, absenteeism, tardiness, increased work errors, or submitting suggestions to management. Standard performance measures related to job satisfaction include productivity, turnover, absenteeism, customer satisfaction, and organizational citizenship behavior (Porter & Steers, 1973; Sayman &

Atienzar, 2023).

For job satisfaction, this study suggests that it results from a multidimensional, cumulative process, where each factor contributes to overall teacher job satisfaction. Furthermore, even a high overall satisfaction level does not rule out low satisfaction with specific factors. Because measuring the gap between expectations and reality is difficult to operationalize, the study's design and administration were simplified.

2.2.2.2 Influencing Factors of Teachers' Job Satisfaction

Empirical research on the link between teachers' job satisfaction and its influencing factors has gained increasing attention from scholars, and the understanding of these factors has become deeper and more diverse over time. Recently, the literature has also reviewed the factors that influence teachers' job satisfaction. These factors are categorized into individual background, psychological aspects, and organizational and environmental factors (Karousiou et al., 2018).

Individual Background Factors

The main point is that demographic variables, such as teachers' gender and title, exhibit significant variation in the conclusions of different studies regarding their influence. Research on teacher satisfaction has found that teachers' job satisfaction changes based on factors such as gender, grade level, and others (Holmes, 2017; Karousiou et al., 2018). Other research indicates that when teachers have different levels of education or attend various institutions of higher learning, there is notable variability in their assessments of job satisfaction (Holmes, 2017).

Individual Psychological Factors

The individual psychological factor is an internal element that stems from the subjectivity of teachers. In the study, the psychological levels of three teachers received the most attention from scholars studying teachers' job satisfaction.

➤ **Work values.** The degree to which a teacher's work values align with the school's values significantly predicts perceived job satisfaction, and the fact that the teacher's values complement the school's values is a factor that influences job satisfaction (Karousiou et al., 2018; Skaalvik & Skaalvik, 2009).

➤ **Job Stress.** Reducing externally motivated stress may improve teachers' well-being and satisfaction. The study found that different sources of stress impact satisfaction, and the results showed that all teachers' stressors decreased their job satisfaction (Holmes, 2017; Skaalvik & Skaalvik, 2009).

➤ **Professional Identity.** Factors such as respect or neglect for teachers' prior experience and beliefs influence teachers' professional identity and satisfaction. Professional identity is closely connected to teachers' affirmation of their work, which facilitates the development of positive work initiatives and enhances job satisfaction (Holmes, 2017; Karousiou et al., 2018; Skaalvik & Skaalvik, 2009).

Organizational and Environmental Factors

Organizational and environmental factors are external elements that stem from the context. External factors serve as stronger predictors of job satisfaction than internal factors. Three organizational factors that influence teachers' job satisfaction are

leaders (Liu & Werblow, 2019), organizational climate, and motivational systems.

➤ **Leaders.** Liu & Werblow (2019) found that both principal and management team members' leadership were positively related to teacher job satisfaction based on large-scale data using multilevel modeling. Leadership styles were found to be linked to teacher satisfaction in a study by Zuo et al. (2024).

➤ **Organizational climate.** Teachers' perceptions of the campus cultural climate have a significant impact on their job satisfaction. Studies have shown that the impact of teachers' perceived school organizational climate on their job satisfaction dimensions is not entirely positive, and the relationship between teachers' satisfaction with material conditions, salary, and other factors is detrimental to their overall job satisfaction.

➤ **Motivational systems.** Teachers' motivation is influenced by government policies, school structures, and other factors categorized as organizational and environmental influences. High economic incentives have a positive impact on teachers' job satisfaction. However, the effect of incentives is less significant than teachers' planning for their career development (Zuo et al., 2024). Therefore, the sub-dimensions of teacher incentives have a contextual variability effect on job satisfaction, and the incentive elements that can boost their satisfaction differ among various groups of teachers.

Teachers' perceptions of job satisfaction are dynamic and vary depending on the context. Differences in factors such as time and geographic location, which were chosen for the study, as well as variations in sample selection, can limit the broad applicability of the findings. Additionally, this research highlights the significance of examining the factors that impact teachers' job satisfaction, and the current study contributes to and builds upon existing research in this field (Holmes, 2017; Karousiou et al., 2018; Zuo et al., 2024).

2.2.2.3 Dimensions and Measurement of Job Satisfaction

The abbreviated version of the MSQ includes three scales, two of which were selected for this study. One is intrinsic satisfaction, related to the type of work, accomplishments, and use of abilities (Locke & Latham, 2004; Purohit & Goyal, 2016), and is connected to occupational challenge, achievement, authority, and helping others. The other is extrinsic satisfaction, referring to factors such as supervision, company, and related aspects (Locke & Latham, 2004; Purohit & Goyal, 2016), which are linked to pay, earnings, company policies, promotion, supervision, and other career-related aspects.

Three key factors of job satisfaction. (a) Job satisfaction is an emotion that reacts to the work situation, so it cannot be directly observed; it is only inferred. (b) Job satisfaction often depends on how well outcomes meet or surpass expectations. For example, suppose organizational members feel that their work is becoming more complex than in other departments but receive fewer rewards. In that case, they may develop negative attitudes toward their work, managers, and colleagues. Conversely, if they feel they are treated well and fairly, they may have a positive attitude toward their job. (c) Job satisfaction reflects the combination of several attitudes. This is essential for a strong response to the job, covering aspects such as the work itself, pay, opportunities for advancement, supervision, and coworkers (Donovan, 2001).

Praise from leaders and trust in the work being done; 1) Promotion: opportunities, standards, and fairness of promotion; 2) Wages: quantity and fairness; 3) Working conditions: quality of equipment and workplace during working hours; 4) Benefits:

pensions, insurance, and vacation; 5) Supervisors: leadership style and management skills; 6) Colleagues: competition, friendship, and mutual support among colleagues; 7) Self: personal perception of one's values, skills, and abilities; 8) Self: personal perception of one's values, skills, and abilities; 9) Workers' perception of their work; 10) Workers' perception of their work; 11) Workers' perception of their work; 12) Workers' perception of their work; 13) Workers' perception of their work; 14) Workers' satisfaction with work; 15) Workers' perception of their work, skills, and abilities; 16) Members outside the organization: relationships with customers and other external stakeholders. Taking these studies into account, it becomes clear that scholars' research on the factors influencing job satisfaction is increasingly human-centered, emphasizing aspects such as agency, independence, and values (Curry et al., 1986; Locke & Latham, 2004; Spector, 1997).

Job satisfaction research needs to incorporate new variables, enhance causal analysis, consider the impact of mediating variables, and systematically integrate related theories (Purohit & Goyal, 2016). During extensive research on how job satisfaction affects organizational output, it is also crucial to consider the valuable insights of cognitive psychology and analyze them at both the group and organizational levels, expanding from individual to comprehensive organizational theories (Curry et al., 1986). More emphasis should be placed on the practicality and usability of expanding applied research. Integrating modern human resource management ideas with a focus on employees' spiritual needs in real-world management, solving management challenges, and exploring the guiding significance and practical value of job satisfaction in organizational management are other important aspects of deepening research in this area.

2.2.3 Organizational Commitment

2.2.3.1 Connotation of Organizational Commitment

Organizational commitment includes elements from psychology, sociology, and management. In psychology, it examines the intrinsic motivation that drives an individual to commit to an organization and how a person becomes attached to it. In the initial stage, employees follow the company's systems and requirements to avoid punishment; when they perceive that the organization fosters a relationship they recognize and value, their commitment shifts from mere obedience to identification with the organization's management and goals. When employees see that their values align with the company's vision and principles, they develop internalized attitudes and behaviors that reflect these values. See Figure 2.2.

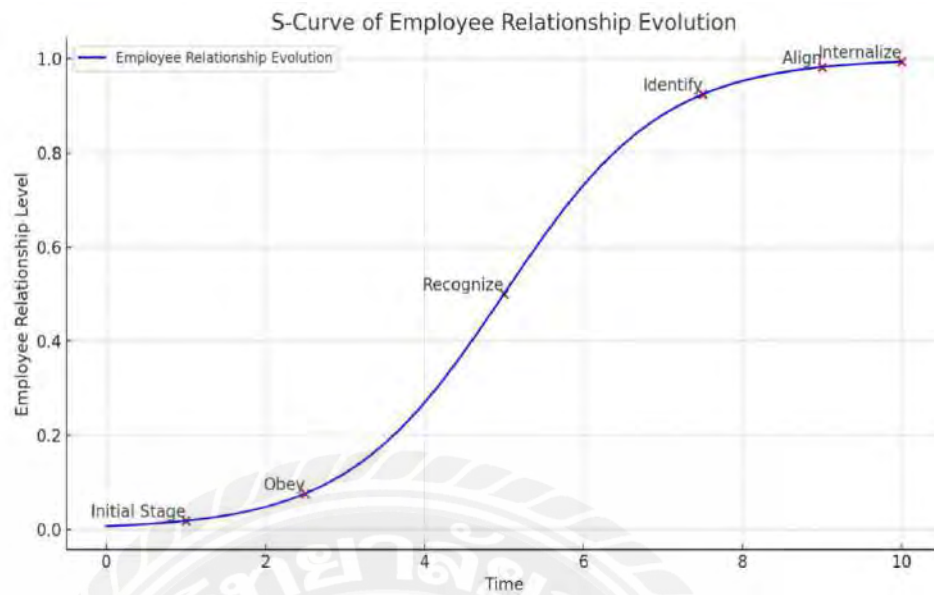


Figure 2.2 Evolution of Employees' Organizational Commitment
Source: Becker,1960

Table 2.8 Definition of Organization Commitment

Author	Year	Definition
O'Reilly & Chatmen	1991	Psychological contract between an employee and an organization is an implicit agreement and set of expectations.
Meyer et al.	1993	Individuals have a considerable degree of identification with and commitment to a particular organization.
Sheridan et al.	1997	An employee's identification with a particular organization and its goals is an emotional desire to maintain membership.
Seibert & Kraimer	2001	Employee's loyalty and identification with the organization, and the degree of motivation to participate in the organization's activities.
Meyer & Herscovitch	2001	The individual is highly aligned with the organization's goals and values, and they strongly desire to work diligently to achieve them and remain with the organization.
Kräkel	2015	An individual's identification with a particular organization and its goals, and an attitude of wanting to maintain membership.
Straatmann et al.	2017	The degree to which an employee recognizes, accepts, and is committed to the current organization is a sense of belonging and psychological bondage.

Source: Researcher 2024

The American sociologist Becker first introduced the concept of organizational commitment in 1960. It suggests that employees and the organization have a contractual relationship based on monetary exchange. According to Blau's (1964) social exchange theory, when organizations engage in commitment-focused training activities,

they incur not only financial costs but also emotional costs, which reflect the organization's trust and dedication to its employees. The organization expects that employees' commitment will yield a return on its investment. Mowday et al. (1982) defined organizational commitment as employees' identification with the organization's goals and values, willingness to work hard, and a strong desire to stay within the organization. Kanter (1977), on the other hand, considered the entire society and viewed organizational commitment as a willingness to invest energy and loyalty in the social system. Morrow (1983) identified at least twenty-five different interpretations of organizational commitment, which can be seen as subjective opinions. This study compiled the definitions of organizational commitment offered by various scholars, as shown in Table 2.8.

Steers (1977) pointed out that organizational commitment motivates employees to participate more actively in the organization's activities, fostering a strong willingness among employees to work with the organization's leaders, which in turn helps achieve the organization's goals. Employees with higher organizational commitment are more dedicated to their work and more willing to put in extra effort on behalf of the organization. Organizational commitment is defined as an employee's desire to make significant efforts on behalf of the organization, a willingness to remain with the organization, and an acceptance of its primary goals and values (Porter & Lawler, 1969). The widely accepted definition of organizational commitment is that of Greenberg (1987), who describe it as the extent to which an employee identifies with their organization, the level of commitment they show, and their willingness to leave the organization (Greenberg & Baron, 1995). Organizational commitment has been a topic of interest among scholars of organizational behavior for many years. Practitioners also focus on organizational commitment because of its ability to produce desired outcomes such as increased work effort, higher job satisfaction, reduced absenteeism, and improved job retention (Morrow, 1983; Morrow, 2011). It has become an increasingly important concept in the study of organizational psychology and behavior (Mathieu & Zajac, 1990).

Three different perspectives can be identified in research related to organizational commitment. The first perspective comes from the social exchange theory, which focuses on the commitment of individuals to the organization. Employees make some implicit or somewhat implicit investments in the organization, which discourage them from voluntarily leaving (Becker, 1960). These accumulated investments would be lost if the employee were to leave the organization. Becker argues that after spending some time in the organization, certain costs make it harder for employees to "deviate from certain patterns of behavior" (i.e., give up organizational membership). The threat of losing these investments, combined with a lack of alternatives to offset these losses, encourages employees to stay committed to the organization. Later studies adopted Becker's view and scale to define and analyze organizational and occupational commitment. This perspective was further developed by Meyer and Allen (1991, 1997) and is called "Commitment to Continuity" (CC). The second model, known as affective commitment (AC), emphasizes a psychological connection between the individual and the organization (Meyer & Allen, 1991, 1997). It is characterized by the employee's desire to remain part of the organization and to embrace its values and goals in exchange for psychological rewards, such as support or recognition (Mowday et al., 1979).

The third perspective, Normative Commitment (NC), proposed by Meyer & Allen (1991), focuses on workers' work ethic and sense of responsibility, which motivate

them to perform well in any situation. Allen & Meyer aim to synthesize different strands of research: firstly, Becker's behavioral focus; secondly, Porter et al.'s focus; and finally, Wiener's emphasis on beliefs. Meyer & Allen connected the early schools of commitment research (Allen & Meyer, 1990; Kanter, 1968) by examining the organizational commitment literature and summarizing three components: affective commitment, continuance commitment, and normative commitment (Becker, 1960; Kanter, 1968; Mathieu & Zajac, 1990; Solinger et al., 2008; Wiener & Vardi, 1980). Meyer & Herscovitch (2002) described commitment as a force that binds an individual to a set of behaviors related to one or more goals. Employees experience this force through three mindsets: affective commitment, normative commitment, and sustained commitment, which reflect emotional ties, perceived obligations, and perceived sunk costs related to a goal, respectively. Meyer and Allen did not view these three components as completely separate types of commitment, but rather as interconnected features that demonstrate an individual's commitment to the organization (Meyer & Allen, 1997). This model assumes individuals hold some degree of commitment across all three types. Affective commitment refers to the emotional attachment that organizational members feel toward the organization, resulting in their identification with its goals and internalization of its values. Continuance commitment occurs when an organizational member feels unable to change the outcomes of previous behaviors and adjusts their attitude accordingly. Normative commitment is a sense of personal obligation or moral responsibility that arises when employees internalize organizational or social norms.

2.2.3.2 Dimensionality of Organizational Commitment

The definition of organizational commitment has multiple dimensions, including two-dimensional, three-dimensional, four-dimensional, and five-dimensional models. Due to China's economic, cultural, and historical background, Chinese scholars' five-dimensional definition is optimistic and exploratory. However, since researchers widely regard Meyer & Allen's (1991) three-dimensional framework as a classic, this study adopted their perspective.

Two-Dimensional View

Hall and Schneider (1972) divided organizational commitment into two components: attitudinal commitment and behavioral commitment. The first includes identification, emotion, loyalty to the organization, and dedication to the work; the second involves a willingness to work hard for the organization and to stay. Stevens et al. (1978) linked this to the employee's tenure, classifying organizational commitment into "early stage" and "middle and late stage." The early stage leads to psychological commitment, while the middle and late stages lead to exchange commitment. Other two-dimensional categories include value commitment, retention commitment, and continuance commitment.

Three-Dimensional View

Scholars have gone through a long historical phase of delineating the three dimensions of organizational commitment, which is summarized in this study in the following Table 2.8

(a) Influences on affective commitment

Meyer and Allen found that perceptions of job and organizational characteristics such as organizational trustworthiness, coworker cohesion, role clarity,

personal importance, job challenge, involvement, goal clarity, goal difficulty, managerial acceptability, equality, and feedback are the best predictors of affective commitment (Meyer & Allen, 1997). Affective commitment is strongly linked to work-related communication between supervisors and subordinates. Other studies have also shown that employees involved in decision-making tend to have higher levels of affective commitment (Meyer & Allen, 1997). Affective commitment mainly arises from positive work experiences, exceptionally high job autonomy, and a sense of organizational fairness and equity. Greenberg and Baron (1995) demonstrated that organizational support, satisfaction, and policies have a significant influence on affective commitment. Recently, Morrow (2011) identified six categories of factors affecting affective commitment by reviewing past literature, including socialization practices, organizational change, human resource practices, interpersonal relationships, employee-organizational relationships, and others.

(b) Influencing factors of sustained commitment

Meyer and Allen (1977) identified the main factors influencing sustained commitment as professional training (transferability of skills), education level, compensation and benefits, self-investment, and alternative job opportunities. Two of the most significant influences are the employee's cumulative commitment to the organization or organization-specific investment (such as limited technology portability) and the availability of other job options (Meyer & Allen, 1997). Continuing commitment stems from the perceived scarcity of job opportunities relative to the costs of leaving the organization. Organizational policies also play a role in continuance commitment. The transactional psychological contract was a key factor in commitment to continuance (González & Guillén, 2007).

(c) Influences of normative commitment

The two influences of normative commitment and loyalty-oriented socialization are referred to as socialization experiences (Meyer et al., 1993), highlighting the suitability and rewarding benefits of remaining loyal to the employer. For example, the employer invests in learning or offers training opportunities, encouraging employees to feel obliged to give back to the organization (Meyer et al., 1993). Although lacking empirical evidence, normative commitment is rooted in early family or cultural socialization experiences and the employee's psychological contract (Meyer et al., 2002). A study by González & Guillén (2007) also revealed a significant effect of the relational psychological contract on normative commitment. Furthermore, organizational support, overall satisfaction with the organization, and organizational policies all foster a sense of normative commitment.

Table 2.9 Three-Dimensional Segmentation of Organizational Commitments

Author and Year	Three Dimensions of Organizational Commitment		
Kanter (1977).	Commitment to Ongoing Work	Cohesion Commitment	Control Commitment
Porter (1974).	Commitment to Values	Effort Commitment	Retention Commitment
O'Reilly & Chatman (1991).	Conformity	Identity	Internalization
Meyer & Allen (1991); Meyer et al. (1993)	Affective Commitment (AC) is the degree of an individual's dependence on, identification with, and devotion to the organization.	Continuance commitment(CC) is based on economic exchange. It refers to an individual weighing the potential losses and gains of leaving the organization, as well as the commitment to remain in it, because the individual feels that leaving the organization will result in losing status and the treatment earned through long-term investment.	Normative Commitment (NC) refers to a commitment to remain in the organization, grounded in social norms and ethical codes shaped by long-term social influences and a sense of social responsibility.
Cook & Wall (1980); Bogler & Soracch (2004)	Commitment (AC) refers to the degree to which an individual is dependent on, identifies with, and is committed to the organization, including their identification with the organization's value goals, pride in the organization, willingness to make voluntary sacrifices for the organization's benefit.	Commitment	Loyalty
Bulut & Culha (2010)	Identity	Normative Commitment	Material Commitment

Source: Researcher 2024

Four-Dimensional View

Building on the three-dimensional view, scholars have refined the concept of organizational commitment into a four-dimensional model. For example, organizational commitment is categorized as affective, normative, calculative, and continuance commitment (Sheridan et al., 1997; Straatmann et al., 2017). It is also described as affective, continuous, normative, and behavioral commitment.

Five-dimensional View

Organizational commitment component dimensions include utilitarian commitment, participatory commitment, kinship commitment, goal commitment, and spiritual commitment (Kräkel, 2015; Liu & Werblow, 2019; O'Reilly et al., 1991). The company's employees' organizational commitments consist of affective, normative, aspirational, economic, and opportunity commitments.

2.2.3.3. Antecedent Variables of Organizational Commitment

Numerous factors influence organizational commitment. Based on the analysis and classification of related studies, the variables affecting it can be grouped into three categories: organizational factors, work factors, and personal factors.

Organizational Factors

Organizational factors include support, culture, climate, and others. Eisenberger et al. (1986) first introduced the concept of organizational support, which refers to employees' psychological perception of the organization's concern, help, or support for their work, also known as employer commitment. Eisenberger et al. (1986) later confirmed that organizational support is a key predecessor of organizational commitment. He proposed that individuals build relationships with others to maximize their interests. Employees who perceive organizational concern, support, and recognition tend to respond by increasing their commitment and job performance. Randall & O'Driscoll (1997) also found that the higher the perceived organizational support, the greater the employees' affective commitment to the organization, with trust in management serving as the connecting link between the two. Distributive fairness has a significant influence on both affective and normative commitment. Additionally, organizational cultural climate, managerial behavior, organizational growth, mission clarity, overall organizational values, organizational environment, and innovation also significantly impact organizational commitment.

Job Factors

Job factors mainly include the challenging nature of the job, stability, independence, clarity of job duties, difficulty in achieving goals, and other related variables. It was found that employees' promotion opportunities, skill diversity, clear job scope, job autonomy, job satisfaction, and job stability have a positive impact on organizational commitment. Conversely, the proximity of the workplace and the frequency of work-family conflicts are negatively related to organizational commitment. In terms of different dimensions of organizational commitment, factors affecting affective commitment include job satisfaction, job challenge, role conflict, role ambiguity, and role clarity. Factors affecting continuance commitment include length of service in the unit and satisfaction with promotion, salary, and benefits.

2.2.4 Equity, Diversity, and Inclusion

2.2.4.1 Definitions of Equity, Diversity, and Inclusion

The origin of equity, diversity, and inclusion (EDI) initiatives at universities can be traced back to the 2005 Athena SWAN (Scientific Women's Academic Network) charter, issued by Advance HE in the UK, which aims to promote gender equality in UK universities (Advance HE, 2021a). Since then, Advance HE has also created a "Race Charter" to address equality issues faced by ethnic staff and students within higher education (Advance HE, 2021). Today, "equality, diversity, and inclusion" and "equity, diversity, and inclusion" (both now called EDI) are terms used by universities in many countries to highlight ongoing efforts to address EDI-related issues among students, non-academic staff, and academic staff, with the focus expanding from gender to include other underrepresented groups, such as disabled students, disabled non-academic staff, and disabled academic staff (Advance HE, 2021b).

The Athena SWAN framework has been adopted by many universities outside the UK, using either the phrase 'equality, diversity, and inclusion' or the abbreviation 'EDI,' or both (Culpepper et al., 2020). Universities in numerous countries have developed strategic EDI plans (Chavez-Haroldson, 2021; Government of Canada, 2021; Mellifont, 2020; Tamtik & Guenter, 2019). According to the Canadian EDI Charter, the goal of EDI is to enhance "research excellence, innovation, and creativity across all disciplines in the post-secondary sector to strengthen "the research community, the quality, relevance, and impact of research, and the opportunities available to all potential participants." The Canadian EDI Charter emphasizes that a deep and intersectional understanding of inequality, discrimination, and exclusion is essential for fostering cultural change. The 1984 Royal Commission on Equality in Employment (2021) introduced the concept of equality in employment in Canada, focusing on four main groups: 'women, persons with disabilities, indigenous people, and members of communities of color (or racial minorities)' (Henry et al., 2016).

The Canadian tri-agency funding agencies, including the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council.

- EDI defines equity as "the removal of systemic barriers and biases enabling all individuals to have equal opportunity to access and benefit from the program."
- Diversity includes race, color, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, orientation, gender identity, gender expression, and age.
- Inclusion is "ensuring that all individuals are valued and respected for their contributions and equally supported" (Donovan, 2001).

Furthermore, the Dimension Charter states that "institutional and individual safety, trust, belonging, privacy, and power differentials must be acknowledged and proactively addressed" (Curry et al., 1986). The implementation of EDI in higher education and research institutions aims to improve overall research and innovation capacity through systematic policies and practices that eliminate inequalities, promote diversity, and foster inclusive cultures.

2.2.4.2 Research Related to Equity, Diversity, and Inclusion

Equity, Diversity, and Inclusion (EDI) are a set of strategies and principles that promote fairness, variety, and inclusion in educational, workplace, governmental, and other social settings. Research on EDI has mainly focused on the past five years (Henry et al., 2016; Mellifont, 2020).

Scholars' research on equity defines it as the fair distribution of opportunities and resources, with equity being the intended goal. The study focuses on educational and health equity. Educational equity seeks to eliminate inequalities within the education system, ensuring that all students and teachers, regardless of their background, have equal access to the same opportunities and resources (Chavez-Haroldson, 2021; Mellifont, 2020). Health equity considers factors such as socioeconomic status, race, and gender that contribute to health disparities and works to reduce these gaps through targeted policies and practices. Diversity includes individual characteristics, identity, age, sexual orientation, religion, disability, and socioeconomic background. Studies have examined the impact of diversity on team innovation, organizational commitment, and performance. Diversity related to organizational plurality influences social interactions, education, and mental health. Inclusion fosters an environment that respects, accepts, and values all differences, promoting a sense of belonging and participation for everyone. Leaders encourage teamwork and satisfaction through inclusive strategies and behaviors. Social policies and community programs support the participation and inclusion of disadvantaged groups.

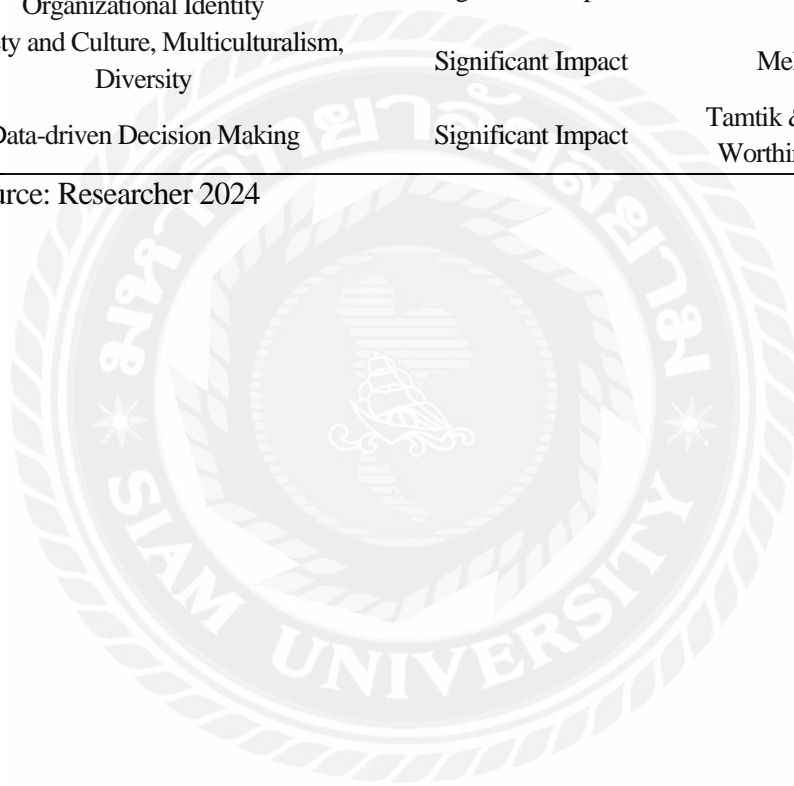
Scholars' empirical research on EDI has focused on education, workplace diversity, and social policy. EDI research highlights the development of theory, its practical application, and policy creation. These studies provide a scientific basis and practical guidance for reforming education, workplaces, and society to promote a more equitable, just, and inclusive social environment. Findings show that policies promoting equity in education—such as subsidizing students from low-income backgrounds and implementing multicultural curricula—can significantly improve students' academic achievement and social engagement (Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020). Several studies also indicate that diverse teams are more effective at solving complex problems and generating innovative solutions. Additionally, inclusive workplace environments can reduce employee turnover, enhance job satisfaction, and increase productivity. Research further indicates that socially inclusive policies—such as safeguarding the rights of ethnic minorities and enacting anti-discrimination laws—can enhance social cohesion and mitigate social conflict and inequality (Tamtik & Guenter, 2019).

The factors influencing EDI are complex, involving both internal and external conditions as well as environmental elements. A successful EDI strategy relies on thoroughly considering these factors and developing adaptable programs and measures (Mellifont, 2020). Achieving EDI goals requires addressing and coordinating multiple aspects, including organizational culture, leadership support, policies and procedures, training and education, employee engagement, the legal environment, socio-cultural factors, economic conditions, technology, and data analytics. Only then can EDI effectively promote equity, diversity, and inclusion (Worthington et al., 2020). See Table 2.10.

Table 2.10 Factors Affecting EDI

Factor	Impact on EDI	Author and Year
Organizational Culture, Values, Beliefs, and Behavioral Norms	Positive Impact	Chavez-Haroldson, 2021; Mellifont, 2020
Leadership Support, Acceptance, and Engagement, Leadership Commitment	Positive Impact	Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al.2020
Transparent and Fair Policies and Procedures	Significant Impact	Henry et al., 2016
Training, Understanding, Respect	Significant Impact	Chavez-Haroldson, 2021; Mellifont, 2020
Employee Engagement, Sense of Belonging, Organizational Identity	Significant Impact	Chavez-Haroldson, 2021;
Society and Culture, Multiculturalism, Diversity	Significant Impact	Mellifont, 2020
Data-driven Decision Making	Significant Impact	Tamtik & Guenter, 2019; Worthington et al.2020

Source: Researcher 2024



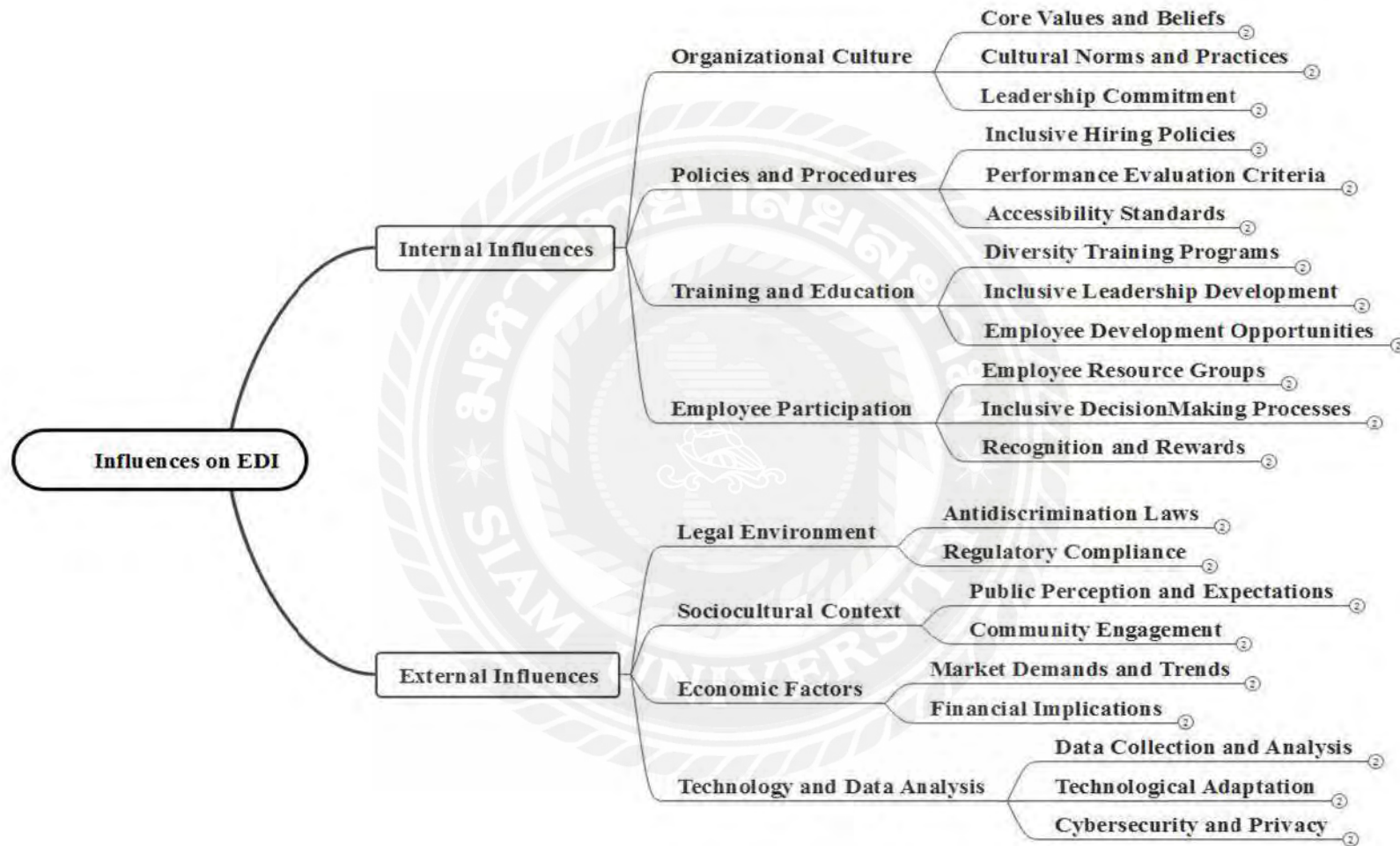


Figure 2.3 Factors Affecting EDI
Source: Researcher 2024

2.2.4.3 Theoretical Foundations of Equity, Diversity, and Inclusion

Equity Theory

Equity Theory, developed by social psychologist John Stacey Adams in the 1960s, is one of the theories used to understand and study Equity, Diversity, and Inclusion (EDI) (Nora, 2021). Equity theory emphasizes how individuals' perceptions of fairness in social interactions and work settings influence their attitudes and behaviors (Vismara, 2021). The main idea of equity theory is that people form perceptions of fairness or unfairness by comparing their inputs (such as effort, skills, and time) with their rewards (e.g., pay, recognition, and opportunities for advancement) and contrasting these with the inputs and rewards of others. This perception directly impacts an individual's satisfaction, motivation, and behavior at work. When individuals perceive unfairness, they experience psychological stress and may take actions to restore fairness, such as adjusting inputs, seeking higher rewards, changing perceptions, or leaving the situation (Shore et al., 2006; Vogel et al., 2008).

In EDI research, equity theory provides a framework for understanding and analyzing how individuals react to organizational diversity and inclusion efforts. It emphasizes the importance of perceived fairness. Even when organizations implement policies and procedures aimed at being as equitable as possible, if employees do not perceive these efforts as fair, the initiatives may not produce the intended results. Therefore, EDI efforts must be perceived as fair and equitable. This requires organizations to communicate their policies transparently and ensure these initiatives are genuinely seen as fair (Deards & Puente, 2020; Vismara, 2021). Equity theory suggests that people may respond differently to the same diversity and inclusion measures. Personal backgrounds, experiences, and values influence how they define and perceive fairness. For example, employees from marginalized groups may be more aware of an organization's diversity efforts. At the same time, those who have not faced discrimination might view these initiatives as less necessary or fair (Deards & Puente, 2020). As a result, EDI policies should acknowledge the different needs and perceptions of various employee groups. The theory highlights that perceived fairness impacts behavior. In a diversity and inclusion setting, if employees see unfair practices in recruitment, promotion, and compensation, they might decrease their commitment or job satisfaction, or even leave (Shaindlin, 2019). This can impact their career progression and mental well-being, and ultimately harm the organization's overall performance and stability. Therefore, when developing and applying EDI strategies, it is crucial to focus on improving employees' perceptions of fairness and ensuring everyone feels they are treated justly (Nam et al., 2022).

Equity theory also highlights that organizational fairness is reflected not only in outcomes (such as pay and promotion opportunities) but also in processes (like transparency and participation in decision-making) (Nam et al., 2022; Shaindlin, 2019). This suggests that when implementing EDI initiatives, organizations must ensure fairness and transparency in decision-making and actively promote employee participation and feedback. For example, when recruiting for diversity, it is essential not only to achieve a diverse final employee percentage but also to ensure that the recruitment process is transparent, fair, and open, thereby building trust and support from all candidates (Nam et al., 2022; Puente et al., 2020). Equity theory provides an essential analytical framework for EDI research, enabling the understanding and explanation of individual responses and behaviors within the context of diversity and inclusion efforts (Puente et al., 2020). By

focusing on perceptions of fairness, considering individual differences, and valuing process fairness, organizations can develop and implement effective EDI strategies that promote equity, diversity, and inclusion goals.

Diversity Theory

Diversity Theory plays a key role in research on Equity, Diversity, and Inclusion (EDI). It emphasizes how differences within and among social groups shape behaviors, performance, and interactions. Diversity theory not only examines demographic differences, such as race, gender, age, religion, sexual orientation, and socioeconomic status, but also encompasses variations in cognitive styles, values, cultural backgrounds, and life experiences (Wink, 2019).

In EDI research, Diversity Theory initially provides a framework for understanding how diversity within an organization impacts performance and innovation. Research has shown that diverse teams tend to excel in innovation and decision-making because of the different perspectives and problem-solving styles of their members (Tokatlidis & Vlachostergios, 2016). However, this benefit is only realized in inclusive environments, where individuals feel respected and valued, making them more willing to share and discuss their unique perspectives and experiences. Therefore, diversity theory emphasizes that organizations must attract and retain diverse talent while cultivating a culture and environment that supports and promotes inclusion. Additionally, Diversity Theory explains how diversity influences employee interactions and relationships. In diverse teams, differences among members can lead to communication barriers, misunderstandings, and conflicts. However, with proper management and training, team members can better understand and respect each other's differences, which enhances team cohesion and cooperation. Research shows that organizations can significantly reduce bias and discriminatory behaviors while increasing employee support for diversity and inclusion through diversity training and development programs (Nam et al., 2022; Shaindlin, 2019).

Diversity Theory emphasizes the importance of cultural diversity in the context of globalization. As organizations operate worldwide, understanding and managing cultural differences are essential. Cross-cultural management research shows that organizations that are culturally sensitive and adaptable are more likely to succeed in international markets (Deards & Puente, 2020; Nora, 2021). Therefore, organizations should improve their employees' cross-cultural communication skills and cultural adaptability through training and development programs. Leadership plays a crucial role in promoting and achieving EDI goals. Research suggests that leaders can have a profound impact on an organization's culture and values through their actions and decisions. Inclusive leadership, where leaders actively support diversity and inclusion in their decision-making and management practices, enhances employee satisfaction and loyalty while also increasing the organization's ability to innovate and remain competitive (Deards & Puente, 2020). Diversity Theory provides a comprehensive framework for EDI-related research, enabling the understanding of how diversity impacts both organizational and individual behavior. By emphasizing the importance of diversity, addressing systemic biases, fostering an inclusive culture, and developing cross-cultural skills, diversity theory guides organizations in adopting effective strategies and initiatives to achieve equity, diversity, and inclusion (Wink, 2019). These efforts improve organizational performance and innovation, ultimately contributing to a more equitable and inclusive society.

2.2.5 Impact of Psychological Contract on Perceived EDI

In recent years, research has increasingly focused on how psychological contract influences Equity, Diversity, and Inclusion (EDI) in organizations. Psychological contract is crucial to EDI initiatives. Organizations can effectively promote Equity, Diversity, and Inclusion by maintaining and strengthening this contract, which enhances employees' job satisfaction and commitment and fosters a more harmonious and productive workplace (Nam et al., 2022; Randall & O'Driscoll, 1997). Literature shows that managing psychological contract and implementing EDI policies are interconnected, and their combined efforts can yield significant positive outcomes for organizations. Further research indicates that organizations that actively manage psychological contract—especially in responding to employees' expectations around fairness, diversity, and inclusion—are better equipped to build stronger, more trusting relationships with employees, ultimately supporting organizational growth and success (Chathamparampil, 2004; Nam et al., 2022; Parzefall, 2008; Randall & O'driscoll, 1997; Shaindlin, 2019).

Psychological contract fosters fairness. When employees perceive that the organization is fair in decision-making, resource distribution, and providing opportunities, they are more likely to trust the values and culture shared by the organization (Bogler & Somech, 2004; Deards & Puente, 2020; Meyer & Allen, 1997; Meyer et al., 1991; Nora, 2021; Vismara, 2021). This trust strengthens the employees' psychological contract, encouraging greater commitment and engagement at work. Moreover, when the organization responds positively to employees' expectations, especially concerning fairness, employee loyalty and satisfaction tend to rise (Deards & Puente, 2020; Meyer & Allen, 1997a; Meyer et al., 1991; Nora, 2021; Vismara, 2021). Conversely, if employees feel mistreated, they may become frustrated and disappointed, which can negatively impact their job performance and organizational commitment.

Psychological contract also covers diversity. Promoting diversity means recruiting individuals from various backgrounds and appreciating their unique differences. In this contract, employees expect the organization to respect and recognize their differences, including those related to race, gender, age, and religious beliefs (Bogler & Somech, 2004; Tokatlidis & Vlachostergios, 2016; Vismara, 2021). When organizations support and promote diversity, employees feel valued and respected. This feeling strengthens psychological contract, motivating employees to engage more actively and contribute to the organization's growth (Meyer & Allen, 1997; Meyer et al., 1991; Nora, 2021; Shaindlin, 2019).

Inclusiveness is a vital element of EDI, and the role of psychological contract in supporting it cannot be ignored. Inclusiveness involves creating a welcoming and respectful work environment where all employees can reach their full potential (Chavez-Haroldson, 2021; Mellifont, 2020). Psychological contract includes employees expecting the organization to provide support, a non-discriminatory environment where everyone feels accepted and recognized. When the organization meets these expectations and takes tangible steps to promote an inclusive culture, such as anti-discrimination training and establishing an employee support network, employees develop a strong sense of belonging and loyalty. This, in turn, enhances the overall work atmosphere and team cohesion (Bogler & Somech, 2004; Deards & Puente, 2020; Meyer & Allen, 1997; Meyer et al., 1991; Nora, 2021; Shaindlin, 2019; Tokatlidis & Vlachostergios, 2016; Vismara, 2021).

2.2.6 Impact of Psychological Contract on Job Satisfaction

Psychological contract encompasses unstated yet mutually accepted expectations and obligations between employees and employers, including working conditions, career development opportunities, support, and compensation. Whether this contract is fulfilled or broken significantly affects employee job satisfaction, a topic that has been extensively studied and documented (Matthijs Bal et al., 2010; Sels et al., 2004). Its influence on job satisfaction is complex and multi-dimensional. Fulfilling psychological contract can significantly increase employee satisfaction, while breaches can cause dissatisfaction and other negative consequences (Bal et al., 2008; De Cuyper et al., 2008; Herriot et al., 1997). Effectively managing and understanding psychological agreements, along with highlighting the importance of building and sustaining relational contracts, are key strategies for enhancing employee satisfaction and organizational performance.

Research indicates that fulfilling psychological contracts has a positive impact on job satisfaction. Employees generally report higher satisfaction when they believe their employers keep promises and meet expectations (Rice et al., 2021). These fulfillments can include offering career development opportunities, fair pay and benefits, a supportive work environment, and more. Such positive exchanges increase employees' emotional commitment and organizational identification, thereby boosting job satisfaction (De Cuyper et al., 2008; Rice et al., 2021). Conversely, violations of psychological contracts harm job satisfaction. When employees feel their employer is failing to deliver on promises or expectations are not met, it can lead to lower satisfaction. These breaches often lead to disappointment and reduced trust, which can result in burnout, decreased organizational commitment, and increased turnover intentions (Thompson & Hart, 2006; Wing, 1997). Studies also link psychological contract violations with increased employee stress and dissatisfaction, ultimately affecting overall organizational performance negatively (Robinson et al., 1994; Shore & Barksdale, 1998).

The type of psychological contract can also affect job satisfaction in different ways. Common types include transactional and relational contracts. Transactional contracts primarily focus on short-term, tangible economic exchanges, such as pay and benefits, whereas relational contracts involve long-term, emotional, and social support. The study found that fulfilling a relational contract has a greater impact on employee job satisfaction because this type emphasizes building trust and loyalty. Individual differences and organizational culture also play a moderating role in the influence of psychological contracts on job satisfaction (Coyle-Shapiro & Kessler, 2000; Wing, 1997). Employees may have different expectations and perceptions of psychological contract, and the openness and supportiveness of organizational culture can affect how employees feel about fulfilling or breaching the contract (Coyle-Shapiro & Kessler, 2000; Thompson & Hart, 2006). For example, a supportive culture can lessen the adverse effects of a psychological contract violation, while a stricter, more closed culture can worsen these effects.

2.2.7 Impact of Psychological Contract on Organizational Commitment

Several theories currently explain how psychological contract influences both affective and normative commitment. According to social exchange theory, when vocational colleges teachers perceive a breach in psychological contract, their emotional bond with the organization is significantly affected. Teachers who feel that the organization is not meeting its obligations may attempt to restore balance by reducing their

organizational commitment (Rousseau, 1995), which can lead to a decline in affective organizational commitment. Meyer & Allen (1991) found that the impact of psychological contract breach on employees' affective commitment was similar for both full-time and part-time employees.

Second, according to Chathamparampil (2004), the attitudinal-behavioral theory suggests that work attitudes stem from teachers' beliefs about various aspects of the work environment. The level of psychological contract fulfillment, influenced by a teacher's experience in the organization, will impact the teacher's beliefs about their organization and, in turn, their work attitudes. Additionally, organizational commitment can be viewed as an attitudinal response shaped by work experiences and beliefs about the work environment (Parzefall, 2008). Therefore, the degree of psychological contract fulfillment influences both affective and normative organizational commitment by shaping teachers' perceptions of the work environment.

Third, research indicates that reciprocity also serves as a mechanism for understanding organizational commitment (Anderson et al., 1998). Teachers who feel that the school organization honors its psychological contract with them feel compelled to reciprocate. Consequently, teachers reciprocate by dedicating themselves to the organization (Anderson et al., 1998). Herriot et al. (1997) note that, according to the reciprocity model, one party's fulfillment of obligations depends on the other party's fulfillment of theirs. Therefore, if individuals believe that the organization has breached the agreement by removing job security and promotion opportunities, they are likely to lessen their efforts and commitments.

Fourth, psychological contract redemption can fulfill teachers' psychological expectations about the organization, which may then boost their satisfaction and affect their work attitudes, including the differences between affective and normative organizational commitment (Swales, 2002).

Fifth, fulfilling psychological contract may boost teachers' perceived organizational support, fostering emotional and moral attachment to the organization and increasing their affective and normative organizational commitment (Swales, 2002).

Sixth, participation in decision-making can foster commitment through causal mechanisms (Borman, 2004). The success of teacher participation may rely more on the enjoyment of generating original ideas than on simply responding to others' suggestions. Decisions made through active participation are inherently self-actualizing (Randall & O'Driscoll, 1997). Since individuals tend to trust and accept information they discover more readily, full-time teachers often become more committed to the school organization in the long term through participatory management (Borman, 2004). Additionally, teachers not only protect their interests but also, by gaining access to previously confidential information about the decision-making process, reinforce feelings of fairness and trust in the organization. This participatory approach may help strengthen teachers' identification with the organization's goals and values.

Several empirical studies provide strong evidence that psychological contract is linked to high levels of organizational commitment. Thompson & Heron's (2005) study of expatriate managers suggests that psychological contract redemption relates to organizational commitment, arguing that psychological contract can help explain employees' commitment to the organization. Coyle-Shapiro and Kessler (2000) proposed

that when employees perceive that the employer has not fulfilled their part of the exchange, they tend to decrease their organizational commitment and willingness to engage in organizational citizenship behaviors in an attempt to restore balance in the relationship. The findings of Coyle-Shapiro and Kessler (2000) also indicated that psychological contract redemption by expatriates has a positive influence on their organizational commitment. A study by Bal et al. (2008) found that psychological contract breach or rupture negatively correlates with job satisfaction and organizational commitment. Thompson & Heron (2005) noted in their research on knowledge creation among employees of high-tech firms that employees who perceive their employer's obligations as being fulfilled are more likely to reciprocate with higher commitment to the organization. Additionally, Riggle et al. (2009) discovered a significant impact of psychological contracts on employees' affective commitment through a study of IT workers. Johnson & O'Leary-Kelly (2003) demonstrated that unique psychological contract terms for employees significantly influenced their affective organizational commitment, particularly among employees with lower self-evaluations and higher mental age, suggesting that older employees tend to be more committed. Two recent meta-analyses reported a moderate correlation between contract breakdown and affective commitment (Borman, 2004; Johnson & O'Leary-Kelly, 2003; Thompson & Heron, 2005).

2.2.8 Impact of Job Satisfaction on Organizational Commitment

Currently, scholars generally agree that there is a positive correlation between job satisfaction and organizational commitment; however, the causal relationship between the two variables is debated. Bateman and Organ (1983) argued that organizational commitment is a precursor to job satisfaction. The more an employee is committed to the organization, the higher their job satisfaction. When an employee's commitment to the organization is strong, job satisfaction will increase (Bateman & Organ, 1983). Affective commitment has the most influence on both intrinsic and extrinsic job satisfaction. Job satisfaction is a key component of organizational commitment. Greater organizational commitment is seen as a predictor of job satisfaction.

The second perspective is that job satisfaction influences organizational commitment. As a predictor of organizational commitment, the satisfaction of organizational members plays a role in commitment, performance, and the quality of employees' work. Therefore, job satisfaction impacts essential employee attitudes, intentions, and behaviors, and it is possible that different job satisfaction factors do not hold the same relevance across all aspects of organizational commitment. Employees' work-related attitudes are closely tied to aspects directly related to their work, including the job itself, compensation, promotion opportunities, coworkers, company policies, supervisors, and customer interactions (Baker, 2011). Numerous studies indicate that job satisfaction is influenced by factors that also contribute to organizational commitment. These include education and training, ethical climate, supportive and innovative culture (Baker, 2011), role stress, and career development. Through meta-analyses, researchers have discovered that higher job satisfaction is linked with increased organizational commitment. Numerous research studies have consistently validated the positive link between employee satisfaction and organizational commitment.

There is another perspective that balances the previous two views, suggesting that they influence each other. The employee's feelings about the organization, its values, and its goals have a significant impact on their job satisfaction within the organization. Conversely,

the second view in this study supports that idea—scholars analyzed how job satisfaction affects employees' organizational commitment, and the results showed that the level of satisfaction can predict an employee's commitment to the organization. Additionally, organizations have come to understand that employees are their most valuable asset (Fulmer & Ployhart, 2013; Glen, 2006; Millar et al., 2016). Job satisfaction and motivation have become key factors in a company's success. Although there is no complete consensus, various attempts have been made to analyze job motivation using an integrated theory that covers most approaches and factors related to employee motivation and expectations (Donovan, 2001; Locke & Latham, 2004). Organizational commitment is closely linked to job satisfaction. While job satisfaction depends on many factors, it is primarily connected to what the organization provides to the employee. Some studies suggest that job satisfaction comes before organizational commitment (Meyer et al., 2002; Morrow, 2011), whereas others indicate that organizational commitment comes first (Curry et al., 1986).

2.2.9 Impact of EDI on Organizational Commitment

EDI (Equity, Diversity, and Inclusion) promotes a more inclusive and diverse work environment. By implementing fair policies for hiring and promotion, organizations can show a commitment to EDI. Employee engagement and support are essential to EDI (Henry et al., 2016; Mellifont, 2020). Organizations must ensure fair opportunities and respond effectively to challenges related to Equal Employment Opportunity (EEO). Organizational commitment leads to EDI (Chavez-Haroldson, 2021; Mellifont, 2020). There is a lack of research on EDI (Equity, Diversity, and Inclusion) in relation to organizational commitment, job satisfaction, and the employee psychological contract. However, reviewing the research literature on EDI reveals that EDI often results from a lack of focus on organizational commitment, job satisfaction, and the employee psychological contract (Chavez-Haroldson, 2021; Mellifont, 2020). Diversity and inclusion are linked to employees' psychological contracts, psychological capital, and turnover rates (Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020).

The level of perceived EDI has a significant influence on organizational commitment. Organizational commitment refers to the extent to which an employee identifies with and is loyal to the organization, expressed as affective, continuance, and normative commitment. A large body of research has explored how perceived EDI affects various aspects of organizational commitment. Studies indicate that perceived Equity (EDI) influences organizational commitment (Chavez-Haroldson, 2021; Mellifont, 2020). Employees' affective commitment tends to be higher when they perceive the organization as fair and equitable in areas such as resource distribution, decision-making, and job opportunities. This sense of fairness alleviates negative emotions such as resentment and dissatisfaction and boosts employees' trust and loyalty. Additionally, fair practices within an organization enhance ongoing commitment, as employees feel the organization is dedicated to their long-term well-being (Mellifont, 2020). The role of Diversity in influencing organizational commitment has also garnered attention. Diverse organizational cultures foster feelings of respect and value, especially among minority employees, increasing their emotional attachment (Chavez-Haroldson, 2021; Mellifont, 2020). Diversity encompasses not only race, gender, and age but also intellectual and experiential variety. When employees perceive that the organization supports and values diversity, they believe it is committed to fostering personal growth and career development, which boosts their sense of belonging and loyalty. Inclusion is vital in perceived EDI and directly affects

organizational commitment. Inclusion involves the organization's ability to effectively integrate diverse members into daily work and decision-making processes, ensuring that each employee feels included and engaged (Chavez-Haroldson, 2021). When employees sense a high level of inclusiveness, they feel valued and recognized, significantly strengthening their emotional and normative commitment. Inclusive practices also involve providing equal opportunities for participation and encouraging open communication and feedback, which in turn foster greater organizational commitment (Mellifont, 2020).

The impact of perceived EDI is multi-layered and influenced by organizational culture and leadership style (Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020). Supportive leadership and an open, inclusive organizational culture strengthen the positive effect of perceived EDI on organizational commitment. For example, leaders who demonstrate equity and inclusiveness in decision-making and actively promote diversity policies can boost employees' affective and normative commitment to the organization (Worthington et al., 2020). Additionally, employees from different backgrounds may respond uniquely to perceived EDI, so organizations should develop targeted EDI strategies suited to their workforce's diversity to maximize overall organizational commitment. The influence of perceived EDI on organizational commitment is both significant and widespread (Tamtik & Guenter, 2019; Worthington et al., 2020). A fair environment, respect for diversity, and inclusive practices can significantly enhance employees' effective, long-term, and normative commitment. Organizations that effectively manage and promote EDI will see increased employee loyalty and improved organizational performance.

2.3 Adjunct Instructors in Shandong Private Vocational Colleges

In addition to examining the overall development of private vocational colleges in China, it was necessary to provide detailed background information on private vocational colleges in Shandong Province, as these institutions played a representative role in reflecting both national and regional trends in vocational education. Shandong, as one of China's key educational regions, hosted 25 private vocational colleges, which possessed substantial educational resources, a diverse array of programs, and employed a significant number of adjunct instructors (Chen & Zhao, 2022). These institutions had a critical impact on local talent cultivation, contributing not only to the development of skilled professionals but also to enhancing educational equity and supporting regional economic and social growth (Chang et al., 2020). Despite these contributions, they faced distinctive challenges, particularly in terms of attracting and retaining high-quality teaching staff, establishing effective management and evaluation systems for adjunct instructors, and ensuring the overall quality and consistency of teaching.

Preliminary research conducted in the Shandong context revealed that adjunct instructors often experienced limited opportunities for career development, job insecurity, and insufficient organizational support, which collectively undermined their work engagement, professional satisfaction, and organizational commitment. Many adjunct instructors reported feelings of marginalization within institutional structures, and the lack of long-term career pathways or professional development mechanisms further contributed to reduced motivation and lower loyalty to their institutions (Wang, 2022). By situating this study within Shandong Province, the research enabled a more fine-grained investigation of the ways in which psychological contracts, job satisfaction, and equity, diversity, and inclusion (EDI) interacted with organizational commitment among adjunct instructors.

Focusing on this local context also allowed the study to address the gap in research that often overlooked micro-level perspectives of individual adjunct instructors. It provided an opportunity to examine how institutional practices and the fulfillment or breach of psychological contracts shaped instructors' emotional attachment, perceived fairness, and professional engagement (Zuo et al., 2024). The concentration of private vocational colleges, the unique demographic and professional profiles of adjunct instructors, and the local policy environment offered context-specific insights that could inform targeted management strategies and policy interventions. These insights highlighted the necessity for private vocational colleges to implement measures that enhanced professional support, fair treatment, and inclusive organizational practices, ultimately aiming to improve adjunct instructors' job satisfaction, strengthen their organizational commitment, and ensure a stable, high-quality teaching workforce.

2.4 Theoretical Framework

This study combined various theories, including social exchange theory, inducement-contribution theory, reciprocity model, need theory, equity theory, and diversity theory. It examined psychological contract, job satisfaction, organizational commitment, equity, diversity, and inclusion (EDI). Psychological contract is divided into two types: relational and transactional. Organizational commitment is closely linked to job satisfaction, with some research suggesting that job satisfaction precedes organizational commitment. Organizational commitment is categorized into three types: affective, continuance, and normative commitment. Many universities emphasize EDI in their slogans to highlight ongoing efforts to address these issues, broadening the focus from gender to other underrepresented groups, such as disabled academic staff, minorities, people of color, and part-time faculty. Based on this analysis, a theoretical framework was developed.

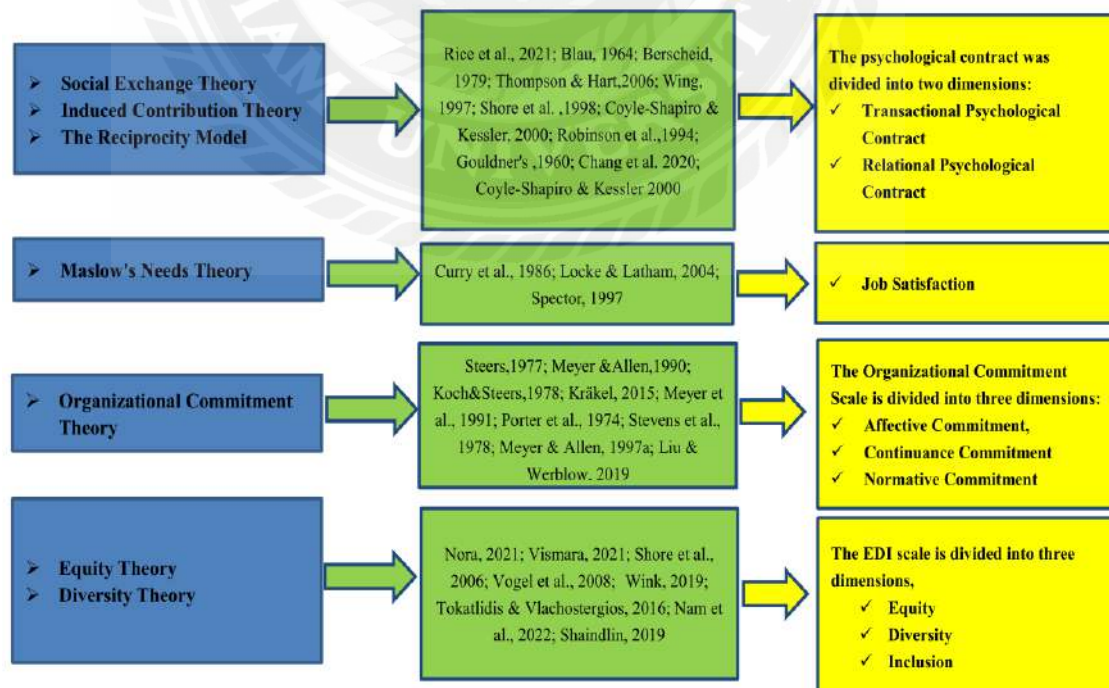


Figure 2.4 Theoretical Framework

2.5 Conceptual Framework

Psychological contract is an essential factor influencing job satisfaction among organizational members, and achieving job satisfaction depends on fulfilling this contract (Guest, 1998; Kickul et al., 2002; Tekleab & Taylor, 2003). There is no consensus among researchers on what elements comprise psychological contract. Therefore, it is essential to develop a questionnaire to assess teachers' psychological contracts, grounded in the concept and content of psychological contracts as outlined by theoretical and empirical research, as well as the unique characteristics of adjunct instructors. Psychological contract consists of two dimensions: the transactional psychological contract and the relational psychological contract (Cassar, 2001; Chavez-Haroldson, 2021; Coyle et al., 2002; Coyle-Shapiro et al., 2019; Porter et al., 1998).

Meanwhile, organizational commitment is closely linked to job satisfaction. Several studies have demonstrated that job satisfaction precedes organizational commitment and serves as its precursor (Meyer et al., 2002; Morrow, 2011). Meyer and Allen (1997) summarized the three elements of organizational commitment as affective commitment, continuance commitment, and normative commitment. Allen and Meyer (1990) created measurement scales (ACS, CCS, NCS) to assess these commitment components. Since the 1980s, research has utilized measures based on these constructs. Many previous studies have provided evidence supporting the validity of this scale, and there is strong empirical support for Meyer and Allen's (1997) three-factor model of organizational commitment, which shows good construct and correlational validity among Chinese employees. These findings indicate that the three-factor model has some general relevance beyond Western contexts. Therefore, despite some empirical issues, the overall results strongly endorse the continued use of these questionnaires in relevant research. This remains the most widely accepted definition of organizational commitment.

To mitigate the effects of racism, sexism, and other systemic biases, organizations must develop strategies to enhance their climate of EDI (Equity, Diversity, and Inclusion), a term commonly used by universities worldwide to underscore ongoing efforts to address adverse impacts on the institution. Issues related to EDI in schools (Chavez-Haroldson, 2021; Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020) can be addressed by broadening the focus beyond gender to include other underrepresented groups, such as academic staff with disabilities and minorities, people of color, adjunct instructors, and others (Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020). By maintaining and strengthening psychological contract, organizations can effectively support EDI, improve employee job satisfaction and commitment, and foster a more harmonious and productive work environment. Managing psychological contract complements the implementation of EDI policies (Chavez-Haroldson, 2021; Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020). Actively managing this contract, particularly in responding to employee expectations regarding fairness, diversity, and inclusion, can help foster mutual trust and support organizational growth. Regarding fairness, psychological contract helps boost employees' confidence in managerial decisions and resource allocation, which increases job commitment and satisfaction; concerning diversity, it involves respecting and maintaining employees' differences, helping them feel valued and respected (Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020); and in terms of inclusiveness, psychological contract ensures the organization provides a supportive, non-

discriminatory work environment, strengthens employees' sense of belonging and loyalty, and improves team cohesion and overall workplace climate.

Research has shown that fulfilling psychological contracts enhances employees' affective commitment and organizational identification, leading to increased job satisfaction. Conversely, breaching these contracts results in employee disappointment, diminished trust, job burnout, decreased organizational commitment, and increased turnover intentions, all of which harm organizational performance (Chavez-Haroldson, 2021; Coyle et al., 2002; Coyle-Shapiro et al., 2019). Psychological contracts encompass both transactional and relational agreements, with the latter having a greater impact on job satisfaction due to its emphasis on trust and loyalty. Additionally, individual differences and organizational culture moderate the relationship between psychological contracts and job satisfaction (Coyle et al., 2002; Coyle-Shapiro et al., 2019; Culpepper et al., 2020). Employees have different expectations and perceptions of psychological contract, and the openness and supportiveness of the organizational culture can either mitigate or exacerbate the effects of contract violations.

Research has shown that the effect of psychological contract rupture on affective commitment is similar for both full-time and part-time employees. The degree to which psychological contract is fulfilled influences teachers' perceptions of the organization, which in turn impacts their affective and normative commitment (Meyer & Allen, 1997). Reciprocity mechanisms also suggest that teachers who perceive their school as honoring psychological contract feel obliged to give back to the organization, which increases their organizational commitment (González & Guillén, 2007; Becker, 1960). Honoring psychological contract also boosts teachers' satisfaction with the organization and perceived organizational support, thereby strengthening affective and normative commitment (Morrow, 1983; Morrow, 2011). Furthermore, teachers' involvement in decision-making can enhance organizational commitment through causal mechanisms and a sense of self-actualization (Meyer et al., 2002). Empirical research further confirms that psychological contracts are linked to high levels of organizational commitment.

Affective commitment has a significant influence on job satisfaction, and organizational commitment also predicts it (Puente et al., 2020). As a predictor of organizational commitment, job satisfaction effectively evaluates employee dedication, performance, and work quality. It has a notable impact on employees' attitudes, intentions, and behaviors, especially regarding work-related aspects such as the job itself, compensation, opportunities for promotion, coworkers, company policies, supervisors, and customer interactions (Liu & Werblow, 2019). Research indicates that factors such as education and training, ethical climate, supportive and innovative culture, role stress, and career development influence job satisfaction (Holmes, 2017; Karousiou et al., 2018; Skaalvik & Skaalvik, 2009). The findings from the meta-analysis suggest that increasing job satisfaction can enhance organizational commitment, with multiple studies confirming the positive relationship between employee satisfaction and organizational commitment (Karousiou et al., 2018; Skaalvik & Skaalvik, 2009).

EDI (Equity, Diversity, and Inclusion) plays a crucial role in enhancing the inclusivity and diversity of the organizational environment. By adopting fair hiring and promotion policies, organizations can show their commitment to EDI and reinforce these policies through employee engagement and support (Henry et al., 2016; Mellifont, 2020). Research indicates that organizational commitment is a key outcome of EDI efforts

(Chavez-Haroldson, 2021; Mellifont, 2020). Perceived EDI significantly affects organizational commitment, particularly in the effective, sustained, and normative types. A fair environment builds employees' trust and loyalty, boosting their affective and ongoing commitment. Diversity and respect help employees, especially minorities, feel valued, which enhances their affective commitment. Inclusive practices strengthen the emotional and normative commitment of all employees by making sure they feel included and engaged. The influence of perceived EDI is moderated by organizational culture and leadership style. Based on the analysis of research related to these variables, this study introduced the Conceptual Framework as follows:

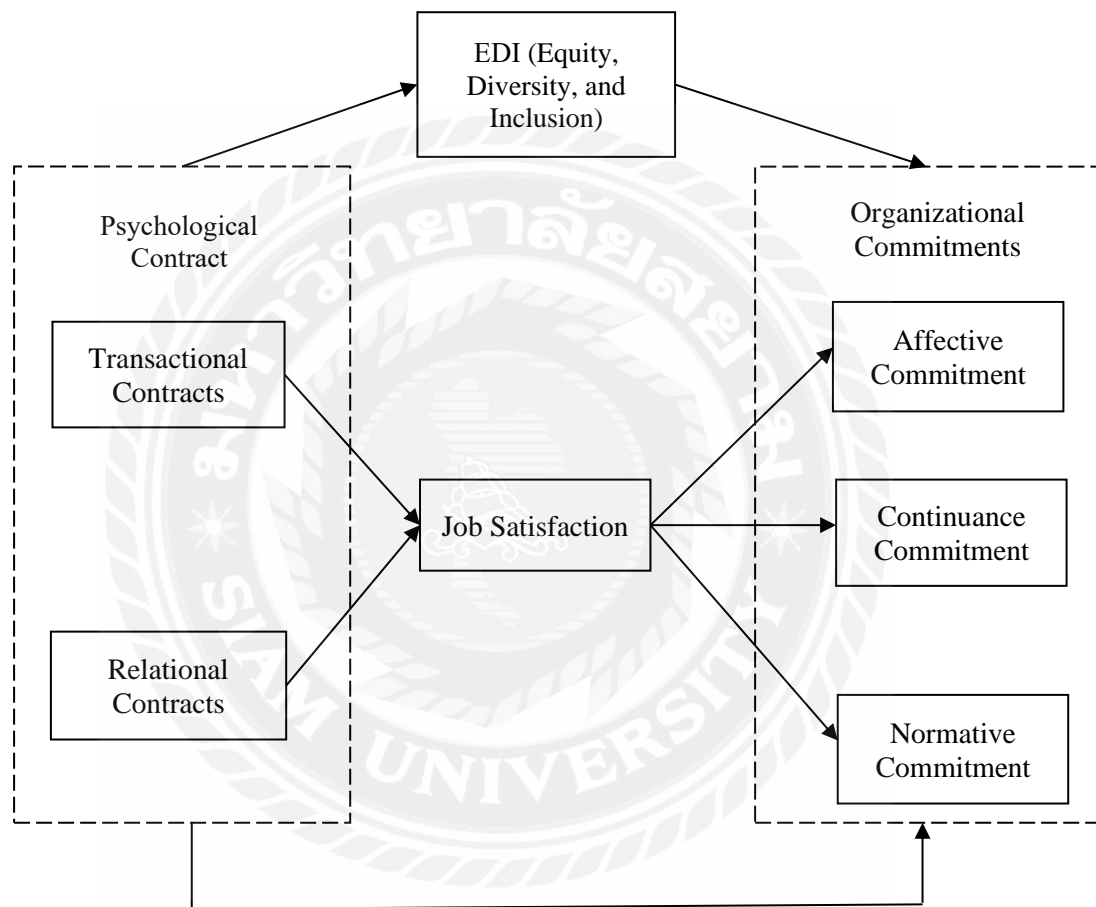


Figure 2.5 Conceptual Framework

2.6 Hypothesis

The conceptual model was developed based on the literature review, which explains the relationship between the variables. Therefore, a conceptual model is proposed to explore the relationships among psychological contract, organizational commitment, EDI, and job satisfaction of adjunct instructors in private vocational colleges in Shandong Province.

2.6.1 Effect of Psychological Contract on EDI

Recent studies have demonstrated that psychological contracts have a significant impact on an organization's equity, diversity, and inclusion (EDI). By maintaining and

strengthening these contracts, organizations can effectively promote EDI, improve employee job satisfaction and commitment, and foster a more harmonious and productive work environment. Managing psychological contracts complements the implementation of EDI policies. Proactively addressing psychological contract, especially in response to employee expectations regarding fairness, diversity, and inclusion, can help build mutual trust and support organizational growth. Regarding fairness, psychological contract enhances employees' trust in organizational decision-making and resource allocation, which in turn boosts job commitment and satisfaction. Concerning diversity, it involves respecting and valuing employees' differences, fostering feelings of being valued and respected. Regarding inclusiveness, psychological contract ensures that the organization provides a supportive and non-discriminatory work environment, thereby strengthening employees' sense of belonging and loyalty, and enhancing team cohesion and the overall workplace climate. Therefore, this study proposed the following hypotheses:

H1a: The transactional psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects EDI.

H1b: The relational psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects EDI.

2.6.2 Effect of Psychological Contract on Job Satisfaction

Fulfilling psychological contract significantly boosts employee job satisfaction, while breaking it reduces satisfaction and can lead to adverse outcomes. Managing psychological contracts—primarily through establishing and maintaining relational contracts—is crucial for enhancing employee satisfaction and organizational success. Studies show that fulfilling these contracts strengthens employees' emotional commitment and sense of belonging to the organization, which increases job satisfaction. Conversely, breaching the contract causes employee disappointment, lowers trust, leads to burnout, weakens organizational commitment, and raises turnover intentions, all of which harm organizational performance. Psychological contracts encompass both transactional and relational types, with the latter having a greater impact on job satisfaction due to its emphasis on trust and loyalty. Moreover, individual differences and organizational culture influence the psychological impact on job satisfaction. Different employees have varying expectations and perceptions of these contracts, and a supportive, transparent organizational culture can either mitigate or exacerbate the effects of contract breaches. Therefore, understanding and managing psychological contract are crucial for improving employee satisfaction and organizational performance. Hence, this study presents the following hypotheses:

H2a: The transactional psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects job satisfaction.

H2b: The relational psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects job satisfaction.

2.6.3 Effect of Psychological Contract on Organizational Commitment

According to social exchange theory, when vocational colleges teachers perceive a breakdown in psychological contract, their emotional connection to the organization is significantly affected, leading to a decline in both affective and normative commitment. Research indicates that the impact of psychological contract breaches on affective

commitment is similar for both full-time and part-time employees. The degree to which psychological contract is honored influences teachers' perceptions of the organization, which in turn affects their affective and normative commitments. Reciprocity mechanisms also suggest that teachers who perceive their school as honoring psychological contract feel obliged to reciprocate, thereby increasing their organizational commitment. Honoring psychological contract also boosts teachers' satisfaction with the organization and perceived organizational support, enhancing both affective and normative commitment. Furthermore, teachers' involvement in decision-making can strengthen organizational commitment through causal mechanisms and a sense of self-actualization. Empirical research further confirms that psychological contracts are linked to high levels of organizational commitment. A psychological contract can strengthen employees' commitment to the organization, while a broken contract can weaken organizational commitment and job satisfaction, potentially leading to adverse outcomes. Therefore, the following hypotheses are proposed in this study:

H3a: The transactional psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment.

H3b: The transactional psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment.

H3c: The transactional psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment.

H4a: The relational psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment.

H4b: The relational psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment.

H4c: The relational psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment.

2.6.4 Impact of Job Satisfaction on Organizational Commitment

Scholars generally agree that there is a positive correlation between job satisfaction and organizational commitment; however, the causal direction remains a matter of controversy. Organizational commitment is the antecedent variable of job satisfaction. The stronger an employee's organizational commitment, the higher their job satisfaction tends to be. Affective commitment has the most significant impact on job satisfaction, while organizational commitment also predicts job satisfaction. As a predictor of organizational commitment, job satisfaction effectively evaluates employee commitment, performance, and work quality. Job satisfaction has a significant impact on employees' attitudes, intentions, and behaviors, particularly in areas directly related to work, including the job itself, compensation, promotion opportunities, coworkers, company policies, supervisors, and customer interactions. Studies have shown that factors such as education and training, ethical climate, supportive and innovative culture, role stress, and career development all affect job satisfaction. The meta-analysis results indicate that increasing job satisfaction can lead to higher organizational commitment, with numerous studies confirming the positive relationship between employee satisfaction and organizational commitment. Therefore, this study proposes the following hypotheses:

H5a: The job satisfaction of adjunct instructors in private vocational colleges in

Shandong Province positively affects affective commitment.

H5b: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment.

H5c: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment.

2.6.5 Effect of EDI on Organizational Commitment

EDI (Equity et al.) plays a crucial role in enhancing the inclusivity and diversity of the organizational environment. By adopting fair hiring and promotion policies, organizations can show their commitment to EDI and strengthen these policies through employee engagement and support (Henry et al., 2016; Mellifont, 2020). Research indicates that organizational commitment is a key outcome of EDI practices (Chavez-Haroldson, 2021; Mellifont, 2020). Perceived EDI significantly influences organizational commitment, especially in terms of effective, sustained, and normative commitment. A fair environment builds employees' trust and loyalty, boosting their affective and ongoing commitment. Diversity and respect make employees, particularly minorities, feel valued, which enhances their affective commitment. Inclusive practices foster emotional and normative commitment among all employees by making them feel included and engaged. The effect of perceived EDI is influenced by organizational culture and leadership style. Supportive leadership and an open, inclusive culture strengthen the positive impact of EDI on organizational commitment. Leaders who demonstrate equity and inclusiveness in their decision-making and actively promote diversity tend to increase employees' organizational commitment. Employees from diverse backgrounds respond differently to EDI, and organizations should adopt targeted strategies suited to the unique characteristics of their workforce. Therefore, this study proposes the following hypotheses:

H6a: EDI in private vocational colleges in Shandong Province positively affects the affective commitment of adjunct instructors.

H6b: EDI in private vocational colleges in Shandong Province positively affects the continuance commitment of adjunct instructors.

H6c: EDI in private vocational colleges in Shandong Province positively affects the normative commitment of adjunct instructors.

2.6.6 Mediating Effect of Job Satisfaction in the Relationship between Psychological Contract and Organizational Commitment of Adjunct Instructors

Research has shown that job satisfaction mediates the relationship between adjunct instructors' psychological contract and organizational commitment. Psychological contract refers to an employee's perception of their commitment to an organization. When an organization fulfills its commitments, employees feel satisfied and valued, which in turn boosts their job satisfaction. For example, Rousseau (1995) suggests that fulfilling psychological contract is closely linked to employees' positive work attitudes and behaviors. For adjunct instructors, fulfilling psychological contract includes compensation and benefits, opportunities for professional development, and a supportive work environment. Job satisfaction is an essential precursor to organizational commitment. Meyer and Allen's (1991) study identified job satisfaction as a key predictor of employee organizational commitment. Employees with high levels of job satisfaction are more likely to identify with and feel connected to the organization, and therefore, exhibit higher organizational

commitment. Adjunct instructors who are satisfied with their jobs are more likely to want to continue working for the organization and actively engage in its activities.

In conjunction with these studies, it can be suggested that psychological contract of adjunct instructors influences their organizational commitment by affecting their job satisfaction, which in turn impacts their commitment to the organization. When adjunct instructors feel that their psychological contract is being fulfilled, their job satisfaction rises, leading to greater organizational commitment (Meyer et al., 2002; Morrow, 2011). This link has been confirmed not only among full-time employees but also among adjunct instructors. Adjunct instructors at colleges and universities report higher job satisfaction and organizational commitment when their expectations regarding vocational colleges contract performance, working conditions, and career development are met (Guest, 1998; Kickul et al., 2002; Tekleab & Taylor, 2003). The research literature indicates that job satisfaction acts as a mediator between psychological contract and the organizational commitment of adjunct instructors.

H7: Job satisfaction mediates the relationship between the psychological contract and the organizational commitment of adjunct instructors.

2.6.7 Mediating Effect of EDI in the Relationship between Psychological Contract and Organizational Commitment of Adjunct Instructors

Research has shown that equity, diversity, and inclusion (EDI) mediate the relationship between psychological contract and organizational commitment among adjunct instructors. Psychological contract refers to an employee's expectation of organizational commitment and fulfillment of obligations, and the fulfillment of this contract is closely related to the employee's attitudes and behaviors toward the organization. Research has found that employees are more likely to feel that their psychological contract is fulfilled when organizations excel in equity, diversity, and inclusion.

Equity plays a crucial role in psychological contract. When adjunct instructors feel fairly valued, their job satisfaction and sense of organizational belonging increase. MacNeil (1985) stated that employees perceive equity by comparing their inputs and outcomes to those of others. Suppose adjunct instructors believe they are treated fairly regarding pay, resource distribution, and career development opportunities compared to full-time instructors. In that case, they will perceive the organization as fulfilling psychological contract, which in turn boosts their commitment (Worthington et al., 2020). Promoting diversity within an organization also helps satisfy psychological contracts of adjunct instructors. Diversity involves respecting and valuing employees with different backgrounds, skills, and perspectives. Research indicates that organizational diversity enhances employees' sense of belonging and identity (Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020). For adjunct instructors, organizations that demonstrate respect for and inclusion of diversity will make them feel recognized for their unique contributions, thereby strengthening their identification with and commitment to the organization. Conversely, inclusivity involves expanding on diversity to ensure that all employees can participate and contribute equally. Worthington et al. (2020) noted that inclusive work environments boost employee job satisfaction and organizational commitment. When adjunct instructors feel included and valued, they are more likely to be engaged in their work and develop a strong commitment to the organization.

EDI plays a key role in shaping adjunct instructors' psychological contracts and

organizational commitment (Chavez-Haroldson, 2021; Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020). When adjunct instructors feel they are treated fairly, diversity is appreciated, and they work in an inclusive environment, they see that the organization meets their psychological expectations, and their commitment to the organization grows. This idea is well-supported by both theory and research, indicating that EDI is essential for the satisfaction of adjunct instructors and a vital way to boost organizational commitment.

H8: EDI (Equity, Diversity, and Inclusion) mediates the relationship between the psychological contract and the organizational commitment of adjunct instructors.

Therefore, the hypotheses related to the conceptual model are summarized as follows:

Table 2.11: Summary of Hypotheses

Hypothesis
H1a: The transactional psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects EDI.
H1b: The relational psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects EDI.
H2a: The transactional psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects job satisfaction.
H2b: The relational psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects job satisfaction.
H3a: The transactional psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment.
H3b: The transactional psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment.
H3c: The transactional psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment.
H4a: The relational psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment.
H4b: The relational psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment.
H4c: The relational psychological contract of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment.
H5a: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment.
H5b: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment.
H5c: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment.
H6a: EDI in private vocational colleges in Shandong Province positively affects the affective commitment of adjunct instructors.

Hypothesis

H6b: EDI in private vocational colleges in Shandong Province positively affects the continuance commitment of adjunct instructors.

H6c: EDI in private vocational colleges in Shandong Province positively affects the normative commitment of adjunct instructors.

H7: Job satisfaction mediates the relationship between the psychological contract and the organizational commitment of adjunct instructors.

H8: EDI (Equity, Diversity, and Inclusion) mediates the relationship between the psychological contract and the organizational commitment of adjunct instructors.

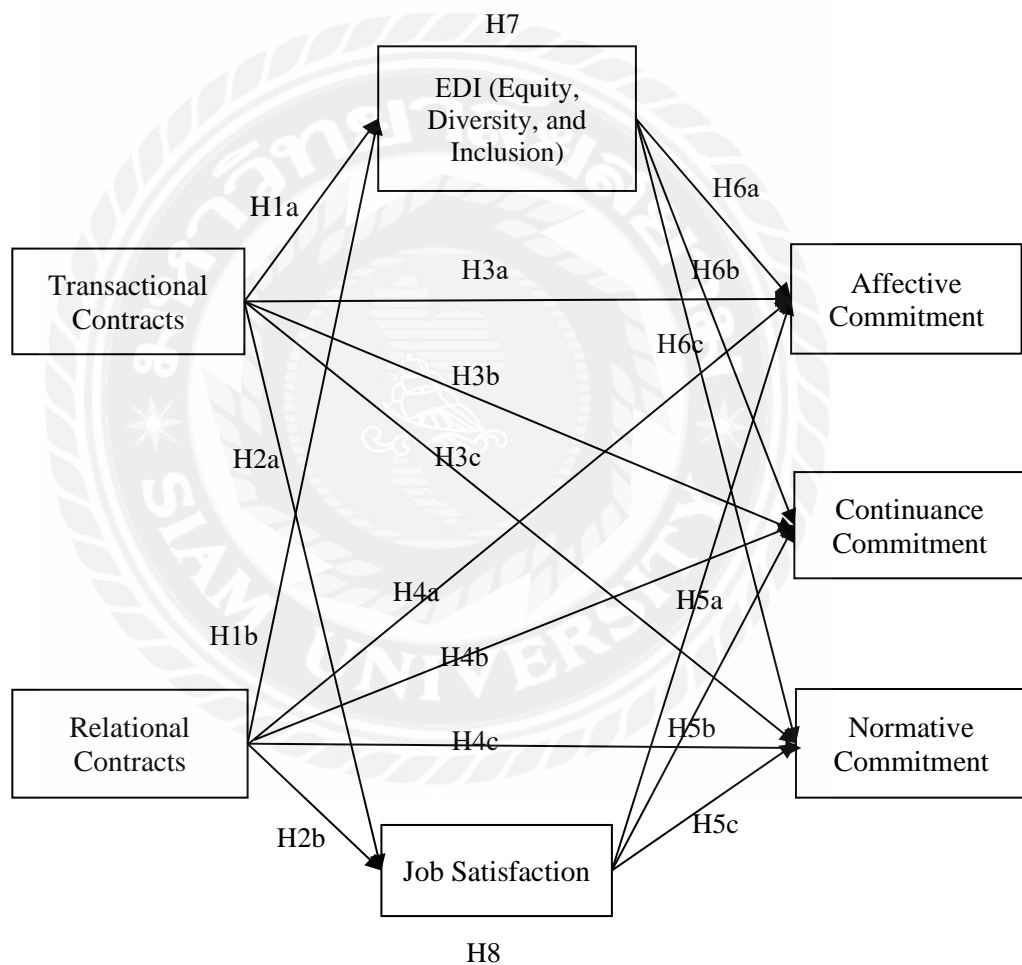


Figure 2.6 Conceptual Model

CHAPTER 3

RESEARCH METHODOLOGY

This chapter focuses on the research design and methods as follows:

- 3.1 Research Design
- 3.2 Qualitative Research
 - 3.2.1 Population and Sampling Methods
 - 3.2.2 Questionnaire Design
 - 3.2.3 Questionnaire Pilot Test
 - 3.2.4 Quality of the Questionnaire
- 3.3 Qualitative Research
 - 3.3.1 Focus Group Discussion
 - 3.3.2 Stages of Focus Group Discussion
 - 3.3.3 Conducting Focus Group Discussion
 - 3.3.4 Content Analysis
- 3.4 Statistical Methods of Analysis
 - 3.4.1 Descriptive Statistics
 - 3.4.2 Inferential Statistics
- 3.5 Research Ethics

3.1 Research Design

This research primarily employed the quantitative method, with the qualitative method providing support for the main findings. The study examined psychological contract, organizational commitment, and job satisfaction among adjunct instructors in private colleges and universities in Shandong Province. The main variables are psychological contract, organizational commitment, EDI, and job satisfaction. Structural equation modeling was employed to explore the relationships between these variables. Hypotheses were developed based on the interactions among them. A questionnaire was designed to gather data from private vocational colleges in Shandong Province, which served as the target population. The data were analyzed with SPSS and AMOS. The qualitative data were collected from group discussion.

3.2 Qualitative Research

3.2.1 Population and Sampling Methods

Shandong Province was selected as the study area because it is a key region for private vocational education in China, with a well-developed educational system and abundant resources. Among its institutions, there are 25 private vocational colleges, which together represent a substantial proportion of the country's private vocational colleges. These colleges were chosen as the study population based on several criteria. They have

official accreditation and a stable organizational structure, ensuring that the institutions included are representative and comparable in terms of governance and educational practices. These colleges offer a variety of professional programs and employ a considerable number of adjunct instructors, which aligns with the study's focus on organizational commitment and psychological contracts among this specific group. Information about these colleges, including faculty numbers and program offerings, is publicly available on their official websites, which facilitates accurate sampling and ensures transparency in the research process.

By selecting all 25 private vocational colleges in Shandong, the study could capture the diversity and representativeness of adjunct instructors in different institutional contexts, including differences in school size, program focus, and management practices. This approach strengthens the generalizability of the findings within Shandong Province and provides a meaningful reflection of broader trends in Chinese private vocational education. Shandong Province has 25 private vocational colleges, representing a significant portion of the private vocational colleges in China. Shandong is rich in educational resources and serves as a notable example of private vocational institutions in the country. Based on data published on the official websites of these 25 colleges, a population of 8139 people was calculated. Yamane (1973) refined the calculation formula for greater accuracy; with $N = 8139$, the variable variance is set at 0.50, and z represents the significance level z -score of π (where $z = 1.96$ for $\pi = 0.05$ and $z = 2.56$ for $\pi = 0.01$) (Taro Yamane, 1974).

$$n = \frac{(z)^2(\pi)(1 - \pi)(N)}{(z)^2(\pi)(1 - \pi) + (N)(e)^2}$$

The sample size was 377.84, based on Yamane's formula with a 95% confidence level ($f = \pm 5\%$) and a margin of error; the initial calculation suggested 377.84, rounded up to 378. To account for potential non-response, a 20% increase was applied, resulting in a final sample size of 454 responses. The Weighted Average Random Sampling (WARS) method determines the number of samples to draw from each group, such as different universities or departments, based on their sizes. This approach ensures that each group's proportion in the sample matches its proportion in the overall population, improving representativeness. First, the study's target population—adjunct instructors in private vocational colleges in Shandong Province—was identified. Then, the appropriate total sample size was calculated using a formula. The population was segmented into groups, with their sizes determined accordingly. After deciding how many samples to draw from each group, the researcher randomly selected individuals, giving each an equal chance of selection. The study collaborated with human resource offices at private colleges in Shandong to obtain lists of adjunct instructors, numbered these lists, and randomly selected samples in proportion to each college's size. The WARS method helps ensure that the sample accurately reflects the overall population, maintaining the representativeness of different groups and making the research results more generalizable. The number of samples from each vocational college was calculated using the weighted average method with the appropriate formula.

$$n = \frac{p_i}{\sum_i^{12} p_i}$$

n is the number of samples to be taken from each vocational colleges, and p is the vocational colleges' population size.

Table 3.1 Population and Sample

No.	Name List	Population	Percent	Sample
1	Qilu Medical Vocational colleges	268	3.29%	15
2	Qingdao Binhai Vocational colleges	398	4.89%	22
3	Yantai Nanshan Vocational colleges	389	4.78%	22
4	Weifang Vocational colleges of Science and Technology	589	7.24%	33
5	Shandong Yingcai Vocational colleges	344	4.23%	19
6	Qingdao Hengxing Science and Technology Vocational colleges	236	2.90%	13
7	Qingdao Huanghai Vocational colleges	356	4.37%	20
8	Shandong Modern Vocational colleges	384	4.72%	21
9	Shandong Union Vocational colleges	339	4.17%	19
10	Shandong Engineering Vocational and Technical Vocational colleges	234	2.88%	13
11	Yantai Vocational colleges of Technology	223	2.74%	12
12	Dongchang Vocational colleges of Liaocheng Vocational colleges	356	4.37%	20
13	Qingdao City Vocational colleges	366	4.50%	20
14	Weifang Vocational colleges of Technology	237	2.91%	13
15	Yanshan Vocational colleges of Shandong Vocational colleges of Finance and Economics	113	1.39%	6
16	Shandong Foreign Language Vocational and Technical Vocational colleges	618	7.59%	34
17	Taishan Vocational colleges of Science and Technology	123	1.51%	7
18	Shandong Huayu Vocational colleges of Technology	435	5.34%	24
19	Shandong Foreign Affairs Vocational Vocational colleges	234	2.88%	13
20	Qingdao Vocational colleges of Technology	340	4.18%	19
21	Qingdao Agricultural Vocational colleges	344	4.23%	19
22	Qilu Vocational colleges of Technology	498	6.12%	28
23	Oriental Vocational colleges of Shandong Vocational colleges of Finance and Economics	110	1.35%	6
24	Yantai Vocational colleges of Science and Technology	509	6.25%	28
25	Qingdao Film Academy Vocational colleges	96	1.18%	5
	Total	8139	100%	454

Source: Shandong Provincial Department of Education

3.2.2 Questionnaire Design

3.2.2.1 Independent Variables

Despite extensive research on the content of the psychological contract, the terms can vary both within and between organizations. The content differs not only over time and among individuals but also based on job characteristics and skill levels. As a result, even within the same organization, different people may perceive the psychological contract differently. Researchers lack a consensus on which terms are included in the psychological contract. Therefore, it is essential to develop a questionnaire to measure teachers' psychological contracts, based on the concept of psychological contracts and the content outlined in both theoretical and empirical research, while also considering the actual characteristics of adjunct instructors. The psychological contract is categorized into two dimensions: transactional and relational, comprising 11 items. It primarily covers salary, compensation increases, bonuses, training, promotion opportunities, career development, general benefits, retirement benefits, healthcare benefits, participation in decision-making, job responsibilities, challenges, performance feedback, supervisor support, organizational support, and job security. Measurement of psychological contracts was adapted from the scales developed by Morrison & Robinson (1997) and Rousseau (1995). The scale comprises 11 questions, each measured on a five-point Likert scale. See Table 3.1.

Table 3.2 Psychological Contract Measurement Items

Dimension	Measurement Item	NO.	Resources
Transactional Contracts	The college offers you good job prospects.	TC1	Morrison & Robinson (1997), Rousseau (1995)
	The college offers a conducive work environment.	TC2	
	The college provides you with good working resources and support.	TC3	
	The college provides you with perfect teaching facilities.	TC4	
Relational Contracts	College leaders listen to adjunct instructors and actively involve adjunct instructors in significant decisions.	RC1	
	Leaders consider and respond promptly to questions posed by adjunct instructors.	RC2	
	The college treats adjunct instructors equally in terms of titles, awards, and benefits.	RC3	
	The college assists adjunct instructors in resolving difficulties they encounter in their work.	RC4	
	The management system is clear, strict, and open.	RC5	
	The college cares about the family life of adjunct instructors.	RC6	
	The college actively and frequently organizes collective activities in which you are willing to participate.	RC7	

3.2.2.2 *Organizational commitment*

Organizational commitment is primarily assessed using questionnaires. Since the development of the well-known Organizational Commitment Questionnaire (OCQ), numerous scholars have established a solid research foundation by investigating organizational commitment and creating various scales to measure it. Although there are differences and some connections between these scales, they all serve similar purposes. According to Porter et al. (1974), organizational commitment is defined as an individual's identification with, internalization of, and positive attitude toward an organization's goals and values. Based on this, they first created the Organizational Commitment Scale (OCQ). Porter et al.'s OCQ features fifteen questions rated on a seven-point Likert scale, with six of those questions. In their study, the internal consistency reliability of the questionnaire ranged from 0.82 to 0.92. Meyer and Allen (1990) reviewed early commitment research and identified three distinct schools of thought, as well as three components of organizational commitment: affective, continuance, and normative commitment. Allen and Meyer (1990) developed measurement scales (ACS, CCS, NCS) to assess these three aspects. Since the 1980s, research on commitment has used measures based on these components. Many previous studies have demonstrated the scale's validity, and there is strong empirical support for Meyer and Allen's (1990) three-component model of organizational commitment, which shows good construct and correlational validity among Chinese employees. These findings imply that the three-dimensional model can be applicable beyond Western contexts. Despite some empirical issues, the overall results strongly endorse the continued use of these questionnaires in relevant studies. Allen and Meyer (1990) selected the Organizational Commitment Scale, which is comprised of three dimensions: Affective Commitment, Continuance Commitment, and Normative Commitment, comprising a total of 23 items.

(1) Affective Commitment Scale (ACS)

Numerous studies by scholars have examined the validity and reliability of the ACS. Allen & Meyer (1990) found that the reliability alpha coefficients of the ACS ranged from .83 to .85. The Affective Commitment Scale (ACS) consists of eight questions. The main topics include career development, school care, self-belonging, and self-efficacy. The researchers' findings indicate that the reliability of the Affective Commitment Scale is high, and the internal consistency of the measurement scale meets the required standards.

(2) Continuance Commitment Scale (CCS)

Meyer and Allen (1990) formalized the concept of sustained commitment and developed the Continued Commitment Measurement Scale (CCMS). They argued that this scale is more appropriate for measuring the concept of commitment than other existing instruments. Scholars found that the reliability estimates of the CCS among different managers were 0.69 and 0.75, respectively, and the internal consistency coefficient of the CCS was 0.70. The Continuance Commitment Scale consists of eight items. Continuance Commitment mainly includes a willingness to leave, rational feelings, and the cost. The results of research on scholars indicate that the Continuance Commitment Scale (CCS), developed by Meyer and Allen (1990), also exhibits good reliability.

(3) Normative Commitment Questionnaire (NCS)

Meyer and Allen (1990) introduced the concept of normative commitment

and created the Normative Commitment Measurement Scale (NCS), which includes eight items. In 1993, Meyer and Allen revised the scale to encompass six questions. However, the CS is less frequently used than the ACS or CCS. Meyer and Allen reported that their meta-analysis of the NCS yielded reliability estimates ranging from 0.52 to 0.83, with a median of 0.73. The Normative Commitment Measurement Scale primarily focuses on organizational loyalty, ethics, values, and career development. The study results indicated that the Normative Commitment Measurement Scale (NCMS), developed by Meyer and Allen (1990), also demonstrates good reliability.

Table 3.3 Organizational Commitment Measurement Items

Dimension	Measurement Item	NO.	Resources
Affective Commitment	I am happy to dedicate the rest of my career to my college.	AC1	Allen & Meyer (1990)
	I enjoy discussing my college experiences with people outside of the college.	AC2	
	I feel that my college's difficulties are my difficulties.	AC3	
	I feel that I cannot fit into another college as quickly as I fit into this one.	AC4	
	In my college, I feel the warmth of home.	AC5	
	I have deep feelings for my college.	AC6	
	My college holds great significance for me.	AC7	
	I have a strong sense of belonging to my college.	AC8	
Continuance Commitment	I am afraid to leave college without finding another job.	CC1	
	Even if I wanted to leave college, it would not be easy.	CC2	
	If I decide to leave college now, my relationships with colleagues will be interrupted.	CC3	
	I will pay a lot if I leave college now.	CC4	
	I am committed to attending college because it aligns with my aspirations and responsibilities.	CC5	
	I believe that my options for leaving the college are limited.	CC6	
	Leaving college means fewer choices.	CC7	
	I chose to remain in college due to the significant personal sacrifices that would have been entailed in leaving.	CC8	
Normative Commitment	I believe a person must remain loyal to their college throughout their academic career.	NC1	
	Jumping from one college to another is unethical to me.	NC2	
	I continue to work at my college because I believe loyalty is important and feel obligated to stay.	NC3	
	I do not think it would be fitting to leave college even if I could get a better job elsewhere.	NC4	

Dimension	Measurement Item	NO.	Resources
	I was instilled with the value of remaining loyal to a college.	NC5	
	It was better in the days when people stayed at one college for almost their entire careers.	NC6	
	I think being a college employee is justified.	NC7	

3.2.2.3 Job Satisfaction

Job satisfaction has been an important aspect of organizational behavior and management research. The measurement of job satisfaction has yielded numerous research findings. Scholars have created various job satisfaction scales, each with its influence. One widely accepted scale is the one proposed by Pond and Geyer, which includes six items. The dimensions for assessing job satisfaction include job recommendations, job expectations, and job evaluations. The scale consists of six items that measure employees' emotional responses to questions about their work. It does not cover other aspects of the job. Different questions are used in various scales, and this study uses six items. Job recommendations include two items, job expectations also include two, and job evaluations contain two. Cronbach's alpha for this scale is 0.89, showing high reliability.

Additionally, some scholars have developed industry-specific job satisfaction scales that have evolved based on prior research. Scholars have proposed occupation-based scales that include four dimensions and 20 items. Some focus solely on the difference between job expectations and actual experiences when developing these scales, concentrating on one aspect of job satisfaction. Pond & Geyer (1991) developed a scale using employee satisfaction, comprising six items that members of the organization use to evaluate their own perceived job satisfaction.

Table 3.4 Job Satisfaction Measurement Items

Dimension	Measurement Item	NO.	Resources
Job Satisfaction	I would continue doing the job for a long time.	JS1	Pond & Geyer (1991)
	If a friend were to inquire about pursuing a job like mine, I would recommend it.	JS2	
	My job is very close to my ideal job.	JS3	
	My current job aligns with some of the characteristics that initially drew me in.	JS4	
	I am delighted with my present job.	JS5	
	I like my present job very much.	JS6	

3.2.2.4 Equity, Diversity, and Inclusion

Research on the measurement of EDI (Equity, Diversity, & Inclusion) has involved scholars who have examined the definitions of diversity and inclusion, as well as their importance in organizations. They have also described different methods for assessing these concepts. The definitive book on global workplace diversity management offers an in-depth discussion of designing and using diversity and inclusion questionnaires. Other types of diversity and their effects on organizations provide tools for measurement. Greenberg's

(1987) study categorizes organizational equity into three types: distributive, procedural, and interactional. Distributive equity concerns whether resources and rewards are fairly allocated; procedural equity relates to the fairness of decision-making processes; and interactional equity pertains to whether employees are treated respectfully within the organization. Standard questionnaires used in research measure these three dimensions, including items like "I believe that my compensation is commensurate with my contribution," "Does management take into account all relevant information when making decisions," and "Does my supervisor treat me with respect and courtesy."

Harrison and Klein's (2007) study classifies diversity into three types: separation, which refers to differences in attitudes, values, or beliefs among group members; variety, which relates to differences in categories, knowledge, or experience of group members; and disparity, which pertains to differences in resources or status. Research questionnaires typically include measures of these dimensions, such as "the extent to which team members disagree on opinions," "the diversity of professional backgrounds among team members," and "differences in status or power among team members." Roberson's (2006) research suggests that inclusiveness, unlike diversity, indicates how much employees feel respected and accepted within an organization. Measures of inclusiveness often assess employees' sense of belonging and engagement, such as "I feel accepted in the team," "My opinions are valued in the team," and "I think I can fully utilize my talents in the team." However, the EDI research differs from that of previous scholars. As the understanding of EDI (Equity, Diversity, and Inclusion) continues to develop and expand, this study adopted the classic scale developed by Mellifont (2020). The EDI scale includes three dimensions—Equity, Diversity, and Inclusion—and consists of a total of 15 items.

Table 3.5 EDI Measurement Items

Dimension	Measurement Item	NO.	Resources
Equity	I feel that the college is fair to all teachers in the hiring process.	EDI1	Mellifont (2020)
	I perceive fairness in the distribution of work assignments.	EDI2	
	I perceive that the college is fair in promotions and awards.	EDI3	
	I perceive that compensation packages are fair and that all things are equal.	EDI4	
	I believe the college can conduct fair and equitable performance evaluations.	EDI5	
	I notice the college's gender diversity among its teaching staff.	EDI6	
Diversity	I appreciate the college's age diversity among its teaching staff.	EDI7	
	I feel that the college has a diverse background among its teaching staff.	EDI8	
	I feel the college values diversity in the hiring process.	EDI9	
	I believe the college promotes diversity	EDI10	

Dimension	Measurement Item	NO.	Resources
Inclusion	awareness through its daily activities and training.		
	I feel respected and included in the college.	EDI11	
	I feel that the college provides equal opportunities for developing teachers from diverse backgrounds.	EDI12	
	I can freely express my opinions and suggestions in college.	EDI13	
	I feel that the college is open to different cultures.	EDI14	
	I feel the college's policies effectively support an inclusive environment.	EDI15	

3.2.3 Questionnaire Pilot Test

The purpose of the pre-survey is to adjust and improve the questionnaire based on the results of the small-scale survey, ensuring its reliability during the formal survey. For this study, an online questionnaire was used for the pilot test. The pilot test primarily focused on Shandong Engineering, Vocational, and Technical Vocational colleges. Thirty teachers were randomly selected for online research, with 30 questionnaires distributed and all 30 being valid. Reliability analysis was employed to examine the collected data and identify potential issues with the measurement items, enabling further correction and screening before the formal survey. Using the pilot test sample as the research object, SPSS software was used to analyze the reliability and validity of the initial questionnaire's scale items. This analysis, along with an examination of the scale dimensions and questionnaire questions, helped refine and develop the final version of the questionnaire. However, the notes section of the scale needed some adjustments, and overall modifications were made accordingly. The revised questionnaire includes basic employee information and measurement scales for each variable.

The purpose of the pilot test was to examine the clarity, comprehension, and relevance of the survey items and to assess the reliability of the questionnaire. The results indicated that the measurement instrument was highly reliable, with Cronbach's alpha coefficients for each construct exceeding 0.8. Item analysis further demonstrated that removing any individual item would decrease the overall Cronbach's alpha, confirming that all items contributed positively to the scale's internal consistency. Consequently, the pilot test validated that the survey items had high credibility, and no modifications were required prior to the main data collection, as summarized in Table 3.6.

Table 3.6 Reliability Analysis of Pilot Test

Dimension	Cronbach's Alpha	Items
TC	0.901	4
RC	0.902	7
JS	0.891	6
EDI	0.895	15
AC	0.897	8

Dimension	Cronbach's Alpha	Items
CC	0.923	8
NC	0.940	7

3.2.4 Quality of the Questionnaire

3.2.4.1 Validity Testing

(1) Content validity refers to how well a test item samples the relevant content or range of behaviors. This type of validity is also known as curricular or logical validity, as it involves systematically analyzing a topic about the curriculum's goals and content. The researcher evaluated the items at a practical level to ensure they included the correct and complete content of the sub-concepts and concepts specified in the operational and conceptual definitions. After the pretest, the researcher adjusted all items and removed some words that lacked content validity.

A standardized translation process is essential to ensure the accuracy of a survey questionnaire translated from English to Chinese. First, the translation objectives were clarified to ensure all translators understand the questionnaire's theme, target audience, and intended usage scenarios. A professional bilingual translation team that includes researchers and experts knowledgeable about the target culture. During the initial translation phase, two independent translators translated the English was assembled questionnaire into Chinese to ensure accuracy and completeness. The two translated versions were be compared, discussions were held to reach a consensus on a single Chinese translation. This process was overseen by a neutral third party to maintain objectivity and fairness. Next, back-translation was performed, where the agreed-upon Chinese version was translated back into English by a different translator who was not involved in the initial translation. This step verified the accuracy and consistency of the translation. Finally, the back-translated English version was compared with the original to spot any significant differences or errors. If major discrepancies were found, return to the initial translation stage to make corrections.

Next, a cultural adaptation assessment was conducted, where experts with a deep understanding of the target cultural context evaluated the cultural suitability of the Chinese questionnaire, ensuring that all questions and options were appropriate and easily understandable within that cultural setting. To further verify the translation's effectiveness, a small-scale pretest was conducted among the target audience to collect feedback on the comprehensibility and acceptability of the questionnaire. Based on the pretest results, necessary revisions were made to improve the clarity, accuracy, and cultural relevance of all questions. The translation and research teams collaborated to finalize the Chinese questionnaire. Following these steps thoroughly ensured the accuracy, effectiveness, and cultural appropriateness of the translated Chinese questionnaire, thereby enhancing the quality and reliability of the research data.

(2) Structural validity refers to how well a test measures the structure and features of the theory it aims to assess or how well test scores explain some structure or characteristic of a psychological theory; it pertains to the consistency between experimental results and the theory, meaning whether or not the experiment accurately measures the hypothesized (constructed) theory.

(3) Logical validity

Item-objective Congruence Index (IOC Index) was used to assess the

quality of items. Practitioners must determine the content validity rating for each item. The IOC value of a qualified item should be at least 0.70. Five experts were invited to assess the items based on the objectives of the research. The validity of the questionnaire was determined from the experts' scores, with IOC index above 0.7.

3.2.4.2 Reliability Testing

Reliability refers to the consistency of a scale's measurement results. A scale is less affected by factors such as time, location, and other variables, resulting in more dependable test outcomes. The internal consistency and reliability of the scales were evaluated using Cronbach's alpha coefficients, which measure how well multiple items assessing the same variable point to the same attribute. A Cronbach's α value greater than 0.7 indicates that the questionnaire scale's reliability is satisfactory. See Table 3.7.

Table 3.7 Cronbach's α Scale

NO.	Cronbach's α	Reliability
1	$0.8 < \alpha < 0.9$	Very good
2	$\alpha > 0.7$	Good
3	$0.3 < \alpha < 0.7$	Unacceptable
4	$\alpha < 0.3$	Low

Based on the pilot test of the questionnaire, 30 valid responses were collected to evaluate its reliability for adjunct instructors in private vocational colleges in Shandong Province. A Cronbach's Alpha above 0.7 indicates that the questionnaire's internal consistency and reliability meet the standards.

3.3 Qualitative Research

3.3.1 Focus Group Discussion

The qualitative method is a subjective approach that primarily relies on the extensive practical experience of forecasters, their judgment, and analytical skills to determine the nature and development trends of phenomena. It is a primary method for prediction analysis. This study gathered and examined data through interviews.

The focus group discussion was conducted to collect in-depth qualitative insights that could complement the quantitative survey data. The participants were carefully selected based on several principles to ensure the validity and reliability of the findings. Specifically, five adjunct instructors from private vocational colleges in Shandong Province, including representatives from Shandong Engineering Vocational College and other technical vocational institutions, were recruited. These participants were chosen to form a balanced and manageable group, in line with qualitative research best practices.

The focus group included both internal adjunct instructors, who were primarily employed by the institutions, and external adjunct instructors, who were concurrently engaged in professional practice within enterprises. This combination allowed the discussion to reflect a broad range of teaching practices, professional challenges, and interactions with institutional policies. The participants had at least one year of ongoing teaching experience at their respective colleges, ensuring they could provide informed insights regarding institutional support, career development opportunities, and experiences with equity, diversity, and inclusion (EDI) practices. By carefully structuring the group

composition, the study aimed to gather rich qualitative data that would highlight nuanced issues, complement the survey findings, and inform recommendations for improving the management and support of adjunct instructors.

Interviews are an effective way to gather detailed empirical data, especially when the phenomena are rare and stored in respondents' minds by default. To gather rich data when studying infrequent and uncommon phenomena that respondents hold in memory, interviews serve as a valuable research method. This study employed focus group discussion to explore key areas, including psychological contract, organizational commitment, job satisfaction, and Equity, Diversity, and Inclusion (EDI).

A focus group discussion is a qualitative research method that involves a structured discussion with a specific group of participants to gather insights on particular topics. This method encourages the collection of diverse perspectives through interactive conversations, providing richer data than individual interviews. In this study, adjunct instructors were defined as part-time teachers who work for private universities without permanent or tenure-track positions.

3.3.2 Stages of Focus Group Discussion

The focus group discussion design consists of five stages: defining objectives, selecting participants, designing an outline, conducting the focus group, and analyzing the data.

(1) Defining Objectives

The objective is to gather insights from participants to provide strategies for improving the organizational commitment of adjunct instructors in private vocational colleges in China through in-depth discussions in focus groups.

(2) Selecting Participants

Five adjunct instructors from a private vocational college in Shandong Province (Shandong Engineering and Vocational colleges) were selected based on research criteria. These instructors had at least one year of teaching experience. Efforts were made to select teachers with diverse backgrounds in terms of gender, discipline, working hours, and teaching environments to ensure a variety of perspectives. Teachers were informed of the importance of their participation in improving school management and policy development, with assurances of participant privacy and data confidentiality.

Number of Participants: Five adjunct instructors were selected to form a balanced and manageable group, aligning with the best practices of qualitative research.

Selection Criteria: Participants were selected based on their ability to provide varied perspectives on the study's key themes. The criteria for selection included:

1. Teaching Experience: Inclusion of both young adjunct instructors and experienced ones.

2. Gender Representation: Inclusion of at least one middle-aged female instructor to capture gender-specific insights.

3. Professional Background: Inclusion of adjunct instructors with corporate executive status to explore the intersection of industry experience and teaching roles.

4. General Representation: Inclusion of general adjunct instructors without specialized attributes to ensure common perspectives are captured.

(3) Designing a Discussion Outline

The interview outline is divided into four main modules: psychological contract, organizational commitment, job satisfaction, and EDI (Equity, Diversity, and Inclusion).

3.3.3 Conducting Focus Group Discussion

An experienced research team member acted as the moderator to keep the discussion focused on the research topic. Open-ended questions guide the conversation, preventing any suggestions that might influence participants. All participants were encouraged to share their views, and opportunities to present different perspectives were provided fairly. The entire discussion lasted no more than 2 hours. Opinions were documented through note-taking and audio recording.

3.3.4 Content Analysis

To extract key information from the discussion, the research analyzed it using NVivo 14 software. NVivo is a qualitative data analysis software developed by QSR International in the United States, specializing in qualitative and mixed-methods research. The application process adheres to qualitative research principles, enabling the simultaneous analysis, coding, and counting of keyword frequencies across multiple texts. This study primarily utilized text data processing and qualitative analysis functions to enhance data processing and analysis efficiency, thereby improving scientific and normative research. The researcher used NVivo 14 software to obtain five discussion documents. Based on Grounded Theory, the concept was formed through open coding, followed by the creation of categories through axial coding.

3.4 Statistical Method of Analysis

3.4.1 Descriptive Statistics

In quantitative research, descriptive statistics are divided into two parts: the first part provides basic information about the research subjects, and the second part analyzes individual variables using the mean and standard deviation for each dimension to understand the concentration level of each variable and describe it. The study described psychological contract, organizational commitment, job satisfaction, equity, diversity, and inclusion (EDI) in terms of mean and standard deviation to understand the sample's responses to these variables.

3.4.2 Inferential Statistics

In research, inferential statistics mainly focus on identifying relationships between different variables. This study employed Structural Equation Modeling (SEM) to develop a model that incorporates Psychological Contract, Organizational Commitment, Job Satisfaction, Equity, and Diversity and Inclusion (EDI). SEM has two main parts: the measurement model and the structural model. The measurement model is crucial for evaluating the explanatory power and appropriateness of individual indicators in relation to their respective constructs. In this framework, unstandardized factor loadings, standard errors, Z-values, p-values, standardized factor loadings, multiple squared correlations (R^2), composite reliability (CR), and convergent validity (AVE) are crucial. These metrics help evaluate the reliability and validity of measurement tools, ensuring that observed variables

correctly represent latent variables.

The structural model, on the other hand, analyzes explicitly the relationships among constructs and tests research hypotheses. In this study, the structural model considers Psychological Contract as the independent variable, while Job Satisfaction, Equity, Diversity, and Inclusion (EDI) serve as mediating variables, and Organizational Commitment is the dependent variable. This model allows us to examine both the direct effect of the independent variable on the dependent variable and the indirect effects mediated through the intervening variables. This comprehensive approach helps clarify the complex causal relationships among the variables.

Furthermore, assessing the fit of the structural model is a crucial step in the process. Commonly used fit indices include the chi-square test (χ^2), degrees of freedom (df), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR). These indices help researchers evaluate the model's appropriateness and the data's compatibility with the model. By using SEM, the research can verify the relationships between latent and manifest variables and explore complex causal pathways among latent variables, thereby providing strong support for theoretical development and empirical research.

Structural equation modeling (SEM) was first developed in the 1970s and is a relatively recent multivariate statistical research method. It is primarily used to test hypothesized relationships among latent variables. Studying latent variables requires validation through measurement indicators (Jöreskog, 1993). Gerbing and Anderson (1988) proposed that structural equation modeling has two components: the measurement model and the structural model. The measurement model illustrates the relationship between the latent variables and observed indicators. The structural model clarifies the relationships among individual latent variables (Gerbing & Anderson, 1988). Both parts of the structural equation model describe the extent of representation and influence of the latent variables, indicating how well the model explains the data correlations (Gerbing & Anderson, 1988).

Structural equation models analyze path relationships of latent variables by using observable indicators. Technological advancements have increased flexibility in these models, particularly in the interaction between theory and data (Chin, 2010). Over the past twenty years, the widespread use of structural equation modeling has grown with the development of software based on covariance analysis (LISREL, EQS, AMOS) and component analysis (PLS-Graph, SmartPLS, VisualPLS). The purpose of structural equation modeling is to test the relationship between two factors while controlling for other variables that might affect them. It helps evaluate models with causal links and measurement error, helping assess the reliability of predicted outcomes (Byrne & Kastrati, 2009).

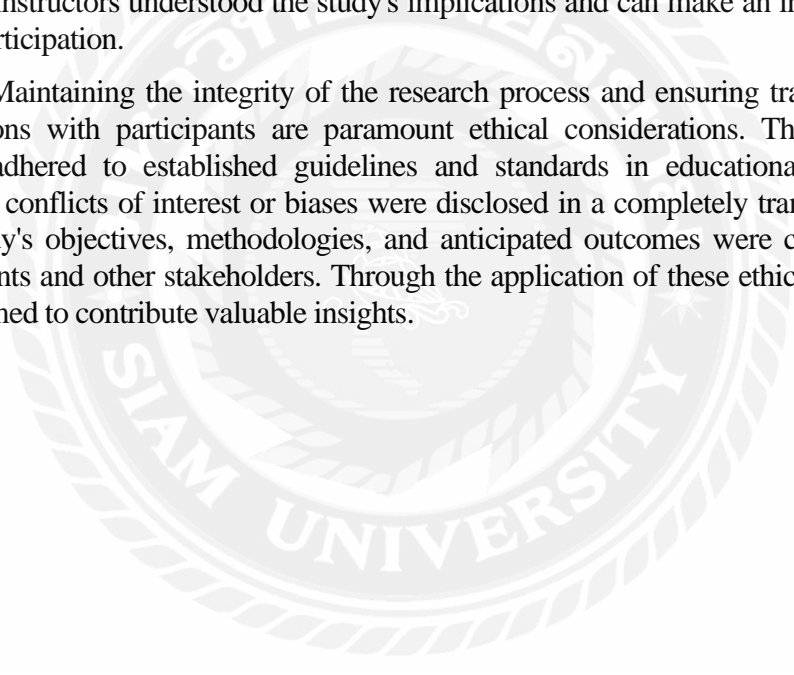
Reflective indicators, also known as formative indicators, typically measure latent variables. Among them, reflective indicators are affected by latent variables, with the influence flowing from the latent variables to the reflective indicators (Chin, 2010). The effectiveness of reflective indicators in measuring latent variables can be assessed using their loading scores. Formative indicators are similar to the causes of the latent variable and work together to influence it. Since latent variables have multiple dimensions, each formative indicator points toward the latent variable. In this study, we mainly use reflective indicators.

3.5 Research Ethics

The primary ethical concern in this study is protecting the anonymity and confidentiality of participating instructors. All collected data, including survey responses and demographic details, were thoroughly coded and de-identified to remove any information that could potentially identify individuals. The research team established strong data management protocols to restrict access to raw data to authorized personnel only. By ensuring participant anonymity, the study aimed to create a safe environment that encourages honest sharing of views and experiences, promoting open and sincere responses without fear of consequences.

Respecting participant autonomy and rights is essential in ethical research. Informed consent was obtained from each instructor before their participation. This included a clear explanation of the study's purpose, procedures, and possible risks and benefits. Participants were explicitly told that participation was voluntary and that they could withdraw at any time without penalty. This transparent and consensual approach ensured instructors understood the study's implications and can make an informed decision about participation.

Maintaining the integrity of the research process and ensuring transparency in all interactions with participants are paramount ethical considerations. The research team strictly adhered to established guidelines and standards in educational research. Any potential conflicts of interest or biases were disclosed in a completely transparent manner. The study's objectives, methodologies, and anticipated outcomes were communicated to participants and other stakeholders. Through the application of these ethical principles, the study aimed to contribute valuable insights.



CHAPTER 4

RESEARCH RESULTS

This chapter primarily focuses on the analysis of collected data, encompassing five sections:

- 4.1 Demographic Characteristics of Sample
- 4.2 Reliability Analysis and Validity Analysis
 - 4.2.1 Reliability Analysis
 - 4.2.2 Validity Analysis
- 4.3 Correlation Analysis
- 4.4 Structural Equation Models and Hypothesis Testing
 - 4.4.1 Verification of Direct Effects
 - 4.4.2 Verification of Mediating Effects
- 4.5 Results of Qualitative Data Analysis
- 4.6 Validation of Research Findings
 - 4.6.1 Expert Review Committee Information
 - 4.6.2 Evaluation Results
 - 4.6.3 Validation Results
 - 4.6.4 Expert Comments
 - 4.6.5 Validation Conclusion

Data were collected through surveys and focus group discussion. This study examined the relationship between psychological contract, organizational commitment, and job satisfaction among adjunct instructors at private universities in Shandong Province. The variables include psychological contract, organizational commitment, EDI, and job satisfaction. Hypotheses were developed based on interactions among these variables. Structural equation models were constructed to explore the relationships. For data analysis, SPSS and AMOS were used.

4.1 Demographic Characteristics of Sample

A total of 454 survey questionnaires were distributed. During the compilation of questionnaire data, questionnaires with missing values were deleted. Additionally, questionnaires were excluded if they took 30 seconds or more to complete. Ultimately, 352 valid questionnaires were recovered, with a questionnaire effectiveness rate of 77.53%.

The description of demographic characteristics provides a detailed explanation and analysis of the demographic features within a sample, aiming to understand the data better, select suitable models, and perform predictions and analyses. Descriptive statistical analysis was conducted on the basic information, with the results shown in Table 4.1. As shown in the table, the sample of adjunct instructors at private higher vocational colleges in

Shandong Province exhibits a relatively balanced gender distribution, with females comprising 50.284% and males 49.716%. Regarding age, instructors aged 26-35 constitute 38.92%, indicating that the teacher group mainly consists of young and middle-aged individuals. Concerning academic qualifications, instructors with a master's degree represent the largest group, at 39.489%, followed by those with a bachelor's degree, at 36.364%. This indicates that part-time lecturers generally possess higher education qualifications. In terms of positions, senior lecturers are the most common at 41.761%, with assistant lecturers as the second largest group at 28.125%. Moreover, instructors tend to have relatively short tenures, with 37.5% of instructors having been in their role for 5 years or less, and 36.932% having tenures between 6 and 10 years, suggesting high mobility among adjunct instructors.

Table 4.1 Demographic Characteristics of Sample

Variable	Option	Frequency	Percent%
Gender	Female	177	50.28
	Male	175	49.71
Age	18-25	80	22.72
	26-35	137	38.90
	36-45	77	21.87
	Above 45	58	16.47
Education	Bachelor's degree	128	36.36
	Master's degree	139	39.48
	Higher than a Master's degree	73	20.73
	Others	12	3.400
Position	Assistant Lecturer	99	28.12
	Lecturer	66	18.75
	Senior Lecturer	147	41.76
	Others	40	11.36
Tenure	Less than/or equal to 5	132	37.50
	Between 6-10	130	36.93
	Between 11-15	59	16.76
	16 and over	31	8.80
	Total	352	100%

4.2 Reliability Analysis and Validity Analysis

The research survey gathered 352 valid responses, and reliability and validity tests were performed on the survey data. Structural equation modeling was carried out after the reliability and validity tests met the necessary standards.

4.2.1 Reliability Analysis

This study used SPSS software for the research and analysis of the survey. In the reliability analysis conducted using SPSS, Cronbach's Alpha is a commonly used indicator. This study employed Cronbach's Alpha to assess the internal consistency of the survey items, thereby conducting a reliability analysis. Cronbach's Alpha coefficients typically range from 0 to 1. A coefficient between 0.5 and 0.7 indicates moderate reliability and needs further analysis, while a coefficient above 0.7 suggests strong reliability.

As shown in Table 4.2, the Cronbach's Alpha values for all variables are high, indicating strong internal consistency of the scale. The Alpha values for Transactional Contract (TC) and Relational Contract (RC) are 0.876 and 0.905, respectively, both exceeding the threshold of 0.8, which indicates high reliability for these two dimensions. The Alpha value for Job Satisfaction (JS) is 0.882, reflecting good consistency among the measurement items for this dimension. The Alpha value for Equity, Diversity, and Inclusion (EDI) is 0.946, showing high reliability and strong consistency among the items for this dimension. Among the three dimensions of Organizational Commitment, the Alpha values for Affective Commitment (AC), Continuance Commitment (CC), and Normative Commitment (NC) are 0.899, 0.937, and 0.916, respectively, all well above the threshold of 0.7, indicating that the scale is highly reliable in measuring various aspects of organizational commitment. The data analysis reveal that all Cronbach's Alpha values are greater than 0.7, demonstrating good reliability of the data and meeting the required standards.

Table 4.2 Reliability Analysis

Dimension	Cronbach's Alpha	Items
TC	0.876	4
RC	0.905	7
JS	0.882	6
EDI	0.946	15
AC	0.899	8
CC	0.937	8
NC	0.916	7

4.2.2 Validity Analysis

The results of the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity for the scale are shown in Table 4.3. As seen in the table, the KMO measure of sampling adequacy is 0.951, indicating that the data are appropriate for factor analysis. The chi-square value for Bartlett's Test of Sphericity is 13244.767, with 1485 degrees of freedom and a significance of 0.000. This implies that the data significantly reject the null hypothesis, showing strong correlations among the variables and suitability for further factor analysis. Therefore, the scale exhibits high validity.

Table 4.3 KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.951
Bartlett's Test of Sphericity	Approx. Chi-Square	13244.767
	df	1485
	Sig.	0.000

Based on the criterion of eigenvalues greater than 1, the loadings of 55 items on seven factors are all above 0.5, with a cumulative explained percentage exceeding 60%, indicating the scale's good validity. According to the factor-rotated loading matrix, the data are divided into seven major components, with rotated eigenvalues of 9.048, 5.759, 4.929, 4.478, 4.438, 3.984, and 2.614, respectively. The total variance explained by these components reaches 64.092%, indicating that they can account for the variability among the variables. See Table 4.4. Each item exhibits a high loading on its corresponding component, indicating accurate classification

of scale items across different dimensions and demonstrating strong structural validity.

Table 4.4 Rotated Component Matrix

Item	1	2	3	4	5	6	7
TC1							0.851
TC2							0.647
TC3							0.692
TC4							
RC1					0.823		
RC2					0.677		
RC3					0.718		
RC4					0.619		
RC5					0.663		
RC6					0.657		
RC7					0.692		
JS1						0.840	
JS2						0.734	
JS3						0.651	
JS4						0.768	
JS5						0.662	
JS6						0.643	
EDI1	0.795						
EDI2	0.731						
EDI3	0.787						
EDI4	0.662						
EDI5	0.708						
EDI6	0.767						
EDI7	0.715						
EDI8	0.739						
EDI9	0.695						
EDI10	0.713						
EDI11	0.692						
EDI12	0.669						
EDI13	0.629						
EDI14	0.698						
EDI15	0.690						
AC1			0.779				
AC2			0.644				
AC3			0.654				
AC4			0.633				
AC5			0.657				
AC6			0.639				
AC7			0.751				
AC8			0.738				
CC1		0.833					
CC2		0.751					
CC3		0.76					

Item	1	2	3	4	5	6	7
CC4		0.732					
CC5		0.766					
CC6		0.764					
CC7		0.775					
CC8		0.735					
NC1				0.770			
NC2				0.703			
NC3				0.694			
NC4				0.683			
NC5				0.736			
NC6				0.655			
NC7				0.710			
Eigenvalue	9.048	5.759	4.929	4.478	4.438	3.984	2.614
Cumulative %	16.451	26.922	35.884	44.025	52.095	59.338	64.092

The results of the Item-Objective Congruence (IOC) analysis demonstrated that the questionnaire items exhibited strong content validity. Five experts evaluated each item for its relevance, clarity, and alignment with the study objectives. The majority of items received a perfect score of 1.0, indicating unanimous agreement among the experts regarding their appropriateness. A few items received slightly lower scores of 0.8, reflecting minor differences in expert opinion, but still above the acceptable threshold for content validity. No items scored below 0.8, confirming that all items were considered clear, relevant, and adequately representative of the constructs being measured, including psychological contracts, organizational commitment, job satisfaction, and equity, diversity, and inclusion (EDI). These results provide confidence that the questionnaire could accurately capture the experiences, perceptions, and attitudes of adjunct instructors in private vocational colleges, ensuring the reliability and validity of the subsequent quantitative data collection.

4.3 Correlation Analysis

Pearson correlation analysis was performed to examine the relationships among the variables, and the results showed significant positive correlations among all variables ($p < 0.01$), providing a strong foundation for subsequent structural equation modeling and path analysis. As shown in Table 4.5, the correlation coefficients between transactional contract (TC) and other variables ranged from 0.435 to 0.531, indicating that TC not only has significant positive correlations with Job Satisfaction (JS), Equity, Diversity, and Inclusion (EDI), and the three types of organizational commitment (Affective Commitment AC, Continuance Commitment CC, and Normative Commitment NC), but also shows a strong association with relational contract (RC) ($r=0.531$). This suggests that, although TC emphasizes short-term economic rewards, it can still influence the overall commitment to the organization by affecting instructors' perceptions and emotional attachment. Similarly, RC generally exhibits higher correlations with other variables, especially with affective commitment (AC) ($r = 0.579$), which aligns with theoretical expectations that the relational contract primarily focuses on long-term relationships and trust, thereby significantly impacting employees' emotional investment. Additionally, JS, as a mediating variable, has

correlation coefficients ranging from 0.350 to 0.534 with various dimensions, indicating that job satisfaction acts as a link between psychological contracts and organizational commitment. Notably, the highest correlation was observed between EDI and NC ($r = 0.572$), highlighting the significance of equity and diversity for instructors' normative commitment and suggesting that instructors in inclusive environments are more likely to fulfill their moral responsibilities and obligations.



Table 4.5 Results of Pearson's Correlation Analysis

	TC	RC	JS	EDI	AC	CC	NC
TC	1	.531	.488	.435	.479	.448	.494
RC	.531	1	.534	.449	.579	.505	.528
JS	.488	.534	1	.350	.457	.475	.445
EDI	.435	.449	.350	1	.437	.408	.572
AC	.479	.579	.457	.437	1	.498	.491
CC	.448	.505	.475	.408	.498	1	.432
NC	.494	.528	.445	.572	.491	.432	1

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

4.4 Structural Equation Models and Hypothesis Testing

In this study, AMOS was used to analyze the model fit of the statistical data obtained from SPSS, assessing how well the model fits the data. Generally, a chi-square to degrees of freedom ratio (CMIN/DF) less than three indicates a good fit between the model and the data. A Root Mean Square Error of Approximation (RMSEA) value below 0.08 suggests a good fit, with values under 0.05 being even better. Fit indices can be evaluated through the comparative fit index (CFI) and similar metrics. These indices typically range from 0 to 1, with values above 0.8 generally indicating a good fit, and those over 0.9 being even more optimal, closer to 1 being better. The specific criteria for assessing fit indices are shown in Table 4.6.

Table 4.6 Fit Indicator Test Criteria

Indicator Name	Range of Values	Judgment Criteria
CMIN/DF	>0	Best: ≤ 2.00 Good: ≤ 3.00 Acceptable: ≤ 5.00
Root Mean Square Error of Approximation(RMSEA)	>0	Maximum:0.00 Good: ≤ 0.05 Acceptable: ≤ 0.08
Incremental Fit Index (IFI)	0-1	> Maximum: =1.00 Best: > 0.97 Better: > 0.95 Good: ≥ 0.92 Acceptable: > 0.90
Tucker-Lewis Index (TLI)	0-1	Maximum: =1.00 Best: > 0.97 Better: > 0.95 Good: ≥ 0.92 Acceptable: > 0.90
Comparative Fit Index of Bentler(CFI)	0-1	Maximum: =1.00 Best: > 0.97 Better: > 0.95 Good: ≥ 0.92 Acceptable: > 0.90

After establishing the structural equation model, the software was used to perform significance tests on the model paths, providing the standardized path coefficients, critical ratio (C.R.) values, and P-values for significance of the influencing factors. Generally, if the C.R. value exceeds 1.96 and the P-value is below 0.05, the path coefficient is considered statistically significant within a 95% confidence interval, indicating that the corresponding path hypothesis of the preset model is valid. Conversely, if these criteria are not met, the hypothesis is considered invalid.

Using the software, structural equation models were developed separately to examine the relationships between Transactional Contract (TC) and Relational Contract (RC) with Job Satisfaction (JS), Equity, Diversity, and Inclusion (EDI), Affective Commitment (AC), Continuance Commitment (CC), and Normative Commitment (NC). Additionally, the models assessed the relationships between JS and EDI with AC, CC, and NC. These models were then evaluated based on fit indices, path coefficients, and

significance levels. The resulting structural equation model is depicted in Figure 4.1. The fit indices for the structural equation model are summarized in the following table. Results indicated that the CMIN/DF for the overall model was 1.442, which is below 3; the RMSEA was 0.035, under 0.08; and indices such as CFI and TLI were all above 0.8, demonstrating a good overall fit.

Table 4.7 Model Fit Intercept N=352)

Structural Equation Modeling Fit Indicators					
Model fit indicators	CMIN/DF	RMSEA	IFI	TLI	CFI
Judgment Criteria	<3	<0.08	>0.9	>0.9	>0.9
Fitting Results	1.442	0.035	0.950	0.948	0.950

4.4.1 Verification of Direct Effects

TC significantly positively impacts Equity, Diversity, and Inclusion (EDI). Path analysis shows that TC has a notable and positive effect on adjunct instructors' perception of EDI (estimate = 0.326, CR = 4.774, $P < 0.001$). This indicates that when adjunct instructors see the organization meeting its transactional commitments, their views on fairness, inclusiveness, and diversity improve. According to cognitive consistency theory, when organizations deliver on transactional promises, instructors tend to extend this behavior to their understanding of other organizational aspects, which boosts their perception of the organization's EDI. Therefore, Hypothesis H1a is supported, suggesting that the TC can effectively enhance adjunct instructors' identification with organizational fairness and related facets.

TC has a notable positive influence on JS. Path analysis shows that TC significantly and positively affects JS (estimate = 0.397, CR = 5.068, $P < 0.001$), suggesting that when adjunct instructors perceive the organization as keeping its promises in TC, their job satisfaction tends to increase. The TC often involves material and instrumental promises, and fulfilling these promises helps meet instructors' psychological expectations, thereby improving overall job satisfaction. Thus, Hypothesis H2a is supported, demonstrating that fulfilling the transactional contract helps boost instructors' job satisfaction.

RC has a positive impact on JS. Path analysis shows that the positive effect of RC on JS is significant (estimate = 0.369, CR = 5.48, $P < 0.001$). This indicates that when instructors perceive the organization's investment in emotional support, care, and long-term commitment, their job satisfaction increases notably. Compared to transactional contracts, relational contracts emphasize long-term emotional support and commitment, making it easier for adjunct instructors to develop a sense of identification and satisfaction with their work in such an environment. Therefore, Hypothesis H2b is supported, highlighting the important role of relational contracts in boosting instructors' job satisfaction.

RC positively influences EDI. Path analysis shows that RC has a significant and positive impact on EDI (estimate = 0.242, CR = 4.176, $P < 0.001$), indicating that when an organization demonstrates emotional and long-term commitment, adjunct instructors' perceptions of the organization's fairness, inclusiveness, and diversity significantly improve. The long-term commitment and support in the RC help instructors identify with the organization's overall values and behaviors. Therefore, Hypothesis H1b is confirmed, demonstrating that the RC enhances adjunct instructors' perception of EDI.

The positive effect of TC on AC is confirmed. Path analysis shows that TC has a significant and positive impact on AC (Estimate = 0.186, CR = 2.663, P = 0.008). This indicates that when the organization delivers on its economic promises in the transactional contract, adjunct instructors develop emotional attachment to the organization, leading to higher AC. Affective commitment reflects instructors' emotional connection to the organization. Therefore, the promises boost instructors' sense of belonging and attachment to the organization. Consequently, Hypothesis H3a is supported, demonstrating that the TC can effectively increase adjunct instructors' AC.

TC also positively influences CC. Path analysis shows that the positive effect of TC on CC (Estimate = 0.222, CR = 2.384, P = 0.017) indicates that fulfilling the transactional contract meets adjunct instructors' material and instrumental needs, increasing their willingness to stay in the organization. Continuance commitment reflects the instructor's cost-benefit analysis within the organization. When instructors perceive economic security and instrumental support from the organization, they are more likely to remain. Therefore, Hypothesis H3b is supported, suggesting that TC can boost adjunct instructors' confidence in their CC.

The positive effect of the TC on NC is confirmed. Path analysis shows that TC has a significant and positive impact on NC (Estimate = 0.237, CR = 2.973, P = 0.003). This suggests that fulfilling the Transactional contract not only makes instructors feel financially satisfied but also encourages them to develop a sense of responsibility and duty toward the organization. Normative commitment reflects instructors' moral and duty-based obligations to the organization. Therefore, fulfilling the transactional contract helps strengthen instructors' sense of moral obligation to the organization. As a result, Hypothesis H3c is supported, indicating that the TC can enhance instructors' NC.

The relational contract (RC) has a strong positive effect on affective commitment (AC). Path analysis shows that the positive influence of RC on AC (Estimate = 0.321, CR = 5.226, $p < 0.001$) suggests that when instructors perceive that organizational emotional support and long-term commitment are fulfilled, their emotional attachment and sense of belonging to the organization grow significantly. The emotional support and long-term commitment within relational contracts can greatly increase instructors' attachment by strengthening their emotional bonds. Therefore, H4a is supported, highlighting the important role of relational contracts in boosting instructors' affective commitment.

The relational contract (RC) also has a notable positive effect on continuance commitment (CC). Path analysis indicates a significant positive impact of RC on CC (Estimate = 0.259, CR = 3.251, P = 0.001). This means that when instructors perceive the organization as fulfilling long-term commitments and providing emotional support, their willingness to stay increases. Continuance commitment is based not just on economic benefits but also on long-term relationships and emotional bonds. Therefore, Hypothesis H4b is supported, showing that relational contracts can effectively boost the continuance commitment of adjunct instructors.

Relational contract (RC) has a positive impact on normative commitment (NC). Path analysis shows that RC significantly positively affects NC (Estimate = 0.206, CR = 3.033, P = 0.002). When organizations consistently provide emotional support and long-term commitment, instructors develop a moral obligation and sense of responsibility toward the organization. Normative commitment represents instructors' emotional attachment

rooted in moral responsibility, and thus, relational contracts can effectively strengthen this sense of duty among instructors. Therefore, Hypothesis H4c is supported, highlighting the positive influence of relational contracts on increasing the normative commitment of adjunct instructors.

Job satisfaction (JS) has a notably positive effect on normative commitment (NC). Path analysis shows that JS significantly influences NC (Estimate = 0.147, CR = 2.371, P = 0.018), suggesting that as adjunct instructors' job satisfaction rises, their moral responsibility and obligation to the organization also grow. Job satisfaction reflects instructors' overall view of their professional experience, and this positive view fosters a sense of responsibility toward the organization. Therefore, Hypothesis H5c is supported, confirming that job satisfaction can effectively boost instructors' normative commitment.

Job satisfaction (JS) also has a significant positive effect on continuance commitment (CC). Path analysis shows a significant positive impact of JS on CC (Estimate = 0.283, CR = 3.848, $p < 0.001$). Job satisfaction increases instructors' dependence on and willingness to stay with the organization. Continuance commitment is based on instructors' cost-benefit analysis of the organization; therefore, when job satisfaction rises, instructors feel they gain more benefits from remaining with the organization. Thus, Hypothesis H5b is supported, indicating that job satisfaction can effectively boost instructors' continuance commitment.

Job satisfaction (JS) positively influences affective commitment (AC). Path analysis indicates a significant positive effect of JS on AC (Estimate = 0.131, CR = 2.397, P = 0.017). When instructors are happy with their work, their emotional connection and sense of belonging to the organization also grow. Job satisfaction directly impacts instructors' emotional experiences, which then lead to increased affective commitment. Thus, Hypothesis H5a is confirmed, showing that job satisfaction can effectively boost instructors' affective commitment.

The positive effect of Equity, Diversity, and Inclusivity (EDI) on affective commitment (AC) is clear. Path analysis shows that EDI has a significant positive impact on AC (Estimate = 0.164, CR = 2.881, P = 0.004), meaning that when adjunct instructors see positive signs of organizational equity, diversity, and inclusivity, their emotional connection to the organization grows. As a result, Hypothesis H6a is confirmed, indicating that improving EDI in the organization can effectively boost instructors' affective commitment.

EDI also significantly boosts continuance commitment (CC). Path analysis shows that EDI positively affects CC (Estimate = 0.232, CR = 3.051, P = 0.002), suggesting that when instructors see organizational fairness and inclusivity, they become more reliant on and willing to stay with the organization. Thus, Hypothesis H6b is supported, demonstrating that EDI can effectively strengthen instructors' continuance commitment.

The positive effect of EDI on normative commitment (NC) is substantial. Path analysis shows a strong positive impact of EDI on NC (Estimate = 0.466, CR = 6.796, $p < 0.001$), indicating that when adjunct instructors perceive organizational equity, diversity, and inclusivity, their sense of responsibility and moral obligation to the organization significantly rises. Therefore, Hypothesis H6c is supported, confirming that EDI can notably strengthen instructors' normative commitment.

This study examined the relationship between psychological contract, job satisfaction, Equity, Diversity, and Inclusivity (EDI), and organizational commitment among adjunct instructors in private higher vocational colleges in Shandong Province using Structural Equation Modeling (SEM). The results show that transactional and relational contracts positively influence adjunct instructors' job satisfaction, perception of EDI, and the three types of organizational commitment (affective, continuance, and normative). Transactional contracts, by fulfilling instrumental and economic commitments, significantly boost instructors' job satisfaction, affective commitment, continuance commitment, and normative commitment. Conversely, relational contracts, which emphasize emotional support and long-term commitment, more actively improve job satisfaction, affective commitment, and EDI. EDI not only directly impact adjunct instructors' affective, continuance, and normative commitment but also play an essential role in strengthening the relationship between psychological contracts and organizational commitment. This indicates that improving instructors' perceptions of equity, diversity, and inclusivity within the organization can enhance their organizational and normative commitment. Using path analysis with SEM, all hypotheses were confirmed, demonstrating that psychological contracts, job satisfaction, and EDI influence adjunct instructors' organizational commitment.

Table 4.8 Results of Structural Equation Modeling

Path Relationship	Estimate	Standardized Estimate	S.E.	C.R.	P
EDI<---TC	0.326	0.330	0.068	4.774	***
JS<---TC	0.397	0.342	0.078	5.068	***
JS<---RC	0.369	0.359	0.067	5.480	***
EDI<---RC	0.242	0.277	0.058	4.176	***
AC<---TC	0.186	0.182	0.070	2.663	**
CC<---TC	0.222	0.164	0.093	2.384	*
NC<---TC	0.237	0.193	0.080	2.973	**
AC<---RC	0.321	0.355	0.061	5.226	***
CC<---RC	0.259	0.217	0.080	3.251	**
NC<---RC	0.206	0.190	0.068	3.033	**
NC<---JS	0.147	0.140	0.062	2.371	*
CC<---JS	0.283	0.243	0.074	3.848	***
AC<---JS	0.131	0.149	0.055	2.397	**
AC<---EDI	0.164	0.158	0.057	2.881	**
CC<---EDI	0.232	0.169	0.076	3.051	**
NC<---EDI	0.466	0.376	0.069	6.796	***

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

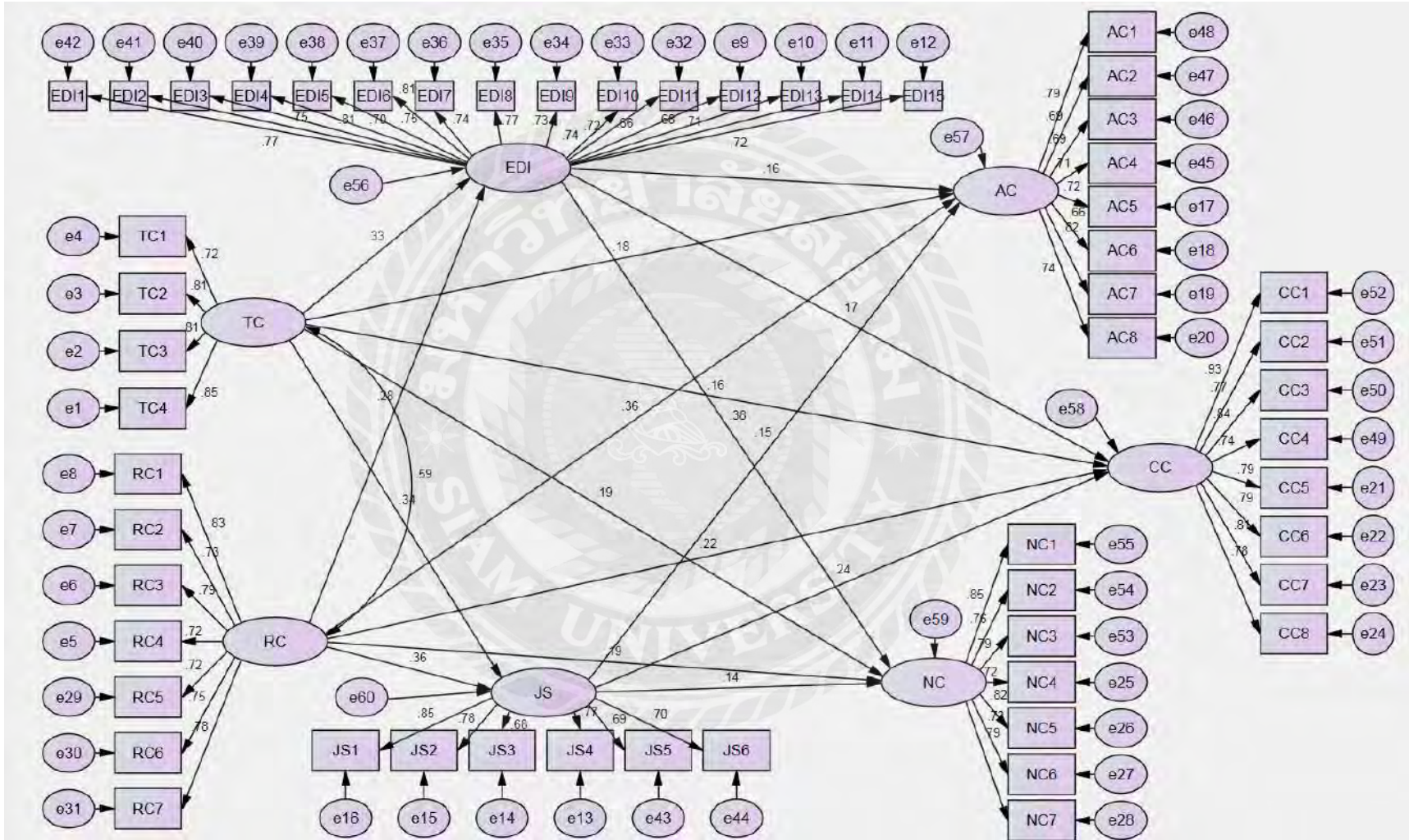


Figure 4.1 The Modified Structural Equation Model

4.4.2 Verification of Mediating Effects

To verify the mediating effects in the model, the Process plugin in SPSS was used for analysis, employing the Bootstrap method to test the significance of the mediating effects through the moderated mediation test (Hayes, 2013). Model 4 was selected, and with a sample size of 352, the mediation effect results were tested under a 95% confidence interval with 5000 bootstrap resamples.

(1) The Mediating Effect of Job Satisfaction (JS) in the Relationship between Psychological Contract (PC) and Organizational Commitment (OC)

In recent years, the psychological contract, an implicit social agreement, has increasingly become a key factor affecting organizational behavior, especially among adjunct instructors in higher vocational colleges, where its role in shaping instructors' work attitudes and organizational commitment has attracted considerable attention. Job satisfaction (JS), as an essential mediating variable, serves as a crucial link in the relationship between the psychological contract (PC) and organizational commitment (OC). Based on mediation analysis, this study examined the mediating role of job satisfaction in the relationship between the psychological contract and organizational commitment, revealing the pathway through which it influences adjunct instructors' organizational commitment.

Tables 4.9 and 4.10 show the results of the regression analysis, which reveal that the direct effect of the psychological contract on organizational commitment is statistically significant ($\beta = 0.0634$, $t = 19.351$, $p < 0.01$). This indicates that when organizations fulfill their commitments in the psychological contract, instructors' levels of organizational commitment increase significantly. This direct effect can be understood as the organization's clear commitments and actions boosting instructors' trust and dependence on the organization, making them more willing to stay. However, the psychological contract not only has a direct impact on organizational commitment but also indirectly influences instructors' commitment by improving job satisfaction. The effect of the psychological contract on job satisfaction is also significant ($\beta = 0.631$, $t = 13.508$, $p < 0.01$), meaning that instructors' satisfaction with the work environment and conditions improves when their psychological contract is fulfilled, which further reinforces their sense of identity and belonging to the organization. When job satisfaction is added to the regression model, the effect of the psychological contract on organizational commitment decreases ($\beta = 0.0516$, $t = 13.235$, $p < 0.01$). Meanwhile, the influence of job satisfaction on organizational commitment becomes significant ($\beta = 0.0186$, $t = 5.153$, $p < 0.01$). This shows that job satisfaction partly mediates the relationship between psychological contract and organizational commitment. It means that fulfilling the psychological contract helps increase instructors' commitment by making them more satisfied with their jobs. This partial mediation suggests that instructors strongly rely on the organization keeping its promises to feel emotionally connected and responsible, which boosts their job satisfaction. The model's explained variance increases from 51.7.7% to 55.1.1%, further emphasizing the importance of job satisfaction as a mediator in strengthening the impact of the psychological contract on organizational commitment.

In summary, this study shows how psychological contract influences organizational commitment through both direct and indirect paths (via job satisfaction) using mediation analysis. The results suggest that administrators, when meeting instructors' psychological

contracts, should focus on directly fulfilling these contracts to boost instructors' organizational commitment by creating a better work environment and increasing their job satisfaction.

The mediation effect test fully confirms Hypothesis (H7), showing that job satisfaction partially mediates the relationship between the psychological contract and organizational commitment. The direct effect of the psychological contract on organizational commitment is 0.516, with a confidence interval of [0.4395, 0.5929], which is significant and makes up 81.388% of the total effect. This indicates a strong positive influence of directly fulfilling the psychological contract on instructors' organizational commitment. At the same time, the indirect effect is 0.118, with a confidence interval of [0.06, 0.185], accounting for 18.612% of the total effect. This suggests that job satisfaction further enhances the positive impact of the psychological contract on organizational commitment through the mediating pathway. The total effect is 0.634, with a confidence interval of [0.733, 0.898], demonstrating that the psychological contract affects instructors' organizational commitment through both direct and indirect routes. Besides fulfilling the psychological contract, boosting instructors' job satisfaction can further strengthen their commitment to the organization.



Table 4.9 Results of Job Satisfaction Indirect Effects Tests (1)

Effect	Effect	SE	95%CI		%
			LLCI	ULCI	
Direct Effect	0.516	0.039	0.440	0.593	81.388%
Indirect Effect	0.118	0.032	0.060	0.185	18.612%
Total Effect	0.634	0.033	0.733	0.898	

Table 4.10 Results of Job Satisfaction Indirect Effects Tests (2)

Variables	OC				JS				OC			
	β	SE	t	P	β	SE	t	P	β	SE	t	P
C	1.284	0.123	10.411	0.000**	1.318	0.176	7.492	0.000**	1.039	0.128	8.096	0.000**
PC	0.634	0.033	19.351	0.000**	0.631	0.047	13.508	0.000**	0.516	0.039	13.235	0.000**
JS									0.186	0.036	5.153	0.000**
R ²			0.517				0.343				0.551	
Adjust R ²			0.516				0.339				0.547	
F	F(1, 350)=374.467, P=0.000**				F(1, 350)=182.464, P=0.000**				F(2, 349)=214.181, P=0.000**			

*p<0.05, **p<0.01

(2) The Mediating Effect of Equity, Diversity, and Inclusion (EDI) in the Relationship between Psychological Contract (PC) and Organizational Commitment (OC)

An analysis of the mediation regression analysis table results reveals the relationships among the PC, EDI, and OC. First, the direct effect of psychological contract on organizational commitment is significant ($\beta = 0.634$, $t = 19.351$, $p < 0.01$), indicating a strong positive impact of psychological contract on instructors' organizational commitment when other variables are not included. Fulfilling psychological contract boosts instructors' commitment to the organization, which is a key finding in organizational management. Second, the effect of psychological contract on EDI is also significant ($\beta = 0.487$, $t = 10.889$, $p < 0.01$), suggesting that psychological contract not only influences organizational commitment directly but also indirectly by improving instructors' perceptions of fairness, diversity, and inclusion within the organization. This shows how organizations can strengthen instructors' perceptions of EDI by fulfilling psychological contract, helping instructors receive more psychological support in diverse and inclusive settings. Finally, the impact of EDI on organizational commitment is equally significant ($\beta = 0.269$, $t = 7.362$, $p < 0.01$), meaning that the stronger instructors' perceptions of fairness, diversity, and inclusion are, the higher their organizational commitment. This demonstrates that EDI in an organization directly affects instructors' emotional attachment and commitment. Overall, the regression analysis shows that psychological contract not only directly affects organizational commitment but also indirectly promotes instructors' commitment by influencing the intermediary variable of EDI, highlighting the vital role of psychological contract in organizational management.

Based on the regression results from the mediation effect test tables, as shown in Tables 4.11 and 4.12, Hypothesis 8 (H8) is fully supported, indicating that EDI partially mediates the relationship between psychological contract (PC) and organizational commitment (OC). The direct effect of psychological contract on organizational commitment is significant, with a coefficient of 0.503, a standard error of 0.035, and a 95% confidence interval of [0.434, 0.573]. The proportion of this direct effect is 79.337%, suggesting that the influence mainly comes from the direct role of psychological contract on organizational commitment. Simultaneously, psychological contract indirectly increases organizational commitment by improving instructors' perceptions of Equity, Diversity, and Inclusion (EDI), with an indirect effect of 0.131, a standard error of 0.029, and a 95% confidence interval of [0.081, 0.191]. The proportion of this indirect effect is 20.663%. Since none of the confidence intervals include zero, both the direct and indirect effects are significant, demonstrating that EDI partially mediates the relationship between psychological contract and organizational commitment. The total effect is 0.634, indicating that psychological contract positively impacts organizational commitment through both direct and indirect pathways. Therefore, psychological contract not only directly influences instructors' organizational commitment but also further strengthens this relationship through the mediating role of EDI.

This study finds that both job satisfaction (JS) and Equity, Diversity, and Inclusion (EDI) partly mediate the relationship between psychological contract (PC) and organizational commitment (OC). Job satisfaction indirectly boosts instructors' commitment to the organization by improving their work experience, while EDI further strengthens organizational commitment by enhancing instructors' perceptions of organizational fairness and inclusiveness. The results suggest that organizations should fulfill psychological contract to improve performance and EDI, thereby increasing instructors' organizational commitment.



Table 4.11 Results of EDI (Equity, Diversity, and Inclusion) Indirect Effects Tests (1)

Effect	Effect	SE	95%CI		%
			LLCI	ULCI	
Direct Effect	0.503	0.035	0.434	0.573	79.337
Indirect Effect	0.131	0.029	0.081	0.191	20.663
Total Effect	0.634	0.033	0.733	0.898	

Table 4.12 Results of EDI (Equity, Diversity, and Inclusion) Indirect Effects Tests (2)

Variables	OC				EDI				OC			
	β	SE	t	P	β	SE	t	P	β	SE	t	P
C	1.284	0.123	10.411	0.000**	1.949	0.168	11.58	0.000**	0.761	0.135	5.627	0.000**
PC	0.634	0.033	19.351	0.000**	0.487	0.045	10.889	0.000**	0.503	0.035	14.247	0.000**
EDI									0.269	0.036	7.362	0.000**
R ²			0.517				0.253				0.582	
Adjust R ²			0.516				0.249				0.578	
F	F(1, 350)=374.467, P=0.000**				F(1, 350)=118.565, P=0.000**				F(2, 349)=242.799, P=0.000**			

*p<0.05, **p<0.01

Table 4.13 Hypothesis Test Results

Hypothesis	Result
H1a: The transactional contract of adjunct instructors in private vocational colleges in Shandong Province positively affects EDI.	Supported
H1b: The relational contract of adjunct instructors in private vocational colleges in Shandong Province positively affects EDI.	Supported
H2a: The transactional contract of adjunct instructors in private vocational colleges in Shandong Province positively affects job satisfaction.	Supported
H2b: The relational contract of adjunct instructors in private vocational colleges in Shandong Province positively affects job satisfaction.	Supported
H3a: The transactional contract of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment.	Supported
H3b: The transactional contract of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment.	Supported
H3c: The transactional contract of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment.	Supported
H4a: The relational contract of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment.	Supported
H4b: The relational contract of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment.	Supported
H4c: The relational contract of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment.	Supported
H5a: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment.	Supported
H5b: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment.	Supported
H5c: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment.	Supported
H6a: EDI positively affects the affective commitment of adjunct instructors in private vocational colleges in Shandong Province.	Supported
H6b: EDI positively affects continuance commitment of adjunct instructors in private vocational colleges in Shandong Province.	Supported
H6c: EDI positively affects the normative commitment of adjunct instructors in private vocational colleges in Shandong Province.	Supported
H7: Job satisfaction mediates the relationship between the psychological contract and the organizational commitment of adjunct instructors.	Supported
H8: EDI (Equity, Diversity, and Inclusion) mediates the relationship	Supported

Hypothesis	Result
between the psychological contract and the organizational commitment of adjunct instructors	

The hypothesized relationships between the variables were confirmed by the study's analysis results, as shown in Table 4.13. An explanation of each hypothesis is provided based on the analysis results.

H1a: The transactional contract of adjunct instructors in private vocational colleges in Shandong Province positively affects EDI. (Accepted Hypothesis)

H1b: The relational contract of adjunct instructors in private vocational colleges in Shandong Province positively affects EDI. (Accepted Hypothesis)

Transactional contracts involve clear, short-term work exchanges between employers and employees, marked by specific tasks, pay, and benefits. When adjunct instructors feel they are treated fairly under these contracts, they are more likely to support and implement the school's EDI strategies, as they believe the organization distributes resources and opportunities equitably, which encourages the adoption of EDI. The relational contract, however, involves a longer-term, emotional level of trust and commitment to a deeper, ongoing partnership between the teacher and the school. Suppose adjunct instructors feel trusted, respected, and emotionally supported by the school. In that case, they will be more willing to participate in and contribute to the school's EDI initiatives because they feel connected to the school community and value building an inclusive, diverse, and equitable environment.

H2a: The transactional contract of adjunct instructors in private vocational colleges in Shandong Province positively affects job satisfaction. (Accepted Hypothesis)

H2b: The relational contract of adjunct instructors in private vocational colleges in Shandong Province positively affects job satisfaction. (Accepted Hypothesis)

The psychological contract influencing adjunct instructors' job satisfaction involves both a direct cause-and-effect relationship and a nuanced interaction embedded in daily teaching and career expectations. Transactional contracts focus on clear exchanges such as salary, working conditions, and other short-term arrangements. When the school offers reasonable guarantees, instructors tend to be satisfied. Their satisfaction is reflected in tangible rewards, such as a fair salary and suitable assignments, which make them feel that their efforts are worthwhile and that the school is honoring its commitments. The relational contract is more about long-term emotional cultivation and trust; it is not tied to specific rewards but rather to the bond between the teacher and the school. When instructors perceive that the school trusts their professional skills and supports their growth, they develop a sense of belonging and recognition. This emotional acknowledgment boosts their satisfaction and helps them feel connected to their work, as they participate together in a shared goal. This subtle yet enduring influence gradually permeates their professional experience, fostering their identification with and commitment to their job.

H3a: The transactional contract of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment. (Accepted Hypothesis)

H3b: The transactional contract of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment. (Accepted Hypothesis)

H3c: The transactional contract of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment. (Accepted Hypothesis)

Adjunct instructors in private higher vocational colleges and universities in Shandong Province are positively influenced by transactional contracts on different types of commitment, but this influence varies across dimensions.

Affective commitment refers to instructors' emotional attachment and dedication to the school. If the school makes instructors feel respected, it can foster emotional identification, even though this commitment is mainly based on exchange. This fair treatment helps instructors develop an emotional bond with the school, which boosts their sense of belonging to the organization.

Continuing commitment relates to instructors' perceived need to stay at the school, often linked to opportunity costs and tradeoffs of benefits. Suppose the school can offer instructors satisfactory financial compensation through a transactional contract. In that case, instructors are more likely to stay, as leaving might mean losing current benefits or facing a more uncertain situation. While this type of commitment lacks an emotional component, it still reflects instructors' desire for stability and protection of their interests.

Normative commitment is more about a sense of responsibility, where instructors feel they stay at the school because it aligns with moral or social expectations. While transactional contracts focus on specific exchanges, when schools keep their promises to instructors, it can create a sense of obligation to reciprocate or at least fulfill their duties to the organization. This feeling may arise from instructors' recognition of the organization's credibility, which fosters a sense of obligation.

H4a: The relational contract of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment. (Accepted Hypothesis)

H4b: The relational contract of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment. (Accepted Hypothesis)

H4c: The relational contract of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment. (Accepted Hypothesis)

The relationship between adjunct instructors and the school is a long-term emotional bond. When they feel cared for, respected, and recognized in their interactions with the school, this feeling becomes internalized as a sense of attachment. The contract is maintained through long-term mutual trust, and instructors naturally develop a desire to stay and remain committed. This emotional dedication develops gradually. Ongoing commitment is usually linked to realistic reasons for remaining in the organization; these reasons are often connected to personal dependence on a long-term partnership. Instructors may realize that leaving a school means not only quitting a job but also abandoning the deep bonds they have formed with the institution. This stability and accumulation of trust make instructors more likely to stay, as such relationships are uncommon. When schools demonstrate emotional care and long-term support for adjunct instructors, they evoke a corresponding sense of moral duty. This is not because the school asks them to, but because they feel compelled to reciprocate this trust and support. Normative commitment becomes more natural in this context, and instructors feel a sense of responsibility to the school as they continue to contribute what they can, transforming the relationship from merely a job into a moral form of interdependence.

H5a: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects affective commitment. (Accepted Hypothesis)

H5b: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects continuance commitment. (Accepted Hypothesis)

H5c: The job satisfaction of adjunct instructors in private vocational colleges in Shandong Province positively affects normative commitment. (Accepted Hypothesis)

When adjunct instructors are satisfied with their work environment, task assignments, and interactions with colleagues and management, they develop a stronger sense of identification with the institution and form an emotional bond with it over time. This commitment naturally arises as a psychological response. Satisfaction leads to pleasure, motivating instructors to dedicate themselves more fully to the institution's goals and fostering deep emotional attachment. Continued commitment often depends on the necessity for adjunct instructors to remain within the organization. When they are happy with their current working conditions, the idea of leaving naturally diminishes. Instructors see it as wise to continue working in an environment that meets their needs and makes them comfortable. Work satisfaction in this context creates an expectation that encourages instructors to stay with the institution rather than pursue unknown opportunities. When adjunct instructors are content with their work, they tend to stay, driven by either emotional or rational reasons, which builds a sense of responsibility. Their positive work experiences make them feel obligated to give back to the organization by contributing more. This normative commitment stems from their internal identification with the organization, where they view continued service as a responsibility or even a moral duty.

H6a: EDI positively affects the affective commitment of adjunct instructors in private vocational colleges in Shandong Province. (Accepted Hypothesis)

H6b: EDI positively affects continuance commitment of adjunct instructors in private vocational colleges in Shandong Province. (Accepted Hypothesis)

H6c: EDI positively affects the normative commitment of adjunct instructors in private vocational colleges in Shandong Province. (Accepted Hypothesis)

In the context of private higher vocational colleges in Shandong Province, the influence of adjunct instructors' commitment is evident, although each impact appears to be unique. When adjunct instructors perceive inclusiveness and respect for diversity within the institution, they develop a stronger sense of belonging. Being accepted and treated equally makes them more willing to emotionally connect with the institution, as they feel not just a professional relationship but mutual respect and understanding. When the institution provides an environment that values diversity, instructors see it as a suitable workplace. Such an environment reduces instructors' anxiety about external uncertainties and increases their motivation to stay. They recognize that leaving might mean moving to a less inclusive and welcoming environment, which encourages their continued commitment. When an institution excels in Equity, Diversity, and Inclusion (EDI), adjunct instructors experience a sense of responsibility and perceive a more inclusive atmosphere. This sense of responsibility arises from the job contract, creating a moral obligation; instructors believe they owe it to the organization to give back. This normative commitment is rooted in instructors' identification with the organizational culture, and working in a setting that respects individual differences makes them feel compelled to contribute more.

H7: Job satisfaction mediates the relationship between the psychological contract and the organizational commitment of adjunct instructors. (Accepted Hypothesis)

Job satisfaction serves as a key link between psychological contracts and organizational commitment among adjunct instructors. This means that psychological contracts—whether transactional or relational—between instructors and the institution influence their commitment through job satisfaction. When instructors feel that their contracts are respected and fulfilled, their satisfaction naturally rises. Job satisfaction acts as a vital but often unseen connection in this process, aligning instructors' intrinsic needs with the institution's commitments. It directly results from feedback related to psychological contracts and organizational commitment. Additionally, it fosters a more stable and enduring relationship between instructors and the organization. This intermediary role is not merely a simple cause-and-effect; it significantly shapes their long-term connection to the organization through instructors' perceptions of their work experiences.

H8: EDI (Equity, Diversity, and Inclusion) mediates the relationship between the psychological contract and the organizational commitment of adjunct instructors. (Accepted Hypothesis)

EDI (Equity, Diversity, and Inclusion) serves as a bridge between the psychological contracts of adjunct instructors and their organizational commitment. The psychological contracts between instructors and the institution, whether transactional or relational, ultimately influence instructors' dedication to the organization through the institution's practice of equity, diversity, and inclusion. EDI enhances instructors' sense of identification with the organization on a psychological level and further encourages their commitment to the school through tangible actions that demonstrate fairness and respect for diversity. Through EDI, the institution not only meets instructors' basic needs but also fosters trust and connection, helping to convert the psychological contract into lasting organizational commitment.

4.5 Results of Qualitative Data Analysis

This study, through coding analysis of focus group discussion, summarizes the core needs and experiences of adjunct instructors regarding psychological contract, organizational commitment, job satisfaction, and Equity, Diversity, and Inclusion (EDI). The findings highlight several key issues and management insights worth noting. Regarding the psychological contract, the study finds that adjunct instructors expect universities to provide stable and adequate support in work arrangements, office environments, and teaching resources. Issues such as low salary levels and unfair distribution of teaching hours significantly impact their work experiences. Teachers also hope that universities will listen to their voices, offer opportunities for decision-making participation, and provide emotional support, especially for those facing family hardships. In terms of organizational commitment, the affective commitment of adjunct instructors is generally low, with their sense of belonging mainly driven by personal passion for education rather than administrative support from the school. Continuance commitment is primarily influenced by external factors such as flexible schedules and geographic convenience rather than the vocational college's intrinsic appeal. Normative commitment is weak, reflecting insufficient attention from school management to the adjunct instructor community.

Adjunct instructors generally express satisfaction with teaching, but they have concerns about career development and pay. Female and younger instructors hope for more

flexible policy support for growth opportunities. This indicates that universities should implement more targeted measures in career planning and support systems. In terms of EDI, instructors generally expect universities to be more transparent and fair in resource distribution, participation in activities, and policy creation. Specifically, providing support tailored to the unique needs of female instructors and those with entrepreneurial backgrounds is a key demand. The study's findings highlight several issues and areas for improvement in managing adjunct instructors. From a practical standpoint, systematic improvements in areas like psychological contracts, organizational support, compensation systems, and the development of fair and inclusive policies would not only improve adjunct instructors' work experiences but also boost overall educational quality. These insights shed light on the experiences of adjunct instructors at private universities in Shandong Province.



Table 4.14 Interview Text Analysis Category System

Select Coding	Axial Coding	Open Coding	Reference Code Point	Description
Psychological Contract	Transactional Contract	Job Security	8	Desire for stable teaching schedules and employment terms
		Office Environment	6	Need for a good office environment
		Teaching Facilities	4	Adequate teaching resources
		Time Arrangement	5	Efficient and precise time scheduling
		Compensation	7	Fair and competitive salary levels
	Relational Contract	Listening	4	Valuing teachers' voices
		Sense of Involvement	5	Opportunities to participate in decision-making
		Fair Treatment	6	Equitable gender and resource distribution
		Emotional Support	5	Support for teachers with family hardships
		Group Activities	4	Participation in community-building events
Organizational Commitment	Affective Commitment	Affective Commitment	4	Low emotional connection, driven by passion for teaching
	Continuance Commitment	Continuance Commitment	5	Attachment based on flexibility and location convenience
	Normative Commitment	Normative Commitment	6	Limited sense of duty due to lack of school attention
Job Satisfaction	Teaching Content	Teaching Content	5	Satisfaction with course material
	Student Interaction	Student Interaction	6	Positive engagement with students
	Course Design	Course Design	4	Challenges and satisfaction in course preparation
EDI	Equity	Fairness	10	Transparency and equity in policy formulation
	Diversity	Diversity	4	Acknowledgment of diverse teacher needs
	Inclusion	Inclusivity	4	Inclusive policies for marginalized groups
		Female Teachers	4	Specific support needs for female instructors
		Entrepreneurial Resources	3	Opportunities for entrepreneurial instructors

Source: The Researcher (2024)

4.6 Validation of Research Findings

To ensure the scientific rigor and practical value of the research findings, a panel of 9 experts from fields of educational administration, private higher education, and industry were invited to conduct independent peer review. The validation process was conducted from August 5 to August 10, 2025 through a hybrid online-offline format, with the following arrangements:

4.6.1 Expert Review Committee Information

Table 4.15 Expert Review Committee Information

No.	Name	Institution	Position	Title	Location	Participation
P1	Wu Mengjun	Shandong Vocational colleges of Engineering and Technology	President	Professor	Jinan, Shandong Province	Online
P2	Kuang Yizhen	Qilu Medical College	Dean	Professor	Jinan, Shandong Province	Online
P3	Shi Zhong	Shandong Aviation Vocational College	Dean	Professor	Binzhou, Shandong Province	Online
P4	Qiu Zhiquan	Goer Group Co., Ltd.	General Manager	Senior Engineer	Jinan, Shandong Province	Offline
P5	Li Guanghong	Shandong Women's College	Dean	Professor	Jinan, Shandong Province	Online
P6	Xu Xiaofeng	Weihai Vocational College	Director of Human Resources	Professor	Weihai, Shandong Province	Offline
P7	Wang Chongguang	Shandong Mingshui Guokai Development Group Co., Ltd.	Deputy General Manager	Senior Engineer	Jinan, Shandong Province	Online
P8	He Xuhui	Zaozhuang Vocational colleges	Discipline Leader	Professor	Jinan, Shandong Province	Offline
P9	Shang Zan	Shandong Provincial Department of Education	Deputy Director of Human Resources	Researcher	Jinan, Shandong Province	Offline

4.6.2 Evaluation Results

Scoring Guidelines: Rate each indicator on a 5-point scale (1=Strongly Disagree, 5=Strongly Agree). Items marked with "*" are core indicators

Table 4.16 Expert Review Results

Dimension	No.	Evaluation Indicator	Expert									Ave r
			P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	
Propriety 0.3		Alignment with the transformation needs of private universities										
	P1*	Logical consistency between theoretical frameworks and empirical analysis	5	4	4	5	4	4	5	4	4	4.3
	P2*	Applicability of research methods to Double-Qualified teacher cultivation	4	5	4	4	5	4	4	5	5	4.4
	P3*	Operational feasibility of policy recommendati	4	4	4	4	4	4	4	5	5	4.2
	P4		4	4	5	4	4	4	5	4	4	4.2

Dimension	No.	Evaluation Indicator	Expert									Ave r
			P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	
Feasibility 0.4		ons										
	P5	Consideration of cultural differences in incentive strategy design	3	4	4	4	3	4	4	4	4	3.8
	F1*	Cost control capability of incentive programs	4	5	4	5	4	4	4	4	5	4.3
	F2	Accessibility of industry- academia cooperation resources	4	5	4	4	4	5	4	5	4	4.3
	F3	Implementatio n challenges of Double- Qualified teacher certification systems	3	4	4	4	4	4	4	4	4	3.9
	F4	Compatibility of digital training platforms	5	4	4	4	4	5	4	4	5	4.3

Dimension	No.	Evaluation Indicator	Expert									Ave r
			P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	
Utility 0.3	F5	across disciplines Sustainability of dynamic evaluation mechanisms	4	4	5	5	4	4	4	4	4	4.2
	U1*	Enhancement effects on teachers' Self-Efficacy	5	5	4	5	5	5	5	5	5	4.9
	U2	Improvement outcomes for students' vocational skills	4	5	4	4	4	5	5	4	5	4.4
	U3	Increase in corporate satisfaction with talent cultivation	4	4	5	4	5	4	4	4	4	4.2
	U4	Conversion efficiency of social capital into educational resources	4	4	4	4	4	4	4	4	4	4.0
	U5	Effectiveness of long-term	4	4	4	4	4	4	5	5	5	4.3

Dimension	No.	Evaluation Indicator	Expert									Ave r
			P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	
		career										
		development										
		support										
		systems										

4.6.3 Validation Results

Table 4.17 Validation Results

Dimension	Total Range	Score	Avg. Score	Std. Deviation	Conclusion
Propriety	15—75		4.2	0.2	Highly Appropriate
Feasibility	20—100		4.2	0.3	Fully Feasible
Utility	15—75		4.4	0.3	Significant Utility

4.6.4 Expert Comments

P1 Wu Mengjun (President of a vocational colleges)

This study closely aligns with the transformation needs of private vocational colleges and provides valuable guidance for enhancing faculty stability.

P2 Kuang Yizhen (Dean of a medical college)

The research demonstrates rigorous logic between the theoretical framework and empirical analysis, offering significant insights into improving psychological contracts and organizational commitment.

P3 Shi Zhong (Dean of an aviation vocational college)

The methodology is sound, and the findings present practical pathways for cultivating Double-Qualified teachers.

P4 Qiu Zhiqian (General Manager of an enterprise)

The conclusions are highly operational and can effectively promote both school-enterprise cooperation and the professional development of teachers.

P5 Li Guanghong (Dean of a women's college)

The study's consideration of cultural factors in incentive strategies makes it worth promoting in diverse educational settings.

P6 Xu Xiaofeng (Director of Human Resources)

The research gives due attention to cost and feasibility in incentive mechanisms, offering actionable solutions for institutional HR management.

P7 Wang Chongguang (Deputy General Manager of an enterprise)

The outcomes can effectively enhance teachers' self-efficacy while indirectly increasing corporate satisfaction with talent cultivation.

P8 He Xuhui (Discipline Leader)

The detailed data analysis offers both theoretical value and practical significance for building effective teaching teams.

P9 Shang Zan (Deputy Director of Human Resources, Department of Education)

The findings provide solid data support for policy formulation and contribute to improving the faculty development system in private vocational colleges.

4.6.5 Validation Conclusion

Based on the expert review results, the research demonstrates a high degree of appropriateness, feasibility, and utility in both its theoretical framework and practical application. The Propriety dimension achieved an average score of 4.2 with a standard deviation of 0.2, indicating that the study is considered highly appropriate in addressing the transformation needs of private vocational colleges and aligning with current educational development trends. The Feasibility dimension also obtained an average score of 4.2 with a slightly higher standard deviation of 0.3, reflecting the experts' consensus that the proposed strategies are fully feasible, with only minor concerns regarding resource allocation and implementation details. The Utility dimension scored the highest, with an average of 4.4 and a standard deviation of 0.3, confirming the significant utility of the findings in improving adjunct instructors' self-efficacy, strengthening organizational commitment, and enhancing talent cultivation outcomes.

Overall, the validation process confirms that the research model is both scientifically rigorous and practically applicable. The combination of high propriety, strong feasibility, and substantial utility suggests that the strategic recommendations put forward can serve as effective guidelines for policymakers, administrators, and institutional leaders seeking to strengthen the commitment and performance of adjunct instructors in China's private vocational education sector.

CHAPTER 5

RESEARCH CONCLUSION, DISCUSSION, AND RECOMMENDATION

This chapter summarizes the research results and conclusions and offers strategies. The findings clarify the relationships between the studied variables. Finally, it discusses how to implement the research results, provides recommendations to enhance the organizational commitment of adjunct instructors in private vocational colleges in Shandong Province, and suggests areas for future research based on the findings. This chapter is divided into four sections as follows:

5.1 Research Conclusion

5.2 Discussion

5.3 Model Development and Strategies

5.3.1 Strategies for Enhancing Psychological Contract

5.3.2 Strategies for Strengthening Organizational Commitment

5.3.3 Strategies for Promoting Equity, Diversity, and Inclusion (EDI)

5.3.4 Strategies for Enhancing Job Satisfaction

5.4 Future Research

5.1 Research Conclusion

The study addressed the following four questions:

1. What are the key elements of psychological contract of adjunct instructors in private vocational colleges in Shandong Province?

The core aspects of the psychological contract, as perceived by adjunct instructors at private vocational colleges in Shandong Province, were examined in relation to their institutions. The psychological contract was assessed using two dimensions: transactional and relational, each containing specific measurement items.

The transactional contract emphasizes teachers' practical expectations from the institution, such as job security, the work environment, job support, and access to teaching facilities. The average scores for these areas are around 3.5, showing a moderate level of satisfaction among teachers. This indicates that while adjunct instructors generally feel some security and support, there is still room for improvement to better meet their expectations.

The relational contract explores teachers' feelings of belonging, fairness, and organizational support. These aspects reflect the emotional and social parts of the contract, such as whether teachers feel heard, supported, and appreciated. The overall average score is around 3.66, showing a relatively high level of satisfaction in these areas, especially regarding fair treatment, responsiveness to staff concerns, and support for work-life balance. For example, items like "listening to opinions" and "organizing activities" received good scores, indicating that the institution's efforts to foster inclusiveness and support are well

recognized.

The core elements of the psychological contract for adjunct instructors focus on balancing security, having an adequately resourced work environment, and receiving good relational support. The small differences in average scores indicate that transactional aspects need more attention, while relational support generally meets expectations and promotes a positive work atmosphere. This balance between practical benefits and relational engagement is essential for teachers' satisfaction and their commitment to the profession.

2. How does psychological contract influence organizational commitment among adjunct instructors in private vocational colleges in Shandong Province?

The results of the structural equation modeling show that the transactional psychological contract (TC) of adjunct instructors at private vocational colleges in Shandong Province positively affects affective commitment (AC), continuance commitment (CC), and normative commitment (NC), with influence coefficients of 0.186, 0.222, and 0.237, respectively. Similarly, the relational psychological contract (RC) also positively influences AC, CC, and NC, with influence coefficients of 0.321, 0.259, and 0.206, respectively. The data suggest that the psychological contract positively impacts the organizational commitment of adjunct instructors at private vocational colleges in Shandong Province.

3. Do job satisfaction and EDI (Equity, Diversity, and Inclusion) mediate the effects of adjunct instructors' psychological contract on organizational commitment?

The results of the regression analysis indicate that psychological contract significantly affects job satisfaction ($\beta = 0.631$, $t = 13.508$, $P < 0.01$). This suggests that teachers' satisfaction with their work environment and conditions improves when the psychological contract is fulfilled, which further strengthens their identification with and sense of belonging to the organization. When job satisfaction is added to the regression model, the effect of the psychological contract on organizational commitment decreases ($\beta=0.516$, $t=13.235$, $P<0.01$), while the influence of job satisfaction on organizational commitment becomes more prominent ($\beta=0.186$, $t=5.153$, $P<0.01$). These findings imply that job satisfaction partially mediates the relationship between the psychological contract and organizational commitment, meaning that fulfilling the psychological contract boosts organizational commitment by improving teachers' job satisfaction.

Equity, diversity, and inclusivity (EDI) play a mediating role in the relationship between the psychological contract and organizational commitment. The direct effect of the psychological contract (PC) on organizational commitment (OC) is significant, with a coefficient of 0.503, a standard error of 0.035, and a 95% confidence interval of [0.434, 0.573], accounting for 79.337% of the effect. This shows that most influence comes from the direct effect of the psychological contract on organizational commitment. At the same time, the psychological contract indirectly boosts organizational commitment by improving teachers' perceptions of Equity, diversity, and inclusion (EDI), with an indirect effect of 0.131, a standard error of 0.029, and a 95% confidence interval of [0.081, 0.191], representing 20.663% of the effect. Since the confidence intervals do not include zero, the direct and indirect effects are significant, indicating that EDI partially mediates the relationship between the psychological contract and organizational commitment.

This study finds that job satisfaction (JS) plays a mediating role in the relationship

between psychological contract (PC) and organizational commitment (OC). Job satisfaction indirectly boosts teachers' organizational commitment by enhancing their work experience, while EDI further reinforces organizational commitment by increasing teachers' perceptions of equity and inclusion within the organization.

4. What strategies can be developed to improve the organizational commitment of adjunct instructors in Chinese private vocational colleges?

To boost organizational commitment among adjunct instructors in private vocational colleges in China, it is essential to strengthen the psychological contract. This requires balancing safety, well-resourced work environments, and relational support. Research shows that the psychological contract of adjunct instructors not only directly increases their organizational commitment but also indirectly influences their loyalty and engagement with the organization through job satisfaction (JS) and perceptions of equity, diversity, and inclusion (FDI). This supports the findings of Mellifont (2020).

Leaders of private vocational colleges need to ensure that the basic needs of teachers are met as a foundation. Providing stable working conditions and necessary teaching resources helps adjunct instructors feel secure and supported. Colleges can be more proactive in listening to the voices of adjunct instructors, especially regarding the difficulties and needs they encounter in their work. Colleges should continue to develop a culture of diversity and inclusion to help adjunct instructors feel respected and accepted. This can be achieved by offering more opportunities for teachers to participate in decision-making processes and school activities, demonstrating the college's respect for diverse backgrounds, genders, and cultures. At the same time, creating a diverse and inclusive environment helps reduce the sense of alienation that may arise from identity differences, thus strengthening their commitment. By establishing a solid foundation of psychological contracts, along with ongoing attention to job satisfaction and EDI, private vocational colleges can better motivate adjunct instructors to develop a sense of responsibility and belonging, making them more willing to contribute to the school's growth.

Based on the integrated findings of this study, several strategies were identified to enhance the organizational commitment of adjunct instructors in Chinese private vocational colleges. First, institutions should focus on strengthening both transactional and relational aspects of the psychological contract. This involves ensuring fair and competitive material conditions, such as salaries, benefits, and teaching facilities, while also cultivating relational trust by actively listening to instructors' concerns, involving them in meaningful decision-making, and providing opportunities for participation in collective and professional activities.

Improving job satisfaction is essential. Colleges should optimize resource allocation, ensure adequate teaching support, and offer professional development programs that align with instructors' career goals. Addressing structural issues, such as course design and workload distribution, helps mitigate stress and fosters a sense of accomplishment. Encouraging instructors' autonomy in teaching and providing recognition for achievements also enhances their intrinsic motivation and emotional attachment to the institution.

Promoting equity, diversity, and inclusion (EDI) plays a critical role in reinforcing commitment. Institutions should implement transparent policies for hiring, promotion, and evaluation, ensuring that instructors from diverse backgrounds receive equal opportunities and recognition. Special attention should be given to underrepresented groups, including

female instructors and those from minority or nontraditional backgrounds. Creating an inclusive environment where instructors feel respected, heard, and supported strengthens their psychological attachment and loyalty.

Systematic management practices are necessary to consolidate these strategies. Clear role definitions, mentorship programs, structured performance evaluation, and career development pathways contribute to a professional and supportive work environment. By integrating these measures, colleges can foster a stable and motivated adjunct teaching workforce, reduce turnover, and enhance teaching quality, ultimately supporting the institution's long-term development and competitiveness.



Table 5.1 Comparative Analysis of Quantitative and Qualitative Analysis Results

Analysis Dimensions	Quantitative Analysis Results	Qualitative Analysis Results	Comparative Analysis of Similarities and Differences
Transactional Psychological Contract	The transactional contract has a significant positive impact on EDI, job satisfaction, affective commitment, continuance commitment, and normative commitment (H1a-H3c).	The focus of the transactional contract is on material conditions such as job security (reference point 8), pay fairness (7), and facilities and environment (6).	Quantitative research confirms the overall positive effect of the transactional contract. In contrast, qualitative research shows that teachers are more concerned with specific material needs (such as salary and facilities), with a weaker actual impact on affective commitment (affective commitment reference point 4).
Relational Psychological Contract	The relational contract has a significant positive impact on EDI, job satisfaction, and all three types of organizational commitment (H1b-H4c).	The relational contract emphasizes soft factors such as a sense of participation (reference point 5), fair treatment (6), and emotional support (5).	The quantitative results align with the qualitative conclusions; however, interviews suggest that the school has insufficient investment in "listening to teachers' voices" (reference point 4) and "group activities" (4), which may weaken the actual effect of the relational contract.
Job Satisfaction	Job satisfaction significantly mediates the relationship between psychological contract and organizational commitment (H7).	Satisfaction primarily stems from teaching content (5) and student interactions (6), but is limited by challenges in course design (4).	Quantitative research confirms the important role of satisfaction, but qualitative data reveal its structural contradictions: teachers enjoy the core aspects of teaching. However, they are dissatisfied with management aspects such as course design.
Organizational Commitment	All three types of commitment are significantly positively influenced by psychological contract, job satisfaction, and EDI (H3a-	Affective commitment is relatively low (4), continuance commitment depends on the convenience of geographical location (5), and normative commitment is limited due to insufficient attention from the	Quantitative results tend to overestimate the actual strength of affective commitment, whereas qualitative data suggest that commitment is more closely tied to instrumental factors (such as work flexibility) rather than emotional attachment.

Analysis Dimensions	Quantitative Analysis Results	Qualitative Analysis Results	Comparative Analysis of Similarities and Differences
EDI	H6c). EDI plays a significant mediating role between psychological contract and organizational commitment (H8).	school (6). Teachers place high importance on policy fairness (reference point 10), but rate diversity support (4) and inclusive practices (4) relatively low.	Quantitative results support the overall effect of EDI. However, qualitative analysis reveals that fairness is the most prominent dimension, while diversity and inclusion show apparent weaknesses, particularly in terms of support for female teachers (4).

5. Comparative analysis of quantitative and qualitative findings

The findings, both quantitative and qualitative, are included in the conclusions but show notable differences in depth of explanation and areas of contradiction across specific dimensions. From the perspective of psychological contracts, the quantitative analysis confirmed the positive effects of both transactional and relational contracts on organizational commitment. However, the qualitative data further clarified the mechanisms behind these effects: transactional contracts mainly contributed to teachers' satisfaction with material conditions, such as salary and facilities. In contrast, the effectiveness of relational contracts was partly limited by the institution's inadequate practices in "listening to teachers" and "organizing group activities." This discrepancy suggests that although contract types are statistically significant, their practical impact depends on the management's ability to implement them effectively.

In the context of job satisfaction, quantitative research has highlighted its crucial role as a mediating variable, while qualitative analysis has uncovered structural differences in satisfaction components. Teachers showed strong enthusiasm for teaching content and student interactions (references 5-6), consistent with the significant correlation between job satisfaction and organizational commitment identified in the quantitative results (H5a-H5c). However, challenges in course design (reference point 4) revealed deficiencies in resource allocation and support systems. This contradiction, which is not fully captured by the quantitative model, suggests that job satisfaction may be a composite variable that includes conflicting aspects.

Regarding organizational commitment, the quantitative results showed that all three types of commitment were significantly positively affected. However, the qualitative data indicated that this commitment was mainly driven by instrumental factors, such as job flexibility and location convenience, rather than emotional bonds. For instance, only four reference points were linked to affective commitment, and teachers clearly expressed a lack of belonging to the institution. This creates a conflict with the "supported" conclusions for H5a-H6c concerning affective commitment. The discrepancy might be because the quantitative scales measuring commitment level did not differentiate between intrinsic motivation and external constraints.

In the realm of EDI, quantitative findings confirmed its overall mediating effect. However, the qualitative analysis revealed practical imbalances. While teachers recognized the importance of transparency in policy development (fairness reference point 10), the implementation of diversity needs (such as support for female teachers) and inclusion measures (such as care for marginalized groups) remained insufficient (reference point 4). This suggests that EDI, as demonstrated by the quantitative study, may have been oversimplified into a single dimension, while equity, diversity, and inclusion revealed notable gaps in actual practice.

The verification of mediating effects (H7-H8) was supported at the quantitative level, but qualitative data revealed potential limitations. For example, the mediating role of job satisfaction could be weakened by ongoing structural issues such as course design. The mediating effect of EDI was mainly reflected in the equity dimension, while deficiencies in diversity and inclusion might reduce its overall impact. This difference highlights the potential gap between statistical significance and real-world effectiveness, suggesting that future research should focus more on the multidimensionality of mediators and their context-specific

sensitivities.

Quantitative research provides a macro-level picture of the relationships between variables, while qualitative analysis, through teachers' specific narratives, reveals the complexities of implementation mechanisms. The integration of both approaches suggests that, although theoretical models hold statistically, practical management effectiveness depends on improvements in areas such as resource allocation fairness, teacher participation, and the implementation of diversity policies.

5.2 Discussion

Based on the research findings from Chapter 4, an analysis of survey data from private vocational colleges in Shandong Province reveals that psychological contract has a positive influence on the organizational commitment of adjunct instructors at these institutions. Job satisfaction (JS) and equity, diversity, and inclusivity (EDI) both serve as partial mediators between the psychological contract (PC) and organizational commitment (OC). Therefore, the following issues need to be addressed:

Research Question 1: What are the key elements of psychological contract of adjunct instructors in private vocational colleges in Shandong Province?

When exploring the psychological contract of adjunct instructors, the research faces a delicate balance between practical needs and emotional support. In a work environment marked by limited resources and high turnover, adjunct instructors have a complex set of expectations from their employers, often reflected in the balance between transactional and relational aspects. This study aligns with the findings of Rice et al. (2021), Chang et al. (2020), and Sayman & Atienzar (2023). This instability forces them to place strong emphasis on transactional elements such as fair pay, job security, and adequate teaching support, since these directly affect their livelihood and ability to perform effectively. At the same time, the high turnover and lack of long-term attachment make them value relational aspects like respect, recognition, and inclusion even more, because these foster a sense of belonging and identity in an otherwise uncertain environment.

From a transactional standpoint, adjunct instructors focus on clear pay and job security. These needs are reflected in specific figures for pay or contract terms. They show a desire for stability and support. For adjunct instructors, it is crucial to have access to adequate resources, including teaching materials, reasonable working hours, and a fair system for evaluating performance. When colleges demonstrate understanding and address the practical needs of adjunct instructors in these areas, it can significantly increase their satisfaction. Significant differences in the survey results indicate that current transactional support remains insufficient. Adjunct instructors still worry about resource allocation and pay systems. These concerns reflect their transactional psychological contracts, as such contracts are based on expectations of fair material support and clear employment terms. When these expectations are not adequately addressed, it indicates a breach or imbalance in the psychological contract, which can influence how instructors perceive their relationship with the institution and affect their engagement and commitment at a contractual level (Liu & Werblow, 2019).

Relational contracts highlight emotional bonds and a supportive environment. This study aligns with Chang et al. (2020). The core of this type of contract rests on interpersonal harmony and the support and respect that teachers perceive. Adjunct instructors, working in

a highly mobile environment, have a greater need for a friendly and mutually supportive relational atmosphere (Rice et al., 2021). Relational contracts give adjunct instructors a sense of belonging and identity. When they receive understanding and support from management and colleagues, they are more likely to integrate into the school's teaching tasks and develop a sense of belonging, which helps create a positive work atmosphere.

In the psychological contract of adjunct instructors, it is this balance between transactional and relational needs that shapes their overall perception of work. Adjunct instructors seek not only fair material support but also encouragement. This balance influences their job satisfaction and long-term commitment to the institution (Bal et al., 2008; Rice et al., 2021; Sels et al., 2004). For schools, paying attention to these subtle balances in institutional design can help create a more inclusive and appealing work environment, which is vital for retaining and developing adjunct instructors. Therefore, providing appropriate transactional support, such as increasing transparency in resource allocation and improving the compensation system, while also fostering a supportive relational atmosphere, will help create a workplace where adjunct instructors feel secure, valued, and supported. Achieving this balance will not only bring personal satisfaction to instructors but will also positively influence the school's overall culture and teaching quality.

Research Question 2: How does psychological contract influence organizational commitment among adjunct instructors in private vocational colleges in Shandong Province?

(1) Transactional Contracts Affect Organizational Commitment

Research indicates that transactional psychological contracts significantly impact adjunct instructors, influencing their affective, continuance, and normative commitment. These findings provide a deeper understanding of the complex responses of adjunct instructors in meeting psychological contracts. This study aligns with the conclusions of Rice et al. (2021), as transactional contracts address concrete, material expectations such as salary, job security, and access to teaching resources, and fulfilling these expectations provides instructors with a sense of stability, fairness, and reliability, which in turn strengthens their emotional attachment, perceived costs of leaving, and sense of obligation toward the organization.

The positive impact of transactional psychological contracts on affective commitment highlights how organizational economic commitments influence this relationship. When adjunct instructors receive benefits like salary and resource support, these tangible financial rewards, although seemingly straightforward compensation for their work, foster a stronger sense of identity on an emotional level. Once these economic commitments are fulfilled by the organization, adjunct instructors gradually develop an emotional connection with it. Material support builds a trust bridge between adjunct instructors and the organization, making them more willing to invest emotionally in maintaining their relationship with the school. Strengthening affective commitment serves as a safeguard for personal interests. Affective commitment involves a gradual identification with the organization's culture and mission. Adjunct instructors develop a sense of belonging and are more likely to align with the school's values and goals. The research findings agree with those of Liu & Werblow (2019) and Straatmann et al. (2017).

The influence of transactional contracts on continuance commitment is also significant. Unlike affective commitment, continuance commitment relies on a desire for stability and security. When organizations support adjunct instructors through material and

instrumental needs, they are more likely to stay in their current roles. Continuance commitment directly affects the career decisions of adjunct instructors. Therefore, when transactional contracts are fulfilled, teachers not only gain immediate material security but also a sense of overall safety. This feeling of security helps them feel in control and valued within their environment. Material support meets teachers' long-term career development expectations, fostering a stable attachment to the organization. Although less explicit than affective commitment, this attachment is vital for retaining talent within the organization.

Transactional psychological contracts also significantly boost the normative commitment of adjunct instructors. Normative commitment involves a sense of obligation. When organizations meet the financial promises in transactional contracts, adjunct instructors gradually develop a duty toward the organization (Worthington et al., 2020). By remaining in their roles due to financial incentives, adjunct instructors begin to feel a sense of responsibility to the organization. Influenced by normative commitment, teachers develop a deeper understanding and a stronger willingness to fulfill their job responsibilities, which also helps foster a reciprocal work culture.

Providing economic security and adequate resources to fulfill transactional psychological contracts strengthens adjunct instructors' organizational commitment by enhancing their emotional attachment, reinforcing their continued reliance on the institution, and cultivating a heightened sense of professional responsibility (Chavez-Haroldson, 2021). This layered positive effect demonstrates how material support from organizations can evolve into a strong bond with teachers through complex psychological processes. When emotional attachment, ongoing reliance, and a sense of responsibility come together, the relationship between adjunct instructors and the school goes beyond mere material exchange, developing into a stable connection rooted in trust, belonging, and shared moral values (Mellifont, 2020).

(2) Relational Contracts Affect Organizational Commitment

The research findings indicate that relational psychological contracts have a significant influence on teachers' affective, continuance, and normative commitments. These results demonstrate how organizations' investments in emotional support and commitment strongly shape the relationship with adjunct instructors. This conclusion aligns with the findings of Fulmer & Ployhart (2013), Glen (2006), and Millar et al. (2016).

In terms of affective commitment, when adjunct instructors perceive genuine emotional care and long-term dedication from the organization, they develop a strong sense of attachment, which manifests in behaviors such as proactive engagement in teaching, voluntary participation in institutional activities, and alignment with organizational goals. Emotional support signals recognition of their professional value, and when this relational psychological contract is fulfilled, instructors move beyond merely performing assigned duties to actively internalizing and supporting the organization's vision (Tamtik & Guenter, 2019). Consequently, their reliance on the organization and sense of belonging increase, reflecting an intrinsic commitment rooted in emotional identification rather than material incentives.

Regarding continuance commitment, the positive impact of relational psychological contracts is clear. When organizations show long-term care and commitment, adjunct instructors feel more secure and connected, which increases their desire to stay. They gradually build a strong bond with the organization, feeling confident about their career

growth and holding higher expectations for the organization's future. Continuance commitment comes from teachers' stable attachment to their current organization, fostering a willingness to "stay" and support its development. This decision to remain is mainly based on adjunct instructors' perceptions of the organization's long-term dedication to supporting them. This aligns with the findings of Chavez-Haroldson (2021) and Mellifont (2020).

Regarding normative commitment, fulfilling relational psychological contracts further enhances adjunct instructors' sense of responsibility toward the organization. This increased moral obligation stems from the organization's support and the adjunct instructors' desire to reciprocate. When adjunct instructors perceive the organization's backing and investment, they are more likely to fulfill their duties and feel committed to the organization. As a result, they demonstrate greater loyalty and professionalism in their work. This normative commitment strengthens the bond between the organization and adjunct instructors, creating a strong moral obligation (Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020).

The positive effect of relational psychological contracts on these three types of commitment shows that organizations' emotional support and long-term dedication are not just incentives for teachers, but also the basis for forming strong emotional connections. This research aligns with Mellifont's (2020) findings. Through these connections, teachers not only develop emotional identification but also build deeper bonds, which improve retention and increase their sense of responsibility. When emotional support and long-term dedication are combined, the relationship between teachers and the organization goes beyond simple benefit exchange, becoming a true relationship of mutual trust and respect.

Research Question 3: Do job satisfaction and EDI (Equity, Diversity, and Inclusion) mediate the effects of adjunct instructors' psychological contract on organizational commitment?

(1) Mediating Effects of Job Satisfaction

The research findings reveal a strong link between psychological contracts, job satisfaction, and organizational commitment among adjunct instructors. Fulfilling psychological contracts significantly increases teachers' job satisfaction. This improvement is reflected not only in better pay or working conditions but also in a more positive overall experience with the organization. When psychological contracts are honored, adjunct instructors feel that the organization has genuinely kept its promises and that the work environment has noticeably improved, boosting their job satisfaction. The research results align with the findings of Rice et al. (2021).

Job satisfaction partly mediates the relationship between psychological contracts and organizational commitment, a finding that has significant implications for both research and practice. Fulfilling psychological contracts not only directly enhances adjunct instructors' emotional attachment and sense of responsibility but also indirectly boosts their commitment to the organization by increasing job satisfaction. Psychological contracts work through an "enhancement mechanism." They meet the psychological expectations of adjunct instructors, fostering enthusiasm and trust in their work. Psychological contracts reinforce the bond between them and the organization.

When job satisfaction is included in the model, the direct effect of psychological contracts on organizational commitment decreases, while the impact of job satisfaction on

organizational commitment becomes especially significant. This indicates that adjunct instructors, after gaining satisfaction from fulfilling psychological contracts, rely more on the actual satisfaction they experience in their daily work to feel a sense of belonging and identity with the organization. This highlights the importance of continually improving teachers' work experiences, beyond just fulfilling promises, to maintain their emotional commitment to organizational management. Job satisfaction acts as a feedback loop in response to fulfilling psychological contracts, which in turn reinforces and motivates teachers' intrinsic sense of worth, making them more strongly identify with the organization. The research findings align with those of Meyer et al. (2002).

The increase in the model's explanatory power from 51.7% to 55.1% further confirms the key role of job satisfaction in linking psychological contracts to organizational commitment. The mediating effect of job satisfaction suggests that the overall satisfaction adjunct instructors feel toward organizational commitment mainly stems from their actual work experiences. The research findings align with those of Worthington et al. (2020). For adjunct instructors, this mediating effect may be especially important because their positions are relatively unstable. Fulfilling psychological contracts can provide them with a sense of "stability," but what truly keeps them in the organization and boosts their confidence is the genuine feeling of being respected and recognized in their daily work.

(2) Mediating Effects of EDI (Equity, Diversity, and Inclusion)

The various ways psychological contracts (PC) influence organizational commitment (OC), especially the crucial role of equity, diversity, and inclusivity (EDI), are significant. Psychological contracts directly boost adjunct instructors' commitment to the organization, showing that when organizations fulfill their promises both financially and emotionally, adjunct instructors feel supported and valued. This naturally increases their sense of belonging and identification with the organization. This direct impact is quite strong, with a coefficient of 0.503 and a high effect proportion of 79.337%, indicating that fulfilling psychological contracts is essential for enhancing organizational commitment. The research findings agree with those of Chavez-Haroldson (2021) and Mellifont (2020).

The partial mediating role of EDI in this relationship reveals an added layer of meaning. Psychological contracts are not just a straightforward process of "promise fulfillment"; they also indirectly enhance adjunct instructors' commitment to the organization by improving their perceptions of equity, diversity, and inclusivity. The significance of this indirect effect (0.131) indicates that whether adjunct instructors feel they are treated fairly, see diverse voices being acknowledged, and work in an inclusive environment are all critical factors in strengthening their sense of belonging. Fulfilling psychological contracts not only meets their material or emotional expectations but also allows them to experience the organization's focus on equity and inclusivity more deeply. Although the proportion of this indirect impact is relatively low (20.663%), this process demonstrates that adjunct instructors' commitment extends beyond "whether promises are kept" and evolves into a stronger identification with the organization's values.

The mediating role of EDI is especially important because it shows adjunct instructors whether the organization truly values each member's uniqueness and is dedicated to creating a fair work environment. When adjunct instructors see the organization's efforts toward EDI, their emotional commitment and sense of responsibility grow stronger. This alignment at the value level not only deepens their emotional bond with the organization but

also encourages them to pursue long-term growth within it. This mediating pathway demonstrates how fulfilling psychological contracts gradually impacts teachers on an emotional and value-based level, helping them better understand the organization's inclusiveness and diverse work culture.

The combined direct effect of psychological contracts and the mediating role of EDI results in a total effect of 0.634, highlighting the significant role of psychological contracts in organizational commitment. Fulfilling psychological contracts not only directly boosts adjunct instructors' sense of belonging but also strengthens this connection by improving their perception of EDI. Ultimately, by fulfilling psychological contracts, organizations provide teachers with both practical economic benefits and emotional satisfaction, making them feel that the organization's efforts are fair and inclusive. This deepens and sustains their relationship with the organization. The research findings align with those of Worthington et al. (2020).

Research Question 4: What strategies can be developed to improve the organizational commitment of adjunct instructors in Chinese private vocational colleges?

To enhance the organizational commitment of adjunct instructors in private vocational colleges, administrators should strengthen both transactional and relational support. This includes improving salary structures, ensuring timely and transparent wage payments, fairly assigning course hours, and providing high-quality teaching resources such as digital courseware and equipment support (Chavez-Haroldson, 2021; Mellifont, 2020). Flexible work policies should be implemented to accommodate instructors balancing family responsibilities, while opportunities for career development, research participation, and transition to full-time roles should be expanded (Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020). These measures not only meet instructors' material needs but also foster a sense of stability, fairness, and professional growth, reinforcing their emotional attachment, continued reliance, and sense of responsibility toward the institution.

Equally important is building a supportive and inclusive organizational culture. Hosting forums for instructors to express needs, recognizing their contributions through awards and activities, promoting diversity and equitable policies, and facilitating cross-disciplinary or entrepreneurial initiatives all contribute to relational psychological contracts and intrinsic commitment (Chavez-Haroldson, 2021; Mellifont, 2020; Tamtik & Guenter, 2019; Worthington et al., 2020). By addressing both material and emotional needs, colleges can enhance instructors' job satisfaction, sense of belonging, and alignment with organizational values, ultimately strengthening long-term engagement and contributing to the institution's growth and stability.

Understanding the unique needs and expectations of adjunct instructors from the perspective of psychological contracts reveals apparent differences compared to full-time teachers. Adjunct instructors often face greater uncertainty and challenges, such as limited resource support and reduced job security. To motivate them in such environments, the key is providing dual assurance through a firm psychological contract, which includes both material and career resource guarantees as well as emotional support and a sense of belonging from the organization. The research findings align with those of Tamtik & Guenter (2019).

The bridging role of job satisfaction is especially significant. When adjunct

instructors feel that their material resources and work conditions are secure, their satisfaction naturally rises. This satisfaction not only recognizes their efforts but also provides positive feedback on organizational relationships. By increasing job satisfaction, psychological contracts transform short-term resource provision into a long-term commitment to the organization, gradually fostering a stable psychological connection. The role of equity, diversity, and inclusivity (EDI) in psychological contracts and organizational commitment highlights a deeper demand for a professional environment among adjunct instructors. When they perceive the organization's focus on fairness and inclusion, they are more likely to align their personal growth with organizational goals. They seek fair treatment, expect their diverse backgrounds to be respected, and want support and respect in an inclusive workplace. Fulfilling psychological contracts helps them see that the organization's promises are kept, creating an environment that promotes inclusivity and diversity, which further strengthens their sense of belonging and emotional connection to the organization. The research findings align with those of Henry et al. (2016) and Mellifont (2020).

To enhance the organizational commitment of adjunct instructors in private vocational colleges in Shandong Province, administrators should focus on fulfilling both transactional and relational aspects of psychological contracts. This can be achieved by providing transparent salary and course allocation systems, ensuring access to high-quality teaching resources, and offering professional development opportunities, which meet instructors' material and career-related needs (Chavez-Haroldson, 2021; Mellifont, 2020). At the same time, fostering a supportive and inclusive environment through recognition, feedback forums, and policies promoting equity, diversity, and inclusivity strengthens instructors' emotional attachment and identification with organizational values (Tamtik & Guenter, 2019; Worthington et al., 2020). By combining material support with relational and value-based engagement, colleges can increase instructors' sense of belonging, job satisfaction, and long-term commitment, while promoting a cohesive and positive campus culture.

The psychological contract here is not just a single clause but a balance that includes security, resource support, and relationship quality. Adjunct instructors expect basic job security and hope to grow while being recognized in a supportive environment. If the organization effectively meets these psychological expectations, it can significantly influence adjunct instructors' commitment, making them more willing to invest and show loyalty.

The psychological contract of adjunct instructors includes their need for security. Due to high mobility and uncertainty in private vocational colleges, teachers often worry about work stability and ongoing organizational support. Security plays a vital role in these psychological contracts. When adjunct instructors feel stable and protected at work, the contract is more solid. Having enough resources is also key to their psychological contract. This includes providing teaching tools, offering training opportunities, and supporting career development; such resources help ensure the organization keeps its promises through tangible actions. This resource support makes teachers' jobs easier. A crucial part of psychological contracts is the quality of relational support. Adjunct instructors in private vocational colleges often experience a sense of disconnection and lack of support systems. At the same time, positive interpersonal relationships within the organization and care from management can help build emotional support. The psychological contract is not just about

material support, but also about creating bonds that improve interpersonal connections and foster emotional commitment (Chavez-Haroldson, 2021; Mellifont, 2020).

The organizational commitment of adjunct instructors in private vocational colleges in Shandong Province is not solely based on material resources or emotional support. Instead, it relies on a balance that includes security, resources, relationships, and cultural identification. When the organization thoughtfully fulfills psychological contracts in these areas, teachers not only feel satisfied with their work but also develop a stronger sense of identification with the organization at both value and emotional levels. This dual connection further enhances teachers' organizational commitment, creating a positive cycle that promotes the school's long-term stability and encourages teachers to continue investing in the institution.

5.3 Model Development and Strategies

This section presents strategic recommendations derived from the research findings to address the challenges faced by adjunct instructors in private vocational colleges in Shandong Province. The suggested model incorporates psychological contract, organizational commitment, job satisfaction, and Equity, Diversity, and Inclusion (EDI) to create a supportive and inclusive work environment. By systematically aligning these elements, the model aims to improve the performance and satisfaction of adjunct instructors, supporting long-term institutional success.

Proposed Model: The Integrated Private Vocational Colleges Instructor Support Framework (IPVCISF)

The IPVCISF is based on a dynamic interaction among four core pillars: psychological contracts, organizational commitment, job satisfaction, and EDI. The model illustrates both direct and indirect relationships among these elements, demonstrating how targeted interventions can enhance positive outcomes and address current challenges.

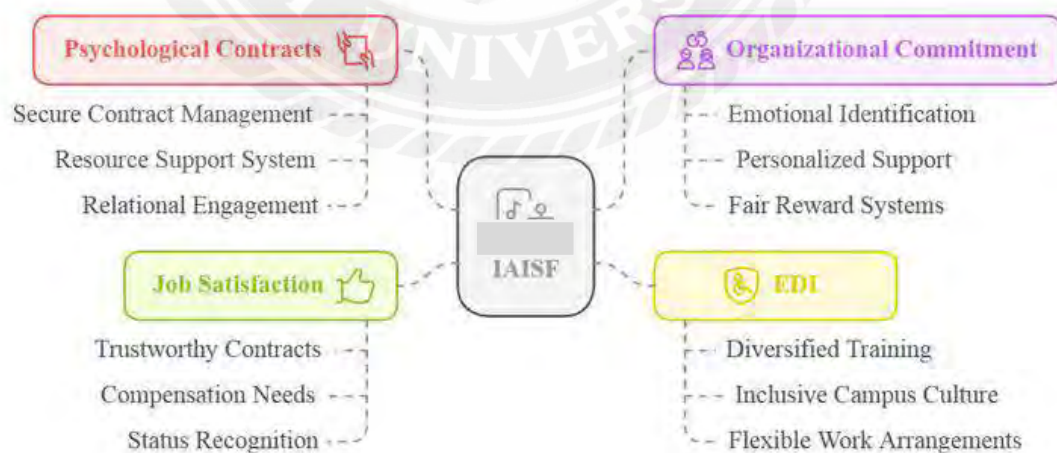


Figure 5.1 The Integrated Private Vocational Colleges Instructor Support Framework

5.3.1 Strategies for Enhancing Psychological Contracts

Key Findings: Job insecurity, lack of resource support, and limited relational engagement weaken psychological contracts. This harms the sense of belonging and stability among adjunct instructors.

Strategy 1: Secure and Transparent Contract Management

Explanation:

The study revealed that adjunct instructors in private vocational colleges often experienced uncertainty due to unstable contracts and opaque renewal procedures. Quantitative results showed that contract security was positively correlated with organizational commitment, while qualitative findings highlighted teachers' concerns about unclear career prospects and future development. This instability weakened their psychological contracts and reduced their sense of loyalty to the institution.

Strategy Recommendation:

Develop a long-term, transparent, and standardized contract management system that clearly defines renewal and termination conditions, links performance evaluations to contract decisions, and communicates career development plans. This strategy aims to strengthen psychological contracts and enhance organizational commitment.

Actionable Methods:

- Create an “Adjunct Instructor Contract Management Handbook” that outlines contract duration, renewal procedures, performance evaluation criteria, and associated rewards.
- Hold regular contract communication meetings to update instructors on the institution’s long-term development plans and career advancement opportunities.
- Integrate performance evaluation results directly with contract renewal and incentive mechanisms to enhance accountability and trust.
- Provide onboarding training for newly hired adjunct instructors to explain institutional policies, performance standards, and professional development pathways.

Stakeholders:

- Private vocational colleges: Optimize faculty management and stabilize teaching resources.
- College administrators and HR staff: Reduce administrative conflicts through clear standards and procedures.
- Adjunct instructors: Increase job security, psychological safety, and sense of belonging.
- Students: Benefit indirectly from stable teaching staff and higher-quality instruction.

Expected Outcomes:

- Strengthened psychological contracts and higher levels of organizational commitment.

- Reduced turnover among adjunct instructors, ensuring continuity in teaching.
- Improved educational innovation environment, as stable instructors are more willing to participate in curriculum reform and pedagogical improvements.

Innovation and Contribution:

- Applies psychological contract theory specifically to adjunct instructor management in Chinese private vocational colleges, linking contract transparency with career development planning.

- Provides a practical, replicable approach for educational administrators, offering insights into local policy implementation and faculty management innovation.

Strategy 2: Comprehensive Resource Support System

Explanation:

The study highlighted that adjunct instructors often faced challenges due to limited access to teaching resources, insufficient professional development opportunities, and inadequate technical support. Quantitative results indicated that perceptions of institutional support were positively correlated with organizational commitment, while qualitative findings revealed instructors' frustrations with unavailable teaching materials, outdated facilities, and insufficient guidance in digital pedagogy. These gaps reduced teaching effectiveness and instructors' sense of value within the institution.

Strategy Recommendation:

Develop a comprehensive resource support system that ensures adjunct instructors have access to teaching materials, professional development programs, and technical support. This system should address both traditional and digital teaching needs to enhance instructional quality and strengthen instructors' perception of institutional support.

Actionable Methods:

- Teaching Resource Platform: Create an online repository of lesson plans, multimedia teaching materials, and assessment templates accessible to all adjunct instructors.

- Professional Development Workshops: Organize regular workshops focusing on teaching effectiveness, curriculum design, student engagement, and digital pedagogy, tailored to adjunct instructors' schedules.

- Technical Support: Provide dedicated IT support staff and resources to assist adjunct instructors in using digital tools, managing online courses, and troubleshooting technical issues.

- Mentorship Program: Pair new adjunct instructors with experienced instructors for guidance on curriculum implementation and classroom management.

Stakeholders:

- Private vocational colleges: Improve overall teaching quality and faculty efficiency.
- College administrators and HR staff: Facilitate resource allocation and monitor usage of professional development programs.

- Adjunct instructors: Gain access to high-quality resources, technical guidance, and skill enhancement opportunities.

- Students: Benefit from improved teaching effectiveness, interactive learning, and up-to-date course content.

Expected Outcomes:

- Enhanced teaching effectiveness and instructional quality across courses.
- Increased job satisfaction and stronger perceptions of institutional support among adjunct instructors.
- Improved student learning experiences due to better-prepared instructors.
- Reduced turnover and higher retention of skilled adjunct instructors.

Innovation and Contribution:

- Integrates technology, professional development, and mentorship into a unified support system tailored specifically for adjunct instructors.
- Addresses the gap between policy intentions and practical support, providing a replicable model for private vocational colleges to enhance instructor effectiveness and institutional commitment.
- Demonstrates how combining digital platforms with structured professional development can drive faculty engagement and educational innovation.

Strategy 3: Relational Engagement and Communication Mechanisms

Explanation:

The study revealed that adjunct instructors often experienced low relational attachment to their institutions due to limited communication, inadequate participation in decision-making, and weak connections with full-time faculty. While quantitative findings showed positive correlations between relational contracts and organizational commitment, qualitative data indicated that the practical implementation of these contracts was uneven. Many adjunct instructors reported feeling excluded from institutional discussions and isolated in their teaching roles, which undermined their sense of belonging and reduced motivation.

Strategy Recommendation:

Develop structured engagement and communication mechanisms that actively involve adjunct instructors in institutional processes, provide channels for feedback, and promote collaboration with full-time faculty. These mechanisms aim to strengthen relational bonds, improve instructor satisfaction, and enhance organizational commitment.

Actionable Methods:

- Periodic Dialogue Sessions: Organize regular forums, town halls, or small group meetings where adjunct instructors can share feedback on teaching, policies, and institutional practices. Ensure that outcomes are communicated back to the participants.

- Dedicated Liaisons: Assign staff or committee members responsible for promptly addressing adjunct instructors' concerns, monitoring follow-up actions, and ensuring transparency in responses.

- Joint Teaching Projects: Encourage collaboration between adjunct and full-time instructors through co-teaching initiatives, curriculum development teams, and shared research or pedagogical projects.

- Recognition and Appreciation: Introduce formal acknowledgment systems for adjunct instructors' contributions, such as awards, certificates, or public recognition in college events.

Stakeholders:

- Private vocational colleges: Improve faculty cohesion and institutional reputation.
- College administrators and HR staff: Ensure implementation of feedback channels and collaborative initiatives.
- Adjunct instructors: Gain a stronger voice in institutional decisions, professional support, and opportunities for collaboration.
- Full-time faculty: Benefit from shared expertise and enhanced collegial interaction.
- Students: Experience improved learning through coordinated teaching approaches and engaged faculty.

Expected Outcomes:

- Strengthened relational bonds between adjunct instructors and the institution.
- Increased sense of inclusion, participation, and recognition for adjunct instructors.
- Enhanced organizational commitment and reduced turnover rates.
- Improved collaboration between full-time and adjunct instructors, fostering better teaching quality and consistency.

Innovation and Contribution:

- Establishes formal, systematic engagement mechanisms specifically tailored for adjunct instructors, rather than relying on ad hoc communication.
- Integrates relational, participatory, and collaborative strategies to address both emotional and practical needs.
- Provides a model that can be replicated across private vocational colleges to enhance faculty cohesion, teaching innovation, and institutional effectiveness.

5.3.2 Strategies for Strengthening Organizational Commitment

Key Findings: Adjunct instructors exhibit weak emotional and normative commitment due to limited interaction with the institution and insufficient recognition.

Strategy 1: Emotional Identification through Inclusive Activities

Explanation:

Qualitative findings indicated that many adjunct instructors experienced low emotional attachment to their institutions. Limited opportunities to participate in informal and professional activities reduced their sense of belonging, negatively affecting affective commitment. While quantitative data showed a positive correlation between relational contracts and organizational commitment, emotional identification remained

underdeveloped.

Strategy Recommendation:

Design inclusive activities that foster emotional connection and a sense of community among adjunct instructors, strengthening their affective commitment to the institution.

Actionable Methods:

- Networking Events: Invite adjunct instructors to informal gatherings, social events, and team-building activities that promote interpersonal connections.

- Academic Seminars: Include adjunct instructors in professional workshops, academic discussions, and seminars to integrate them into the scholarly community.

- Storytelling Sessions: Organize sessions where adjunct instructors can share their professional journeys and achievements, enhancing recognition and mutual understanding.

Stakeholders:

- Adjunct instructors: Gain stronger emotional connection and inclusion in institutional life.

- Full-time faculty and administrators: Benefit from better collaboration and communication.

- Students: Engage with more committed and motivated instructors, enhancing learning experiences.

Expected Outcome:

- Enhanced emotional identification and sense of belonging among adjunct instructors.

- Increased engagement and motivation in teaching activities.

- Strengthened affective commitment and institutional loyalty.

Strategy 2: Personalized Support Systems

Explanation:

Adjunct instructors often lacked structured guidance and individualized support, limiting their professional growth and career development. This gap negatively influenced their continuance commitment and job satisfaction, as they struggled to navigate institutional requirements and career paths.

Strategy Recommendation:

Implement tailored support systems that meet the professional needs and career aspirations of adjunct instructors, fostering long-term commitment and growth.

Actionable Methods:

- Mentor-Mentee Programs: Pair adjunct instructors with experienced full-time faculty for guidance on teaching methods, research, and professional development.

- Customized Professional Development: Develop personalized development plans aligned with adjunct instructors' skills, career goals, and teaching responsibilities.

- Continuous Feedback: Provide regular feedback on performance and career progress, highlighting strengths and areas for improvement.

Stakeholders:

- Adjunct instructors: Receive guidance, support, and clear career pathways.
- Private vocational college administrators: Benefit from higher faculty retention and teaching quality.
- Full-time faculty: Engage in collaborative mentorship roles, strengthening collegial relationships.
- Students: Experience improved teaching quality and instructor engagement.

Expected Outcome:

- Increased willingness of adjunct instructors to remain affiliated with the institution.
- Enhanced professional development and teaching effectiveness.
- Strengthened continuance commitment and institutional loyalty.

Strategy 3: Transparent and Fair Reward Systems

Explanation:

The study showed that adjunct instructors were sensitive to perceived inequities in compensation, recognition, and opportunities for advancement. Lack of transparency and fairness in reward systems undermined normative commitment and reduced motivation.

Strategy Recommendation:

Design clear, equitable, and transparent reward systems that acknowledge contributions and link compensation to measurable performance outcomes.

Actionable Methods:

- Equitable Compensation: Establish performance-linked pay structures that are transparent and consistently applied.
- Recognition Programs: Publicly acknowledge outstanding teaching, professional achievements, and contributions through awards, certificates, and commendations.
- Clear Criteria for Advancement: Communicate promotion and reward criteria openly, ensuring adjunct instructors understand expectations and opportunities.

Stakeholders:

- Adjunct instructors: Gain fairness, recognition, and motivation.
- Administrators and HR staff: Enhance faculty retention and institutional credibility.
- Students: Benefit from motivated and engaged instructors who are fairly rewarded.

Expected Outcome:

- Strengthened normative commitment through fairness, recognition, and equitable treatment.
- Improved motivation, morale, and job satisfaction among adjunct instructors.

- Reduced turnover and enhanced institutional stability.

5.3.3 Strategies for Promoting Equity, Diversity, and Inclusion (EDI)

Key Findings: Adjunct instructors desire a more inclusive environment that respects diverse backgrounds and fosters equitable resource distribution.

Strategy 1: Diversified Training Programs

Problem Explanation:

Adjunct instructors often came from varied professional and educational backgrounds, resulting in differing instructional approaches and learning needs. Standardized training programs failed to address these differences, limiting teaching effectiveness and professional growth.

Actionable Methods:

Inclusive Training Modules: Develop instructional modules tailored to diverse backgrounds, learning styles, and teaching experiences to enhance pedagogical competence.

Leadership and Interdisciplinary Workshops: Offer workshops on leadership, interdisciplinary collaboration, and emerging educational technologies, allowing adjunct instructors to broaden skills and professional networks.

Stakeholders:

- Adjunct instructors: Gain opportunities for skill enhancement, professional recognition, and career advancement.

- Administrators: Improve teaching quality, faculty retention, and institutional reputation.

- Students: Benefit from higher-quality, innovative, and diversified teaching approaches.

Expected Outcome:

- Enhanced teaching effectiveness and professional growth.
- Greater preparedness for cross-disciplinary teaching and leadership roles.

Strategy 2: Inclusive Campus Culture Development

Problem Explanation:

Adjunct instructors frequently reported feeling excluded from decision-making processes and campus-wide initiatives. Lack of participation limited their sense of belonging, affecting organizational commitment and overall job satisfaction.

Actionable Methods:

- Cross-Disciplinary and Cross-Cultural Exchanges: Encourage faculty collaboration across departments and cultural backgrounds to foster mutual understanding and idea sharing.

- Inclusive Committees: Establish committees where adjunct instructors contribute to curriculum design, policy decisions, and campus initiatives, ensuring their voices are represented in governance.

Stakeholders:

- Adjunct instructors: Experience increased recognition and inclusion in institutional decision-making.
- Full-time faculty and administrators: Gain diverse perspectives, improving policy design and faculty collaboration.
- Students: Benefit from enriched teaching content and inclusive educational practices.

Expected Outcome:

- Increased sense of respect, inclusion, and engagement among adjunct instructors.
- Strengthened affective commitment and institutional loyalty.

Strategy 3: Flexible Work Arrangements**Explanation:**

Adjunct instructors often balanced external professional responsibilities with teaching duties. Rigid schedules and high workload demands contributed to stress, reduced job satisfaction, and lower organizational commitment.

Actionable Methods:

- Personalized Scheduling Options: Provide flexible teaching schedules to accommodate instructors' external work commitments, family responsibilities, or other obligations.
- Support Systems: Implement mechanisms such as teaching assistants, digital tools, and workload adjustments to alleviate stress and improve work efficiency.

Stakeholders:

- Adjunct instructors: Achieve better work-life balance, reduced stress, and higher job satisfaction.
- Administrators: Benefit from increased faculty retention and teaching reliability.
- Students: Experience consistent course delivery and engaged instructors.

Expected Outcome:

- Improved work-life balance and job satisfaction.
- Enhanced continuance commitment and overall institutional stability.

5.3.4 Strategies for Enhancing Job Satisfaction

Key Findings: Job satisfaction is hindered by low compensation, unclear career paths, and insufficient recognition.

Strategy 1: Establishing a Trustworthy Psychological Contract**Explanation:**

Adjunct instructors often experienced role ambiguity and uncertain expectations, which created misunderstandings and decreased job satisfaction. A clearly defined psychological contract can enhance trust and alignment between instructors and the

institution.

Actionable Methods:

- Clear Role Definitions: Explicitly outline job responsibilities, teaching expectations, and evaluation criteria during recruitment and onboarding processes.
- Career Communication: Regularly update adjunct instructors on potential promotion paths, professional development programs, and opportunities for institutional involvement.

Stakeholders:

- Adjunct instructors: Gain clarity on responsibilities, reducing anxiety and confusion.
- Administrators: Benefit from smoother onboarding and enhanced instructor engagement.
- Students: Experience more consistent teaching quality and better learning outcomes.

Expected Outcome:

- Reduced misunderstandings and frustrations.
- Increased trust, satisfaction, and alignment with institutional goals.

Strategy 2: Addressing Welfare and Compensation Needs

Explanation:

Inadequate compensation and limited access to academic resources created financial pressures and hindered instructors' professional development, reducing motivation and organizational commitment.

Actionable Methods:

- Competitive Compensation: Offer salaries and welfare benefits aligned with industry standards to attract and retain talent.
- Resource Access: Provide adjunct instructors with research grants, access to libraries, teaching tools, and funding for professional development activities.

Stakeholders:

- Adjunct instructors: Experience improved financial security and professional growth.
- Administrators: Retain highly skilled instructors and improve institutional teaching quality.
- Students: Benefit from instructors who are motivated, well-supported, and professionally competent.

Expected Outcome:

- Alleviated financial pressures.
- Enhanced job satisfaction and instructor retention.

Strategy 3: Strengthening Status Recognition

Explanation:

Adjunct instructors often felt undervalued due to limited involvement in institutional decision-making and lack of formal recognition. This weakened emotional attachment to the institution and reduced normative commitment.

Actionable Methods:

- Institutional Involvement: Invite adjunct instructors to participate in key meetings, committees, and academic discussions.
- Formal Recognition: Publicly acknowledge achievements via newsletters, social media, or official events.
- Well-being and Team-building Activities: Organize seminars, workshops, and social gatherings to enhance psychological well-being and team cohesion.

Stakeholders:

- Adjunct instructors: Experience greater respect, inclusion, and self-worth.
- Administrators: Strengthen faculty loyalty and collaboration.
- Students: Benefit from instructors who feel valued and engaged in institutional life.

Expected Outcome:

- Enhanced self-worth, job satisfaction, and loyalty.
- Stronger affective and normative commitment to the institution.

5.4 Future Research

Research on the job satisfaction, psychological contract, and organizational commitment of adjunct instructors in private vocational colleges in Shandong Province can be further enriched by incorporating interdisciplinary perspectives from psychology, education, and organizational behavior to explore the complex mechanisms behind the formation of job satisfaction. Combining multiple disciplines enables a more thorough understanding of the psychological needs and behavioral motivations of adjunct instructors, helping schools develop more targeted management strategies. The formation and development of psychological contracts are ongoing; future research could use longitudinal data to examine how psychological contracts evolve among adjunct instructors at different career stages and in response to various policy environments. This dynamic approach will help reveal how psychological contracts influence changes in job satisfaction and organizational commitment over time.

The personal backgrounds of adjunct instructors, such as age, discipline, family status, etc., significantly influence their job satisfaction and psychological contracts. Future research can further examine teacher groups with diverse backgrounds, genders, and ages, revealing how individual differences shape work experiences from an adaptive perspective and guiding the development of more personalized support measures. To deepen the understanding of adjunct instructors' work experiences, future studies could adopt a mixed-methods approach that combines quantitative and qualitative methods, utilizing various data sources, such as surveys, interviews, and observations, to explore teachers' needs, satisfaction, and psychological changes more thoroughly. This approach can uncover the

subtle psychological processes and contextual factors behind the data. This study establishes a chain mediation between EDI and job satisfaction, linking the two. However, due to limited resources, this aspect was not explored. One potential direction for future research is to investigate the willingness to obtain a teaching qualification as a moderating factor, which will be examined further in subsequent studies.

With the growth of educational technology, future research can explore the role of digital and intelligent tools, such as online teaching platforms and AI assistants, in increasing adjunct instructors' satisfaction. For instance, virtual support and innovative teaching tools can help adjuncts manage their workload more effectively, lower stress levels, and promote a sense of organizational loyalty and commitment. Policy changes and educational reforms have a significant impact on teachers' psychological contracts and organizational commitment. Future studies can examine how policy shifts affect the satisfaction and commitment of adjunct instructors, considering both the short-term and long-term impacts of factors such as teacher benefits, promotion structures, and job security on their psychological well-being. These research directions will provide more comprehensive and detailed theoretical insights for enhancing adjunct instructors' job satisfaction, strengthening psychological contracts, boosting organizational commitment, and offering more practical guidance for educational institutions and policymakers.



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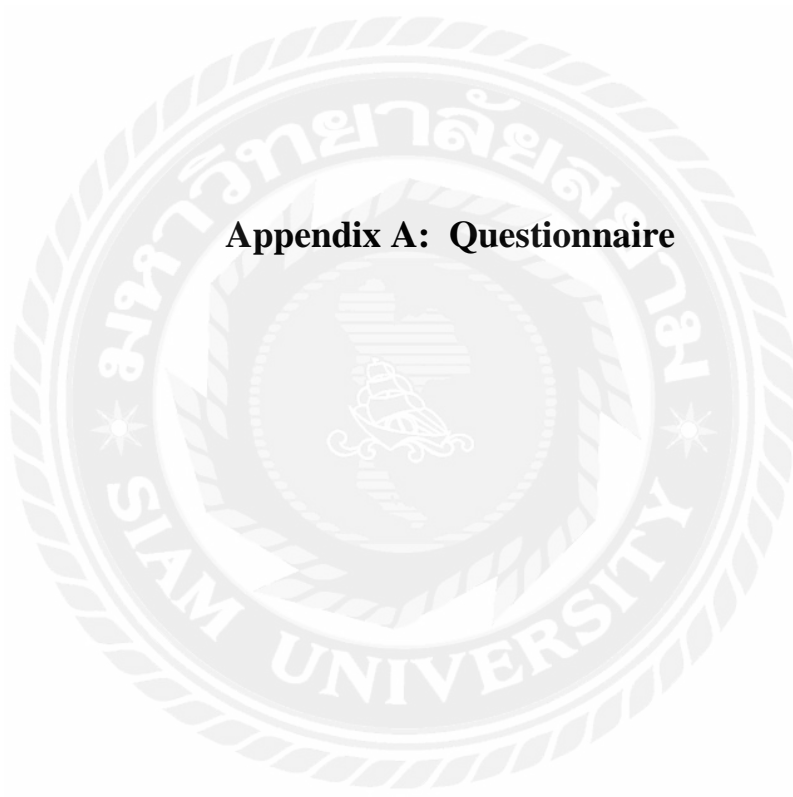
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Appendix A: Questionnaire

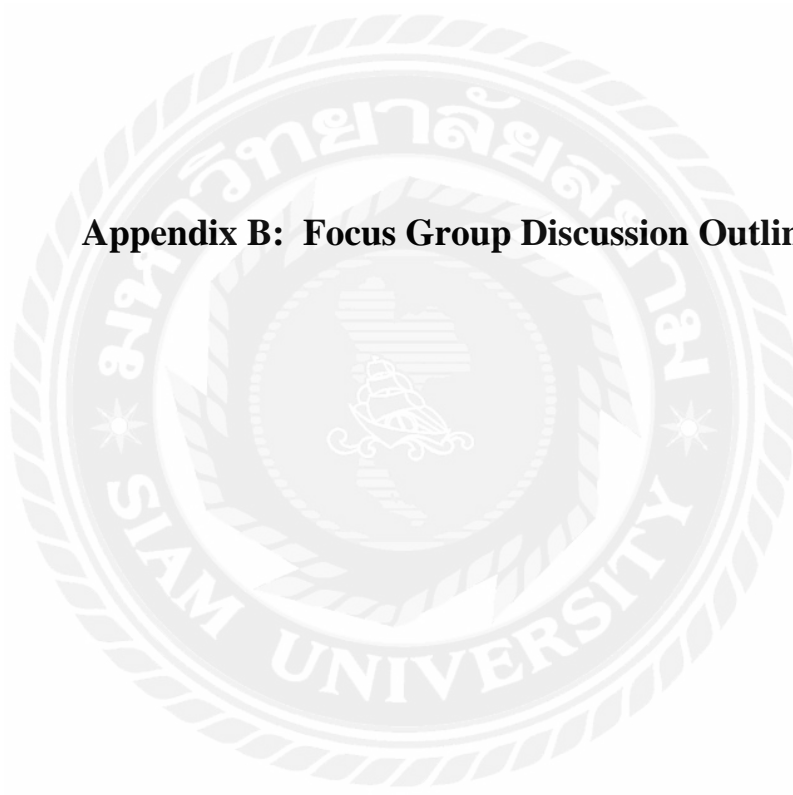
item	Your College /Executive.....	Alternative Answer				
		1	2	3	4	5
Psychological Contract						
1.1	Transactional Contracts					
1	The college offers you good job prospects.					
2	The college offers a conducive work environment.					
3	The college provides you with good working resources and support.					
4	The college provides you with perfect teaching facilities.					
1.2	Relational Contracts					
5	College leaders listen to adjunct instructors and actively involve adjunct instructors in significant decisions.					
6	Leaders consider and respond promptly to questions posed by adjunct instructors.					
7	The college treats adjunct instructors equally in terms of titles, awards, and benefits.					
8	The college assists adjunct instructors in resolving difficulties they encounter in their work.					
9	The management system is clear, strict, and open.					
10	The college cares about the family life of adjunct instructors.					
11	The college actively and frequently organizes collective activities in which you are willing to participate.					
Organizational Commitments						
2.1	Affective Commitment					
12	I am happy to dedicate the rest of my career to my college.					
13	I enjoy discussing my college experiences with people outside of the college.					
14	I feel that my college's difficulties are my difficulties.					
15	I feel that I cannot fit into another college as quickly as I fit into this one.					
16	In my college, I feel the warmth of home.					
17	I have deep feelings for my college.					
18	My college holds great significance for me.					
19	I have a strong sense of belonging to my college.					
2.2	Continuance Commitment					

item	Your College /Executive.....	Alternative Answer				
		1	2	3	4	5
20	I am afraid to leave college without finding another job.					
21	Even if I wanted to leave college, it would not be easy.					
22	If I decide to leave college now, my relationships with colleagues will be interrupted.					
23	I will pay a lot if I leave college now.					
24	I am committed to attending college because it aligns with my aspirations and responsibilities.					
25	I believe that my options for leaving the college are limited.					
26	Leaving college means fewer choices.					
27	I chose to remain in college due to the significant personal sacrifices entailed in leaving.					
2.3	Normative Commitment					
28	I believe a person must remain loyal to their college throughout their academic career.					
29	Jumping from one college to another is unethical to me.					
30	I continue to work at my college because I believe loyalty is important and feel obligated to stay.					
31	I do not think it would be fitting to leave college even if I could get a better job elsewhere.					
32	I was instilled with the value of remaining loyal to a college.					
33	It was better in the days when people stayed at one college for almost their entire careers.					
34	I think being a college employee is justified.					
	Job Satisfaction					
35	I would continue doing the job for a long time.					
36	If a friend were to inquire about pursuing a job like mine, I would recommend it.					
37	My job is very close to my ideal job.					
38	My current job aligns with some of the characteristics that initially drew me in.					
39	I am delighted with my present job.					

item	Your College /Executive.....	Alternative Answer				
		1	2	3	4	5
40	I like my present job very much.					
EDI						
4.1	Equity					
41	I feel that the college is fair to all teachers in the hiring process.					
42	I perceive fairness in the distribution of work assignments.					
43	I perceive that the college is fair in promotions and awards.					
44	I perceive that compensation packages are fair and that all things are equal.					
45	I believe the college can conduct fair and equitable performance evaluations.					
4.2	Diversity					
46	I notice the college's gender diversity among its teaching staff.					
47	I appreciate the college's age diversity among its teaching staff.					
48	I feel that the college has a diverse background among its teaching staff.					
49	I feel the college values diversity in the hiring process.					
50	I believe the college promotes diversity awareness through its daily activities and training.					
4.3	Inclusion					
51	I feel respected and included in the college.					
52	I feel that the college provides equal opportunities for developing teachers from diverse backgrounds.					
53	I can freely express my opinions and suggestions in college.					
54	I feel that the college is open to different cultures.					
55	I feel the college's policies effectively support an inclusive environment.					

I appreciate your cooperation in this study.

Appendix B: Focus Group Discussion Outline



Focus Group Discussion Outline

Opening Remarks

Thank you all for taking the time to participate in this discussion. Today's interview aims to understand your genuine experiences and feelings as adjunct instructors, especially regarding your relationship with the school (psychological contract), job satisfaction, and perspective on school organizational management. This feedback will help us provide more scientific suggestions for adjunct instructors in private universities. The interview will unfold around several themes, including the school's support and expectations for you, your job satisfaction and sense of belonging, your views on fairness, inclusiveness, and other aspects. We hope everyone can speak freely and share their honest thoughts. All your comments will be kept confidential and only used for research purposes. The discussion will be recorded, and your identities will not be disclosed.

Interview Rules

This is an open and respectful space is no right or wrong. We hope everyone can participate in the discussion and try not to interrupt others' speeches. The interview will last approximately 2 hours, with each theme within about 20 minutes.

Interview Outline

Module 1: Psychological Contract		Answers
Transactional Contract (Practical Support and Guarantees Provided by Universities)		
1	Are you satisfied with the college's job security (such as timely payment of teaching hours and salaries)?	
2	Do the office environment, teaching facilities, and resources provided by the college adequately support your teaching work? What areas need improvement?	
3	How do you perceive the college's investment in supporting adjunct instructors? Is it clear and consistent enough?	
Relational Contract (Emotional and Social Needs)		
4	How well does the college listen to teachers' opinions and respond to their concerns? Please provide examples.	
5	Does the college provide opportunities for adjunct instructors to participate in decision-making?	
6	Does the college treat adjunct instructors fairly (e.g., in job title evaluations, rewards, benefits)? Provide specific examples.	
7	Does the college care about your family life or personal needs? Do you feel valued?	
8	Has the college organized any collective activities that you enjoy participating in? Have these activities	

	helped you integrate into the college's atmosphere?	
Module 2: Organizational Commitment		
Affective Commitment (AC)		
9	How strong is your sense of belonging to the college? Are you willing to cooperate with the college in the long term? Why?	
10	What practices (or shortcomings) of the college have influenced your sense of belonging?	
Continuance Commitment (CC)		
11	If you consider leaving the college, what are the main reasons that prevent you from doing so? (e.g., salary, work habits, personal development)	
12	Do you believe that the work of adjunct instructors is worth pursuing in the long term? Why?	
Normative Commitment (NC)		
13	Do you feel that staying to teach at the college is a responsibility or obligation? What makes you this way?	
14	Are there any policies or actions of the college that make you feel "forced" to stay?	
Module 3: Job Satisfaction		
15	Are you satisfied with your current job? What factors contribute to your satisfaction or dissatisfaction?	
16	Has the college provided you with adequate teaching support (e.g., training opportunities, and teaching resources)?	
17	Do you believe that your salary level matches the time and effort you invest?	
18	Do your interactions with colleagues and students make you feel pleased? Have they affected your job satisfaction?	
19	Overall, has job satisfaction influenced your commitment to the college? Please explain specifically.	
Module 4: Equity, Diversity, and Inclusion (EDI)		
Equity		
20	Do you believe the college is fair in job assignment, salary, rewards, and other aspects? Are there any biases?	
21	Does the college treat adjunct instructors equally with full-time teachers' job title evaluations and promotion	

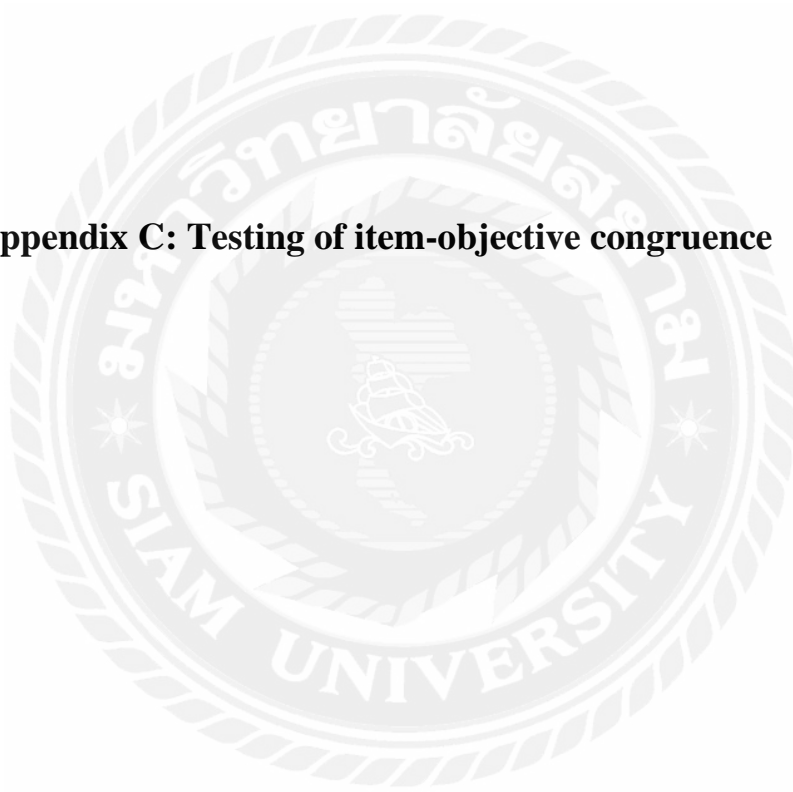
	opportunities?	
Diversity		
22	Do you think the college fully respects teachers (e.g., teaching styles, backgrounds, ages)? Are there any discriminatory phenomena in resource allocation or treatment?	
Inclusion		
23	Does the college have mechanisms for listening to the voices of adjunct instructors? (e.g., feedback channels, forums)	
24	Is college management clear and open? Is it sufficiently transparent?	
25	Do you feel included or respected in the college's decision-making process?	

Summary and Thanks

Today's discussion has been truly enlightening, and I would like to extend my heartfelt thanks to everyone for their sharing. Before we conclude, I would like to invite everyone to summarize: What do you believe are the areas where the school needs the most improvement? And what practices have been the most valuable to you? Thank you very much for your valuable time and sincere sharing.

Your opinions are of great importance to us. If there are any follow-up questions, we will keep in touch with you. Thank you once again!

Appendix C: Testing of item-objective congruence (IOC)



Testing of item-objective congruence (IOC)

List of IOC Testing Experts

No.	Name	Education	Title	Position	Affiliated Unit	Specialization Field	Social Affiliations	Email
1	Li Meisong	Ph.D.	Professor	Vice Dean	Shandong Engineering Vocational and Technical Vocational colleges	business administration	Member of the Basic Vocational Education Expert Database of the Ministry of Education, expert judge of the Ministry of Education's "Internet +" Entrepreneurship and Innovation Competition, national professional instructor, higher education supervisor of the Shandong Provincial People's Government, and director of the Shandong Vocational Education Society. Vice President of Shandong Ideological Education Teaching Research Association, Director of Youth Talent Committee of Shandong Higher Education Talent Research Association, etc.	409376224@qq.com
2	Liu Bingyuan	Ph.D.	Professor	Dean of Marxism College	Shandong Youth Vocational colleges of Political Science	Education	Vice President of Shandong Ideological Education Teaching Research Association, Director of Youth Talent Committee of Shandong Higher Education Talent Research Association, etc.	liu518@163.com

No.	Name	Education	Title	Position	Affiliated Unit	Specialization Field	Social Affiliations	Email
3	Ji Biao	Ph.D.	Professor	Teacher in Education Department	Shandong Normal Vocational colleges	Vocational Education	Executive Director of Shandong Vocational Education Society, Council Member of Young and Middle-aged Theorists Section of the Chinese Society of Education, Academic Committee of National Teaching Theory	jibiao21@126.com
4	Liu Yuan	Ph.D.	Associate Professor	Vice Dean	Shandong Women's College	Education	None	sdly_2016@163.com
5	Niu Zhen	Ph.D.	Professor	Deputy Secretary-General	Shandong Provincial Association of Senior Professors	Education	Deputy Secretary-General of the Aesthetic Education Committee of Shandong Provincial Association of Senior Professors, Vice Chairperson of the Vocal Music Committee of Jinan Musicians Association	408301398@qq.com

SU. 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phasicharoon Bangkok 10160

January,2025

Dear Professor Li Meisong,

Professor at Shandong Engineering Vocational and Technical University

Subject: Invitation to be an expert to examine research tools

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

Questionnaire regarding current circumstances is a significant tool of the research which is needed to be considered and examined including suggestion for research tools. Ms. Zhang Na, will contact and coordinate all details by himself.

We really appreciate your help.

Best regards

A handwritten signature in black ink, appearing to read 'Chanita Rukspollmuang'.

Professor Emeritus Dr.ChanitaRukspollmuang
Dean of Graduate School of Education

SU. 02110.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phasicharoon Bangkok 10160

January, 2025

Dear Professor Liu Bingyuan,

Professor at Shandong Youth University of Political Science

Subject: Invitation to be an expert to examine research tools

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

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We really appreciate your help.

Best regards

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU, 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phasicharoon Bangkok 10160

January, 2025

Dear Professor Ji Biao,

Professor at Shandong Normal University

Subject: Invitation to be an expert to examine research tools

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhanwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

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We really appreciate your help

Best regards

A handwritten signature in black ink, appearing to read 'Chanita Rukspolmuang'.

Professor Emeritus Dr. Chanita Rukspolmuang
Dean of Graduate School of Education

SU. 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phasichareon Bangkok 10160

January 2025

Dear Professor Liu Yuan,

Professor at Shandong Women's College

Subject: Invitation to be an expert to examine research tools

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

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We really appreciate your help.

Best regards

Professor Emeritus Dr. Chanita Rukspolmuang
Dean of Graduate School of Education

SU. 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phasicharoon Bangkok 10160

January, 2025

Dear Professor Niu Zhen,

Professor at Shandong Provincial Association of Senior Professors

Subject: Invitation to be an expert to examine research tools

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

Questionnaire regarding current circumstances is a significant tool of the research which is needed to be considered and examined including suggestion for research tools. Ms. Zhang Na will contact and coordinate all details by himself.

We really appreciate your help.

Best regards

A handwritten signature in black ink, appearing to read 'Chanita Rukspollmuang'.

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

Index of Item-Objective Congruence (IOC) Form for Individual Research

Individual Research Title:

The Mediating Roles of Job Satisfaction and EDI Effects On Organizational Commitment in Private Vocational Colleges in Shandong Province of China

Instruction:

This LOC form seeks the expert's feedback on the degree of congruence between the research instrument questions, the study's research objectives, and the definitions of terms. The criteria used for LOC are as follows.

+1= Congruent

0= Questionable

-1= Incongruent

NOTE: For each item of the questionnaire, the study will adopt a Five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = slightly Disagree, 4 = agree, 5 = strongly agree).

Research Questions:

(1) What are the core elements of the psychological contract of adjunct instructors in private vocational colleges in Shandong Province?

(2) How do psychological contracts affect organizational commitment among adjunct instructors in private vocational colleges in Shandong Province?

(3) Do job satisfaction and EDI (Equity, Diversity, and Inclusion) mediate the effects of adjunct instructors' psychological contracts on organizational commitment?

(4) What strategies can be developed to improve the organizational commitment of adjunct instructors in Chinese private vocational colleges?

Research Objectives:

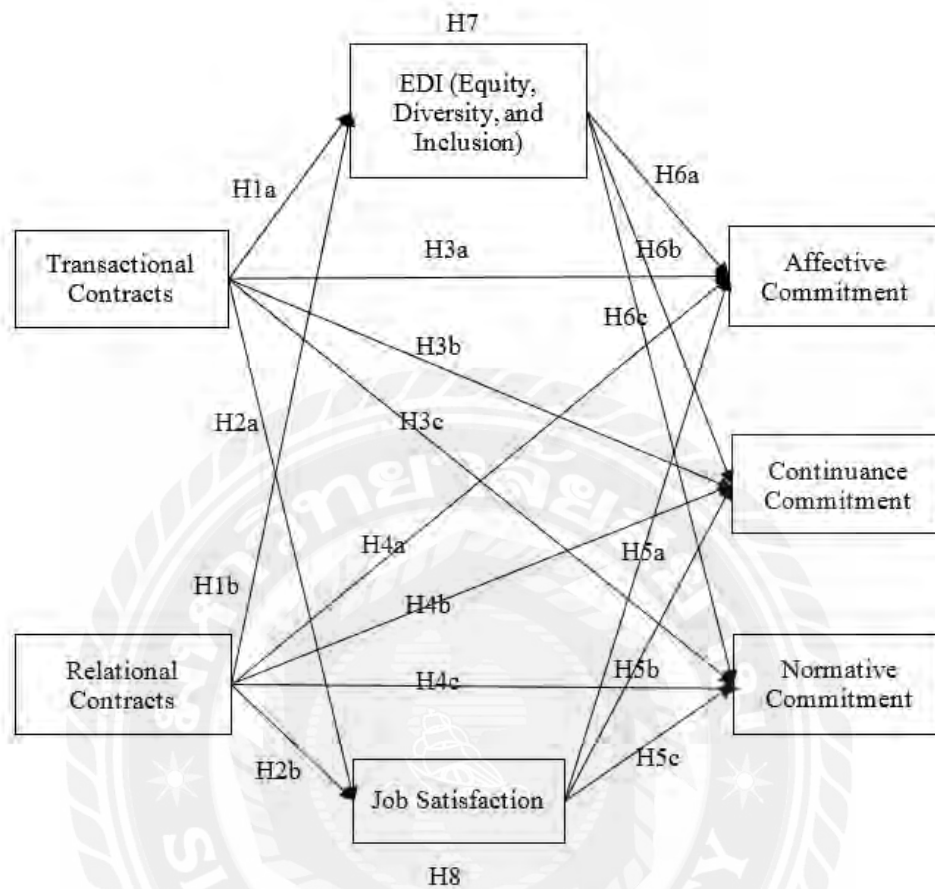
(1) To find the core elements of the psychological contract of adjunct instructors in private vocational colleges in Shandong Province.

(2) To establish the effect of psychological contracts on organizational commitment among adjunct instructors in private vocational colleges in Shandong Province.

(3) To find the mediating effects of job satisfaction and EDI (Equity, Diversity, and Inclusion) on the psychological contract of adjunct instructors and organizational commitment.

(4) To provide strategies for improving the organizational commitment of adjunct instructors in private vocational colleges in China

Conceptual Framework:



Questionnaire for Quantitative Research Instrument:

Variables and Definitions	Questions	IOC Score			Expert's Comments
		+1	0	-1	
Quantitative Data: Questionnaire					
Demographic Information					
1	Gender				
	- Male				
	- Female				
2	Age				
	-18-25				
	-26-35				
	-36- 45				
	- above 45				
3	Education				
	- Bachelor degree				
	- Master degree				
	- Higher than a Master degree				
	- Others				

Variables and Definitions	Questions	IOC Score			Expert's Comments
		+1	0	-1	
Quantitative Data: Questionnaire					
4	Position				
	- Assistant Lecturer				
	- Lecturer				
	- Senior Lecturer				
	- Others				
5	Tenure in current position (year)				
	- Less than/or equal to 5				
	- Between 6-10				
	- Between 11–15				
	- 16 and over				
Psychological Contract					
Transactional Contracts	The college offers you good job prospects.				
	The college offers a conducive work environment.				
	The college provides you with good working resources and support.				
	The college provides you with perfect teaching facilities.				
Relational Contracts	College leaders listen to adjunct instructors and actively involve adjunct instructors in significant decisions.				
	Leaders consider and respond promptly to questions posed by adjunct instructors.				
	The college treats adjunct instructors equally in terms of titles, awards, and benefits.				
	The college assists adjunct instructors in resolving difficulties they encounter in their work.				
	The management system is clear, strict, and open.				
	The college cares about the family life of adjunct instructors.				
	The college actively and frequently organizes collective activities in which you are willing to participate.				
Organizational Commitments					
Affective Commitment	I am happy to dedicate the rest of my career to my college.				
	I enjoy discussing my college experiences with people outside of the college.				
	I feel that my college's difficulties are my difficulties.				

Variables and Definitions	Questions	IOC Score			Expert's Comments
		+1	0	-1	
Quantitative Data: Questionnaire					
	I feel that I cannot fit into another college as quickly as I fit into this one.				
	In my college, I feel the warmth of home.				
	I have deep feelings for my college.				
	My college holds great significance for me.				
	I have a strong sense of belonging to my college.				
Continuance Commitment	I am afraid to leave college without finding another job.				
	Even if I wanted to leave college, it would not be easy.				
	If I decide to leave college now, my relationships with colleagues will be interrupted.				
	I will pay a lot if I leave college now.				
	I am committed to attending college because it aligns with my aspirations and responsibilities.				
	I believe that my options for leaving the college are limited.				
	Leaving college means fewer choices.				
	I chose to remain in college due to the significant personal sacrifices entailed in leaving.				
Normative Commitment	I believe a person must remain loyal to their college throughout their academic career.				
	Jumping from one college to another is unethical to me.				
	I continue to work at my college because I believe loyalty is important and feel obligated to stay.				
	I do not think it would be fitting to leave college even if I could get a better job elsewhere.				
	I was instilled with the value of remaining loyal to a college.				
	It was better in the days when people stayed at one college for almost their entire careers.				
	I think being a college employee is justified.				
Job Satisfaction					
Job	I would continue doing the job for a long time.				

Variables and Definitions	Questions	IOC Score			Expert's Comments
		+1	0	-1	
Quantitative Data: Questionnaire					
Satisfaction	If a friend were to inquire about pursuing a job like mine, I would recommend it.				
	My job is very close to my ideal job.				
	My current job aligns with some of the characteristics that initially drew me in.				
	I am delighted with my present job.				
	I like my present job very much.				
EDI					
Equity	I feel that the college is fair to all teachers in the hiring process.				
	I perceive fairness in the distribution of work assignments.				
	I perceive that the college is fair in promotions and awards.				
	I perceive that compensation packages are fair and that all things are equal.				
	I believe the college can conduct fair and equitable performance evaluations.				
Diversity	I notice the college's gender diversity among its teaching staff.				
	I appreciate the college's age diversity among its teaching staff.				
	I appreciate the college's diverse background among the teaching staff.				
	I feel the college values diversity in the hiring process.				
	I believe the college promotes diversity awareness through its daily activities and training.				
Inclusion	I feel respected and included in the college.				
	I feel that the college provides equal opportunities for developing teachers from diverse backgrounds.				
	I can freely express my opinions and suggestions in college.				
	I feel that the college is open to different cultures.				

Variables and Definitions	Questions	IOC Score			Expert's Comments
		+1	0	-1	
Quantitative Data: Questionnaire					
	I feel the college's policies effectively support an inclusive environment.				

English to Chinese Translator: Sun Dongjun
Chinese to English Translator: Zhang Guihua

Zhang Fang



Summary of IOC Test

Quantitative Data: Questionnaire							
		EXP 1	EXP 2	EXP3	EXP 4	EXP 5	IOC
DEMOGRAPHIC INFORMATION							
1	Gender						
	- Male	√	√	√	√	√	
	- Female						
2	Age						
	-18-25						
	-26-35						
	-36- 45						
	- above 45	√	√	√	√	√	
3	Education						
	- Bachelor degree						
	- Master degree						
	- Higher than a Master degree	√	√	√	√	√	
	- Others						
4	Position						
	- Assistant Lecturer						
	- Lecturer						
	- Senior Lecturer	√	√	√	√	√	
	- Others						
5	Tenure in current position (year)						
	- Less than/or equal to 5						
	- Between 6-10						
	- Between 11–15						
	- 16 and over	√	√	√	√	√	
Psychological Contract							
Transactional Contracts	The college offers you good job prospects.	1	1	1	1	1	1
	The college offers a conducive work environment.	0	1	1	1	1	0.8
	The college provides you with good working resources and support.	1	1	1	1	1	1
	The college provides you with perfect teaching facilities.	1	0	1	1	1	0.8
Relational Contracts	College leaders listen to adjunct instructors and actively involve adjunct instructors in significant decisions.	1	1	1	1	1	1

Quantitative Data: Questionnaire							
		EXP 1	EXP 2	EXP3	EXP 4	EXP 5	IOC
	Leaders consider and respond promptly to questions posed by adjunct instructors.	1	1	0	1	1	0.8
	The college treats adjunct instructors equally in terms of titles, awards, and benefits.	1	1	1	0	1	0.8
	The college assists adjunct instructors in resolving difficulties they encounter in their work.	1	0	1	1	1	0.8
	The management system is clear, strict, and open.	1	1	1	1	1	1
	The college cares about the family life of adjunct instructors.	1	1	0	1	1	0.8
	The college actively and frequently organizes collective activities in which you are willing to participate.	1	1	1	1	1	1
Organizational Commitments							
Affective Commitment	I am happy to dedicate the rest of my career to my college.	1	1	0	1	1	0.8
	I enjoy discussing my college experiences with people outside of the college.	1	0	1	1	1	0.8
	I feel that my college's difficulties are my difficulties.	1	1	1	1	0	0.8
	I feel that I cannot fit into another college as quickly as I fit into this one.	1	1	1	1	1	1
	In my college, I feel the warmth of home.	1	1	1	1	1	1
	I have deep feelings for my college.	1	1	1	1	1	1
	My college holds great significance for me.	1	1	1	1	1	1
	I have a strong sense of belonging to my college.	1	1	1	1	0	0.8
Continuance Commitment	I am afraid to leave college without finding another job.	1	0	1	1	1	0.8
	Even if I wanted to leave college, it would not be	1	1	0	1	1	0.8

Quantitative Data: Questionnaire							
		EXP 1	EXP 2	EXP3	EXP 4	EXP 5	IOC
t	easy.						
	If I decide to leave college now, my relationships with colleagues will be interrupted.	1	1	1	1	1	1
	I will pay a lot if I leave college now.	1	1	0	1	1	0.8
	I am committed to attending college because it aligns with my aspirations and responsibilities.	1	1	1	1	1	1
	I believe that my options for leaving the college are limited.	1	1	1	0	1	0.8
	Leaving college means fewer choices.	1	1	1	1	1	1
	I chose to remain in college due to the significant personal sacrifices that would have been entailed in leaving.	1	1	1	0	1	0.8
Normative Commitment	I believe a person must remain loyal to their college throughout their academic career.	1	1	1	1	1	1
	Jumping from one college to another is unethical to me.	1	1	1	1	1	1
	I continue to work at my college because I believe loyalty is important and feel obligated to stay.	1	1	1	1	1	1
	I do not think it would be fitting to leave college even if I could get a better job elsewhere.	1	1	1	1	1	1
	I was instilled with the value of remaining loyal to a college.	1	1	1	1	1	1
	It was better in the days when people stayed at one college for almost their entire careers.	1	1	0	1	1	0.8
	I think being a college employee is justified.	1	1	1	1	1	1
Job Satisfaction							
Job Satisfaction	I would continue doing the job for a long time.	1	1	1	1	1	1
	If a friend were to inquire	1	0	1	1	1	0.8

Quantitative Data: Questionnaire								
		EXP 1	EXP 2	EXP3	EXP 4	EXP 5	IOC	
	about pursuing a job like mine, I would recommend it.							
	My job is very close to my ideal job.	1	1	1	1	1	1	
	My current job aligns with some of the characteristics that initially attracted me.	1	0	1	1	1	0.8	
	I am delighted with my present job.	1	1	1	0	1	0.8	
	I like my present job very much.	1	1	1	1	1	1	
EDI								
Equity	I feel that the college is fair to all teachers in the hiring process.	1	0	1	1	1	0.8	
	I perceive fairness in the distribution of work assignments.	1	1	1	1	1	1	
	I perceive that the college is fair in promotions and awards.	1	1	1	1	1	1	
	I perceive that compensation packages are fair and that all things are equal.	1	0	1	1	1	0.8	
	I believe the college can conduct fair and equitable performance evaluations.	1	1	1	1	1	1	
Diversity	I notice the college's gender diversity among its teaching staff.	1	1	1	0	1	0.8	
	I appreciate the college's age diversity among its teaching staff.	1	1	1	1	1	1	
	I appreciate the college's diverse background among the teaching staff.	1	0	1	1	1	0.8	
	I feel the college values diversity in the hiring process.	1	1	1	0	1	0.8	

Quantitative Data: Questionnaire								
		EXP 1	EXP 2	EXP3	EXP 4	EXP 5	IOC	
	I believe the college promotes diversity awareness through its daily activities and training.	1	1	1	1	1	1	
Inclusion	I feel respected and included in the college.	1	1	1	1	1	1	
	I feel the college provides equal opportunities for developing teachers from different backgrounds	1	1	1	1	1	1	
	I can freely express my opinions and suggestions in college.	1	1	1	1	1	1	
	I feel that the college is open to different cultures.	1	1	1	1	1	1	
	I feel the college's policies effectively support an inclusive environment.	0	1	1	1	1	0.8	

李梅松 刘航 吉街、刘源 牛硕



ใบรับรองจริยธรรมการวิจัยในมนุษย์
สถาบันการจัดการปัญญาภิวัฒน์

หมายเลขใบรับรอง: PIM-REC 069/2567

ข้อเสนอการวิจัยนี้ และเอกสารประกอบของข้อเสนอการวิจัยตามรายการแสดงด้านล่าง ได้รับการพิจารณาจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันการจัดการปัญญาภิวัฒน์แล้ว คณะกรรมการฯ มีความเห็นว่าข้อเสนอการวิจัยที่จะดำเนินการมีความสอดคล้องกับหลักจริยธรรมสากล ตลอดจนกฎหมาย ข้อบังคับและข้อกำหนดภายในประเทศ จึงเห็นสมควรให้ดำเนินการตามข้อเสนอการวิจัยนี้ได้

ชื่อข้อเสนอโครงการ: The Mediating Roles of Job Satisfaction and EDI Effects on Organizational Commitment in Private Vocational Colleges in Shandong Province of China

รหัสข้อเสนอการวิจัย (ถ้ามี): (ไม่มี)

หน่วยงาน: Siam University

ผู้วิจัยหลัก: ZHANG NA

ลงนาม.....

(อาจารย์ ดร.พิเชษฐ มุสิกะโปดก)

ประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์
สถาบันการจัดการปัญญาภิวัฒน์

วันที่รับรอง: 27 มกราคม 2568

วันหมดอายุ: 27 มกราคม 2569

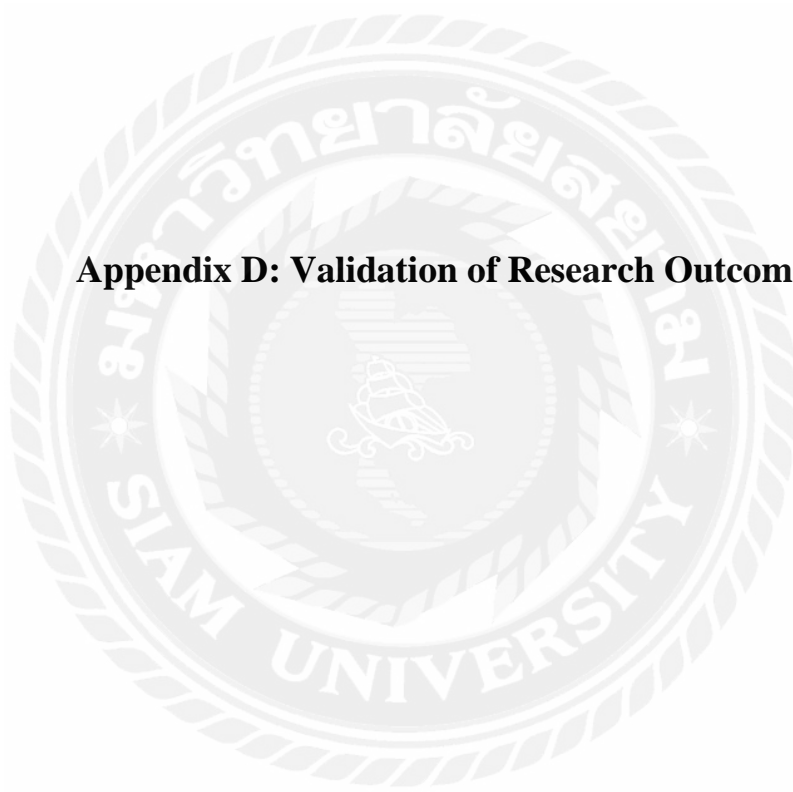
เอกสารที่คณะกรรมการรับรอง

1. โฉนดการวิจัย
2. ข้อมูลสำเนาขึ้นในหมู่ประชากรหรือผู้มีส่วนร่วมในการวิจัย และ ใบแต่งตั้งวาเป็นยอมจากกลุ่มประชากรที่ผู้มีส่วนร่วมในการวิจัย
3. เครื่องมือที่ใช้ในการวิจัย(ใบรวบรวมข้อมูล เช่น แบบสอบถาม แบบสัมภาษณ์ ประเด็นในการสนทนากลุ่ม เป็นต้น)

เงื่อนไขการรับรอง

1. นักวิจัยดำเนินการวิจัยตามเงื่อนไขใบรับรองการวิจัยอย่างเคร่งครัด
2. นักวิจัยรายงานเหตุการณ์ไม่พึงประสงค์หรือแรงกดดันหรือเปลี่ยนแปลงใดๆของงานวิจัยใดๆ ต่อคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ภายในไม่เกิน 1 เดือน
3. นักวิจัยไม่สามารถดำเนินการงัดข้อต่อคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ได้จนกว่าที่กำหนดให้บุคคลใดไม่มีใ้ดำเนินการฟ้องต่อจากคณะกรรมการฯ
4. หากการวิจัยไม่สามารถดำเนินการเสร็จสิ้นภายในกำหนด ผู้วิจัยต้องยื่นขอแจ้งให้เปลี่ยนอย่างน้อย 1 เดือน
5. พกพาการวิจัยเสร็จสมบูรณ์ (ผู้วิจัยต้องแจ้งปิดโครงการระบบพร้อมที่ศึกษา)

Appendix D: Validation of Research Outcomes



Validation of Research Outcomes

Expert Review Committee Information

No.	Name	Institution	Position	Title	Location	Participation
P1	Wu Mengjun	Shandong Vocational colleges of Engineering and Technology	President	Professor	Jinan, Shandong Province	Online
P2	Kuang Yizhen	Qilu Medical College	Dean	Professor	Jinan, Shandong Province	Online
P3	Shi Zhong	Shandong Aviation Vocational College	Dean	Professor	Binzhou, Shandong Province	Online
P4	Qiu Zhiquan	Goer Group Co., Ltd.	General Manager	Senior Engineer	Jinan, Shandong Province	Offline
P5	Li Guanghong	Shandong Women's College	Dean	Professor	Jinan, Shandong Province	Online
P6	Xu Xiaofeng	Weihai Vocational College	Director of Human Resources	Professor	Weihai, Shandong Province	Offline
P7	Wang Chongguang	Shandong Mingshui Guokai Development Group Co., Ltd.	Deputy General Manager	Senior Engineer	Jinan, Shandong Province	Online
P8	He Xuhui	Zaozhuang Vocational colleges	Discipline Leader	Professor	Jinan, Shandong Province	Offline
P9	Shang Zan	Shandong Provincial Department of Education	Deputy Director of Human Resources	Researcher	Jinan, Shandong Province	Offline

SU. 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phasicharoon Bangkok 10160

January.2025

Dear Professor Wu Mengjun,

Professor at Shandong University of Engineering and Technology

Subject: Invitation to be an expert to examine Validation of Research Outcomes

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphonng Monkhonwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

Questionnaire regarding current circumstances is a significant tool of the research which is needed to be considered and examined including suggestion for research tools. Ms. Zhang Na, will contact and coordinate all details by himself.

We really appreciate your help.

Best regards

A handwritten signature in black ink, appearing to read 'Chanita'.

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU. 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phasicharoen Bangkok 10160

January 2025

Dear Professor Kuang Yizhen,

Professor at Qilu Medical College

Subject: Invitation to be an expert to examine Validation of Research Outcomes

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

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Professor Emeritus Dr.ChanitaRukspollmuang
Dean of Graduate School of Education

SU. 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa
Phasicharoon Bangkok 10160

January 2025

Dear Professor Shi Zhong,

Professor at Shandong Aviation Vocational College

Subject: Invitation to be an expert to examine Validation of Research
Outcomes

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphonng Monkionwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

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Dean of Graduate School of Education

SU, 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phanicharoen Bangkok 10160

January 2025

Dear Qiu Zhiquan,

General Manager at Goer Group Co., Ltd.

Subject: Invitation to be an expert to examine Validation of Research Outcomes

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

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Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU. 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phasicharoon Bangkok: 10160

January 2025

Dear Professor Li Guanghong,

Professor at Shandong Women's College.

Subject: Invitation to be an expert to examine Validation of Research Outcomes

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

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Dean of Graduate School of Education

SU. 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phasicharoon Bangkok 10160

January 2023

Dear Professor Xu Xiaofeng,

Professor at Weihai Vocational College.

Subject: Invitation to be an expert to examine Validation of Research Outcomes

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwatt (an advisor) and Assistant Professor Dr. Leehang Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

Questionnaire regarding current circumstances is a significant tool of the research which is needed to be considered and examined including suggestion for research tools. Ms. Zhang Na, will contact and coordinate all details by himself

We really appreciate your help.

Best regards

Professor Emeritus Dr. Chanita Rukspolmuang
Dean of Graduate School of Education

SU. 0210.04/23



Graduate School of Education
 18 Siam University
 PetchkasemBangwa,
 Phraicharoen Bangkok 10160

January, 2025

Dear Wang Chongguang,

Senior Engineer at Shandong Mingshui Guokai Development Group Co., Ltd.

Subject: Invitation to be an expert to examine Validation of Research Outcomes

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwanit (an advisor) and Assistant Professor Dr. Leehsing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools

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We really appreciate your help.

Best regards

Professor Emeritus Dr. Chanita Rukspollmuang
 Dean of Graduate School of Education

SU: 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phasicharoon Bangkok 10160

January 2025

Dear Professor He Xuhui,

Professor at Zaozhuang University.

Subject: Invitation to be an expert to examine Validation of Research Outcomes

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwanit (an advisor) and Assistant Professor Dr. Leehaing Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

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We really appreciate your help.

Best regards

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education

SU. 0210.04/23



Graduate School of Education
38 Siam University
PetchkasemBangwa,
Phanicharoen Bangkok 10160

January, 2025

Dear Professor Shang Za,

Professor at Shandong Provincial Department of Education.

Subject: Invitation to be an expert to examine Validation of Research Outcomes

Since Ms. Zhang Na, student ID 6419000018, a doctoral student in English program, Graduate School of Education works on dissertation: "THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA" with Associate Professor Dr. Jomphong Monkhorwanit (an advisor) and Assistant Professor Dr. Leehung Lu (a co-advisor), the Graduate School of Education would like to invite you to be an expert to examine the research tools.

Questionnaire regarding current circumstances is a significant tool of the research which is needed to be considered and examined including suggestion for research tools. Ms. Zhang Na, will contact and coordinate all details by himself.

We really appreciate your help.

Best regards

Professor Emeritus Dr. Chanita Rukspollmuang
Dean of Graduate School of Education



研究成果专家评估邀请函

尊敬的教授：

您好！

我是张娜，泰国暹罗大学教育学的一名在读博士。目前，我已基本完成了我的博士研究论文，题目为“工作满意度与 EDI 效应对山东省民办高职院校组织承诺的中介作用”。现诚挚地邀请您作为该领域的专家对我的研究发现和成果进行评估。

按照学校的要求，我想请您通过适当性、可行性和效用性三个维度对我的研究发现和成果进行评估，其中每个维度都有五个观测点，请您对表中的每一维度中的每一个观测点进行打分，对我的这项研究的价值做出客观、公正、全面的评价，以利于我今后更加深入地研究。

请您针对打分表中每个观测点依据你的认可程度进行打分，使用以下评分标准对打分表中的项目进行评分

- 5: 完全认同
- 4: 比较认同
- 3: 基本认同
- 2: 基本不认同
- 1: 完全不认同

我将为您提供详细的评估表，您只需根据您的认定结果在评估表中的对应栏打“√”即可，标注“*”为核心指标，请您重点关注。

我会将评估表通过电子邮件发送给您，您可以在审阅后将填写的评估表以电子邮件形式发回。您的评估对我今后进一步地深入研究此类课题具有重要意义。

整个评估过程预计需要 **30 分钟**，我们非常感谢您在百忙之中抽出时间参与此次评估。

您的专业评估将帮助我对此研究的价值有明确的认识并对今后的深入研究帮助巨大。我会在最终报告中感谢您的贡献。

再次感谢您的宝贵时间与支持！

此致！

敬礼！

张娜

暹罗大学 Ph. D.

zhangna_223@163.com

2025.07.03

E1: Wu Mengjun

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1*	Alignment with the transformation needs of private universities	√				
	P2*	Logical consistency between theoretical frameworks and empirical analysis	√	√			
	P3*	Applicability of research methods to Double-Qualified teacher cultivation	√				
	P4	Operational feasibility of policy recommendations		√			
	P5	Consideration of cultural differences in incentive strategy design	√				
Feasibility 0.4	F1*	Cost control capability of incentive programs		√			
	F2	Accessibility of industry-academia cooperation resources		√			
	F3	Implementation challenges of Double-Qualified teacher certification systems	√				
	F4	Compatibility of digital training platforms across disciplines		√			
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1*	Enhancement effects on teachers' self-efficacy	√				
	U2	Improvement outcomes for students' vocational skills		√			
	U3	Increase in corporate satisfaction with talent cultivation			√		
	U4	Conversion efficiency of social capital into educational resources		√			
	U5	Effectiveness of long-term career development support systems		√			

吴梦军
wu mengjun

E2. Kuang Yizhen

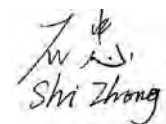
Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1*	Alignment with the transformation needs of private universities	√	√			
	P2*	Logical consistency between theoretical frameworks and empirical analysis	√				
	P3*	Applicability of research methods to Double-Qualified teacher cultivation	√				
	P4	Operational feasibility of policy recommendations		√			
	P5	Consideration of cultural differences in incentive strategy design		√			
Feasibility 0.4	F1*	Cost control capability of incentive programs	√				
	F2	Accessibility of industry-academia cooperation resources	√				
	F3	Implementation challenges of Double-Qualified teacher certification systems		√			
	F4	Compatibility of digital training platforms across disciplines	√				
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1*	Enhancement effects on teachers' self-efficacy	√				
	U2	Improvement outcomes for students' vocational skills	√				
	U3	Increase in corporate satisfaction with talent cultivation		√			
	U4	Conversion efficiency of social capital into educational resources		√			
	U5	Effectiveness of long-term career development support systems	√				



Kuang Yizhen

E3. Shi Zhong

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1*	Alignment with the transformation needs of private universities	√				
	P2*	Logical consistency between theoretical frameworks and empirical analysis		√			
	P3*	Applicability of research methods to Double-Qualified teacher cultivation		√			
	P4	Operational feasibility of policy recommendations	√				
	P5	Consideration of cultural differences in incentive strategy design		√			
Feasibility 0.4	F1*	Cost control capability of incentive programs		√			
	F2	Accessibility of industry-academia cooperation resources		√			
	F3	Implementation challenges of Double-Qualified teacher certification systems		√			
	F4	Compatibility of digital training platforms across disciplines	√				
	F5	Sustainability of dynamic evaluation mechanisms	√				
Utility 0.3	U1*	Enhancement effects on teachers' self-efficacy	√				
	U2	Improvement outcomes for students' vocational skills		√			
	U3	Increase in corporate satisfaction with talent cultivation	√				
	U4	Conversion efficiency of social capital into educational resources		√			
	U5	Effectiveness of long-term career development support systems	√				


 Shi Zhong

E4. Qiu zhiquan

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1*	Alignment with the transformation needs of private universities	√				
	P2*	Logical consistency between theoretical frameworks and empirical analysis	√				
	P3*	Applicability of research methods to Double-Qualified teacher cultivation	√				
	P4	Operational feasibility of policy recommendations		√			
	P5	Consideration of cultural differences in incentive strategy design		√			
Feasibility 0.4	F1*	Cost control capability of incentive programs	√				
	F2	Accessibility of industry-academia cooperation resources		√			
	F3	Implementation challenges of Double-Qualified teacher certification systems		√			
	F4	Compatibility of digital training platforms across disciplines	√				
	F5	Sustainability of dynamic evaluation mechanisms	√				
Utility 0.3	U1*	Enhancement effects on teachers' Self-Efficacy	√				
	U2	Improvement outcomes for students' vocational skills	√				
	U3	Increase in corporate satisfaction with talent cultivation		√			
	U4	Conversion efficiency of social capital into educational resources			√		
	U5	Effectiveness of long-term career development support systems		√			

H. Z. Q.
Qiu Zhiquan

E5. He xuhui

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1*	Alignment with the transformation needs of private universities	√				
	P2*	Logical consistency between theoretical frameworks and empirical analysis	√				
	P3*	Applicability of research methods to Double-Qualified teacher cultivation		√			
	P4	Operational feasibility of policy recommendations		√			
	P5	Consideration of cultural differences in incentive strategy design			√		
Feasibility 0.4	F1*	Cost control capability of incentive programs		√			
	F2	Accessibility of industry-academia cooperation resources		√			
	F3	Implementation challenges of Double-Qualified teacher certification systems		√			
	F4	Compatibility of digital training platforms across disciplines		√			
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1*	Enhancement effects on teachers' Self-Efficacy	√				
	U2	Improvement outcomes for students' vocational skills		√			
	U3	Increase in corporate satisfaction with talent cultivation	√				
	U4	Conversion efficiency of social capital into educational resources			√		
	U5	Effectiveness of long-term career development support systems		√			

贺旭辉

He Xuhui

E6. Shang zan

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1*	Alignment with the transformation needs of private universities	√				
	P2*	Logical consistency between theoretical frameworks and empirical analysis		√			
	P3*	Applicability of research methods to Double-Qualified teacher cultivation	√				
	P4	Operational feasibility of policy recommendations	√				
	P5	Consideration of cultural differences in incentive strategy design		√			
Feasibility 0.4	F1*	Cost control capability of incentive programs		√			
	F2	Accessibility of industry-academia cooperation resources	√				
	F3	Implementation challenges of Double-Qualified teacher certification systems		√			
	F4	Compatibility of digital training platforms across disciplines	√				
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1*	Enhancement effects on teachers' Self-Efficacy	√				
	U2	Improvement outcomes for students' vocational skills	√				
	U3	Increase in corporate satisfaction with talent cultivation		√			
	U4	Conversion efficiency of social capital into educational resources		√			
	U5	Effectiveness of long-term career development support systems	√				

尚赞
Shang Zan

E7. Li guanghong

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1*	Alignment with the transformation needs of private universities	√				
	P2*	Logical consistency between theoretical frameworks and empirical analysis		√			
	P3*	Applicability of research methods to Double-Qualified teacher cultivation	√				
	P4	Operational feasibility of policy recommendations	√				
	P5	Consideration of cultural differences in incentive strategy design		√			
Feasibility 0.4	F1*	Cost control capability of incentive programs	√				
	F2	Accessibility of industry-academia cooperation resources	√				
	F3	Implementation challenges of Double-Qualified teacher certification systems		√			
	F4	Compatibility of digital training platforms across disciplines		√			
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1*	Enhancement effects on teachers' Self-Efficacy	√				
	U2	Improvement outcomes for students' vocational skills	√				
	U3	Increase in corporate satisfaction with talent cultivation	√				
	U4	Conversion efficiency of social capital into educational resources		√			
	U5	Effectiveness of long-term career development support systems	√				

李光红
Li Guanghong

E8. Xu xiaofeng

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1*	Alignment with the transformation needs of private universities	√				
	P2*	Logical consistency between theoretical frameworks and empirical analysis	√				
	P3*	Applicability of research methods to Double-Qualified teacher cultivation	√				
	P4	Operational feasibility of policy recommendations		√			
	P5	Consideration of cultural differences in incentive strategy design		√			
Feasibility 0.4	F1*	Cost control capability of incentive programs	√				
	F2	Accessibility of industry-academia cooperation resources	√				
	F3	Implementation challenges of Double-Qualified teacher certification systems		√			
	F4	Compatibility of digital training platforms across disciplines		√			
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1*	Enhancement effects on teachers' Self-Efficacy	√				
	U2	Improvement outcomes for students' vocational skills		√			
	U3	Increase in corporate satisfaction with talent cultivation		√			
	U4	Conversion efficiency of social capital into educational resources		√			
	U5	Effectiveness of long-term career development support systems	√				

徐晓峰
XU Xiaofeng

E9. Wang chongguang

Dimension	No.	Evaluation Indicator	1=Strongly Disagree, 5=Strongly Agree				
			5	4	3	2	1
Propriety 0.3	P1*	Alignment with the transformation needs of private universities		√			
	P2*	Logical consistency between theoretical frameworks and empirical analysis	√				
	P3*	Applicability of research methods to Double-Qualified teacher cultivation	√				
	P4	Operational feasibility of policy recommendations		√			
	P5	Consideration of cultural differences in incentive strategy design		√			
Feasibility 0.4	F1*	Cost control capability of incentive programs	√				
	F2	Accessibility of industry-academia cooperation resources		√			
	F3	Implementation challenges of Double-Qualified teacher certification systems		√			
	F4	Compatibility of digital training platforms across disciplines	√				
	F5	Sustainability of dynamic evaluation mechanisms		√			
Utility 0.3	U1*	Enhancement effects on teachers' Self-Efficacy	√				
	U2	Improvement outcomes for students' vocational skills	√				
	U3	Increase in corporate satisfaction with talent cultivation		√			
	U4	Conversion efficiency of social capital into educational resources		√			
	U5	Effectiveness of long-term career development support systems	√				

王崇光
Wang Chongguang

The logo of Siam University is a circular emblem. It features a central shield with a crown on top, surrounded by a wreath. The shield is set against a background of a globe. The emblem is encircled by a rope-like border. The Thai text 'มหาวิทยาลัยสยาม' is written in the upper arc, and 'SIAM UNIVERSITY' is written in the lower arc. Two stars are positioned on the left and right sides of the emblem.

Appendix E: Evaluation Opinions on Research Results

Evaluation Opinions on Research Results

THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA

The research titled “The Mediating Roles of Job Satisfaction and EDI Effects on Organizational Commitment in Private Vocational Colleges in Shandong Province of China” demonstrates strong academic rigor and clear practical value. Its theoretical framework is well constructed, integrating psychological contract theory with the mediating mechanisms of job satisfaction and Equity, Diversity, and Inclusion (EDI), which is highly relevant to the current development needs of private vocational colleges. The methodology is sound, combining quantitative analysis through structural equation modeling with qualitative insights from focus group discussions, ensuring both depth and breadth of understanding.

From an institutional management perspective, the findings are of high significance. The results reveal that both transactional and relational psychological contracts positively influence EDI, job satisfaction, and multiple forms of organizational commitment, with the mediating roles of job satisfaction and EDI being clearly substantiated. This provides actionable evidence for formulating policies that enhance adjunct instructors’ sense of belonging, self-efficacy, and long-term professional engagement. Moreover, the study highlights the gap between formal institutional policies and actual faculty experiences—an observation that is critical for guiding targeted interventions. Overall, I consider the research conclusions to be reliable, comprehensive, and of substantial value for advancing faculty development strategies in the private vocational education sector.

Wu Mengjun

President of Shandong Vocational colleges of Engineering and Technology

THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATIONAL COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA

The study entitled “The Mediating Roles of Job Satisfaction and EDI Effects on Organizational Commitment in Private Vocational Colleges in Shandong Province of China” presents a logically coherent integration of theoretical concepts and empirical evidence. The research successfully links psychological contract theory with the mediating effects of job satisfaction and Equity, Diversity, and Inclusion (EDI), creating a comprehensive analytical model that aligns well with the realities of private vocational education. The structural equation modeling approach, complemented by qualitative focus group insights, ensures that the results are both statistically robust and contextually meaningful.

From an academic and human resource management perspective, the study makes an important contribution by identifying how different dimensions of the psychological contract—both transactional and relational—affect organizational commitment through the dual channels of job satisfaction and EDI. Particularly noteworthy is the nuanced finding that while institutions may have formal policies in place, their perceived impact among adjunct instructors varies, which underscores the importance of practical responsiveness and inclusivity. These insights are highly applicable to faculty management, policy refinement, and the creation of supportive institutional environments. I find the conclusions to be well-founded, theoretically grounded, and highly relevant for improving faculty engagement and stability in private vocational colleges.

Kuang Yizhen
Dean of Qilu Medical College

THE MEDIATING ROLES OF JOB SATISFACTION AND EDI EFFECTS ON ORGANIZATION COMMITMENT IN PRIVATE VOCATIONAL COLLEGES IN SHANDONG PROVINCE OF CHINA

The research titled “The Mediating Roles of Job Satisfaction and EDI Effects on Organizational Commitment in Private Vocational Colleges in Shandong Province of China” offers both theoretical depth and practical applicability, particularly in the cultivation and management of Double-Qualified teachers. By systematically examining the roles of transactional and relational psychological contracts, and analyzing the mediating effects of job satisfaction and Equity, Diversity, and Inclusion (EDI), the study provides a clear and actionable framework for enhancing faculty organizational commitment. The combined use of structural equation modeling and qualitative focus group discussions ensures the validity and richness of the findings.

From the perspective of vocational education management, the study’s conclusions are of direct relevance to institutions seeking to strengthen teaching teams. The identification of significant positive relationships among psychological contracts, job satisfaction, EDI, and organizational commitment supports the formulation of targeted training, incentive, and inclusion strategies. Moreover, the recognition of gaps between institutional policies and faculty perceptions highlights a critical area for improvement, particularly in enhancing affective commitment and fostering a sense of belonging. Overall, I consider this research to be both methodologically rigorous and highly instructive for advancing the professional development of faculty in private vocational colleges.

By Shi Zhong

Dean of Shandong Aviation Vocational College

Author's Biography

Name and Surname : Zhang Na
Date of Birth : 1981.09.27
Nationality : Chinese
Birth of Place : Shan Dong
Address : No.6196 Jingshi East Road
E-Mail : Zhangna_223@163.com
Work Position : Dean of the School of Marxism
Workplace : Shandong Engineering Vocational and Technical University
Education : 4
Bachelor's Degree
Degree Bachelor
Major Social Work
Institution University of Jinan
Country China
Year 2004
Master's Degree
Degree Master
Major project management
Institution University of Jinan
Country China
Year 2019

Publishing Research :

I have published two books, presided over or participated in seven provincial-level vertical research projects, presided over one horizontal project, and published six academic papers. I have won the Second Prize for Teaching Achievements in Shandong Vocational Education. I also guided a student in the 8th National Applied Talent Comprehensive Skills Competition, where he won second prize and was awarded the title of "Outstanding Instructor." I have also been awarded the titles of "Advanced Individual in Talent Work in Shandong Higher Education Institutions" and "Advanced Individual in Office Work in Shandong Higher Education Institutions."