University Policy Implication for Improving Teachers' Work Engagement in Municipal Universities in Henan, China

Wang Li

6419000032

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 2026
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Abstract

Title University Policy Implication for Improving Teachers' Work Engagement in Municipal Universities in Henan, China

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This study aimed to examine the key factors influencing teachers' work engagement in municipal universities in Henan Province. Based on organizational support theory, social identity theory, self-efficacy theory, and engagement theory, a conceptual framework model was constructed. This model examined how organizational support, professional identity, and psychological capital affect self-efficacy, thereby influencing teachers' work engagement, with age serving as a moderating variable. It also investigated how organizational support, professional identity and psychological capital affect organizational commitment, which in turn influences teachers' work engagement.

A mixed-method design was adopted. Quantitative data were collected by distributing questionnaires via the WJX platform, yielding 405 valid responses. Analysis was conducted using SPSS 29 and AMOS 24, employing CFA and SEM. Qualitative data collected through online semi-structured interviews and updated reporting questionnaires were analyzed. NVivo 15 supported data processing and facilitated text analysis to identify patterns and descriptions.

The SEM results indicate that organizational support, professional identity, and psychological capital significantly impact self-efficacy, which in turn significantly predicts teachers' work engagement. The moderating effect of age on the relationship between self-efficacy and teachers' work engagement was confirmed. Organizational support and professional identity have a significant impact on organizational commitment, which in turn significantly predicts teachers' work engagement. Psychological capital has no significant impact on organizational commitment, and the mediating effect of organizational commitment on the relationship between psychological capital and teachers' work engagement is not significant.

The model exhibited good fit (CFI = 0.986, RMSEA = 0.024). Qualitative analysis validated the research findings on the dimentions of propriety, feasibility, and utility. Ten experts from nine universities ensured the rigor of the evaluation through semi-structured interviews. The model proposed a framework to enhance work engagement. Based on the model's high impact factors, policy recommendations were proposed to enhance teachers' work engagement.

Keywords: teachers, municipal universities, teacher work engagement, university policy implication

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List of Abbreviations

Abbreviation	Full Name
TWE	Teachers' Work Engagement
TSE	Teacher Self-Efficacy
OS	Organizational Support
PI	Professional Identity
OC	Organizational Commitment
PC	Psychological Capital
WJX	Online Survey Platform
SEM	Structural Equation Modeling
CFA	Confirmatory Factor Analysis
OST	Organizational Support Theory
KMO	Kaiser-Meyer-Olkin
RMSEA	Root Mean Square Error of Approximation
CFI	Comparative Fit Index
GFI	Goodness-of-Fit Index
AGFI	Adjusted GFI
CMIN/DF	Chi-square/df

CHAPTER 1

INTRODUCTION

1.1 Background of the Study
1.2 Statement of the Problem
1.3 Research Questions
1.4 Research Objectives
1.5 Scope of the Study
1.6 Significance of the Study
1.7 Definitions of Terms

1.1 Background of the Study

In the knowledge economy, amid intensifying global competition, the importance of education as a cornerstone of national development has become more pronounced. Countries have elevated education to a strategic level to cultivate high-quality talent and promote scientific and technological innovation and social progress. The United States recognized the importance of undergraduate education at the end of the last century, releasing two reports, "Reinventing Undergraduate Education: A Blueprint for the Development of American Research Universities" and "Reinventing Undergraduate Education: A Three-Year Review of the Boyer Report," in 1998 and 2001, respectively, emphasizing its importance (Wu, 2017). Entering the 21st century amid intense global competition, cultivating children's competitiveness, critical thinking, and innovative abilities remains a significant challenge for American education reform. The key to achieving these goals still lies with teachers, who rely on their authority to implement them (Fang et al., 2010). Drawing on international experience, American education policymakers have developed an ambitious Teacher Excellence Initiative that aims to provide guidance and references for teacher education across all states and to "make every teacher excellent" (Chen& Zeng, 2019). In its 2016 White Paper on Higher Education, the United Kingdom proposed an implementation framework for "teaching excellence," elevating the quality of higher education to a national strategic level (Wang &Wang, 2017). To achieve ubiquitous excellence in education, the white paper "Excellent Education is Everywhere" proposed seven essential elements of excellent education, the first of which is the establishment of an excellent teaching staff (UK Government, 2016). Both the Organization for Economic Cooperation and Development's (OECD) "Education 2030" framework and the European Union's "Erasmus+" program consider "faculty work engagement" a core variable determining educational quality, research output, and social service effectiveness. International evidence shows that faculty work engagement not only predicts students' deep learning (Kuh, 2007) but also correlates significantly with university patents, technology transfer, and regional innovation indices (OECD, 2022). Furthermore, many renowned universities worldwide have returned to undergraduate education, steadily increasing

their emphasis on and investment in it. Undergraduate education at universities is receiving increasing attention from all sectors of society, as Stanford University President John Hennessy stated in his "Stanford Undergraduate Education Report": valuing and supporting teaching as much as research is not only possible but also crucial (Wu, 2012). However, universities worldwide face challenges, including the dilution of investment in teaching and rising faculty burnout stemming from the "research championship."

Based on the above analysis, the importance of an excellent faculty to the development of higher education is emphasized from an international perspective.

In China, with rapid socioeconomic development and deepening educational reform, higher education is facing unprecedented challenges and opportunities. Universities have a long history, originating as educational institutions and later assuming the role of knowledge creation (research) (Maia Chankseliani et al., 2021). Education is the foundation of national prosperity, and teachers are its source. They are a vital force for the great rejuvenation of the Chinese nation in the new era. As the pinnacle of the education system, higher education bears the important mission of cultivating high-level talent, conducting scientific research, advancing social development, and sustaining a culture of innovation. It is a core component of the national innovation system and a vital source of innovation-driven development. Higher education plays a crucial role in promoting high-quality economic and social development and achieving the great rejuvenation of the Chinese nation. In recent years, China's higher education sector has made remarkable progress, with gross enrollment rates continuing to rise and education now universally accessible. It has cultivated numerous outstanding talents for the country and has strongly supported its rapid economic and social development. However, as its scale expands, the quality of higher education has gradually become a focus of public attention. Improving the quality of higher education and enhancing university teachers' work engagement are critical issues that require urgent resolution. The Outline of China's Education Reform and Development states that the hope for national rejuvenation lies in education, and the hope for educational revitalization lies in teachers. Building a teaching force with sound political and professional qualities, a rational structure, and relative stability is a fundamental strategy for educational reform and development (Zhang et al., 2010). At the 2018 National Conference on Undergraduate Education in Higher Education in the New Era, Minister of Education Chen Baosheng proposed that adhering to the principle of "focusing on undergraduate education" is a fundamental requirement for higher education in this era. This principle requires that university teachers be encouraged to love undergraduate teaching and devote more energy to it (Ministry of Education, 2018). The report of the 19th National Congress of the Communist Party of China reiterated that building a strong nation through education is a key task for the Party and the state. University teachers are a vital force in building a modern, strong nation in education. If university teachers fail to devote their best efforts to teaching, achieving a strong nation in education will be impossible (Cao, 2021). In the unique context of Chinese universities, the quality of higher education is a critical, practical issue that concerns the very survival of these institutions. As the core of university teaching, faculty members are responsible for cultivating talent and advancing social development through teaching and research. Therefore, universities need to build a faculty with strong political and professional qualities, a rational structure, and relative

stability. Such a faculty must possess both high professional competence and a strong sense of responsibility and commitment. This commitment directly supports the university's educational goals and is crucial to the quality of talent development. The "Guiding Opinions on Strengthening the Construction and Reform of the Faculty Team in Universities in the New Era" emphasizes strengthening the ideological and political qualities and professional ethics of university faculty as the primary task, with improving their professional competence as the key (Ministry of Education and Six Other Departments, 2021).

In the Chinese context, policies and documents consistently emphasize increased support for undergraduate education, and there is consensus that faculty members should devote greater effort to undergraduate instruction.

Therefore, China's policy requirements for university teachers primarily focus on the following aspects:

1.Increasing investment in teaching: China has implemented a series of policies and regulations (such as the Teachers Law and the Education Law) requiring teachers to improve teaching quality continuously. This includes professional development, innovation in teaching methods, and curriculum updates. Article 35 of the Education Law of the People's Republic of China stipulates that teacher quality must be improved and the development of the teaching staff must be strengthened (Ministry of Education, 2021). The Ministry of Education's "Several Opinions on Comprehensively Improving the Quality of Higher Education" emphasizes the need to enhance teachers' professional competence and teaching ability, particularly among young and middle-aged teachers. Teaching methods must be further refined; the advantages of textbooks must be translated into instructional advantages; and teaching effectiveness must be enhanced (Ministry of Education, 2012). At the National Conference on Undergraduate Education in Higher Education in the New Era, Minister of Education Chen Baosheng proposed that building high-quality undergraduate education requires promoting internal development. Focus should be placed on improving professional development, advancing curriculum updates, promoting a classroom revolution, and fostering a culture of quality (Ministry of Education, 2018). The Ministry of Education's "Guiding Opinions on Deepening Educational and Teaching Reform in Universities Affiliated to Central Government Agencies" notes that some universities still face problems, including relatively outdated educational and teaching concepts, inadequate mechanisms, outdated and monotonous content and methods, and relatively weak practical teaching. It calls for the continuous improvement of university teaching standards, the upgrading of traditional disciplines and majors, and the updating of teaching content to incorporate new theories, knowledge, and technologies (Ministry of Education, 2016). The Central Committee of the Communist Party of China and the State Council issued the "Opinions on Strengthening and Improving Ideological and Political Work in Universities under the New Situation," which emphasizes the need to improve teacher quality, innovate teaching methods, and enhance the appeal, persuasiveness, and influence of teaching (Central People's Government of the People's Republic of China, 2017). "China's Education Modernization 2035" notes that China's educational development remains unbalanced and inadequate, and is not fully aligned with the country's economic and social development and the people's growing demands and expectations. In particular, teacher development still fails to meet the needs of

educational modernization. Therefore, investment in education should be prioritized through forward-looking planning and by allocating resources to educational development within the overall national modernization framework. Specifically, it points out the need to deepen teaching reform, promote heuristic, inquiry-based, participatory, and collaborative teaching methods, and encourage schools to continuously improve their teaching processes, optimize resource allocation, and continuously enhance the quality of education (Central Committee of the Communist Party of China and the State Council, 2019). The "Opinions of the Central Committee of the Communist Party of China and the State Council on Promoting the Spirit of Educators and Strengthening the Construction of a High-Quality, Professional Teaching Team in the New Era" states that teachers are the foundation of education and the source of its prosperity. A strong country must first strengthen its education, and a strong education must first strengthen its teachers. It emphasizes the need to enhance teachers' instructional abilities, establish long-term mechanisms to cultivate teachers' ethics, and build a high-quality, professional teaching team with strong moral character, excellent professional skills, a sound organizational structure, and a vibrant atmosphere. It emphasizes the importance of enhancing university teachers' disciplinary capabilities and literacy as a key component of disciplinary development, encouraging them to engage in teaching and research at the forefront of their disciplines and to innovate teaching models and methods (Ministry of Education, 2024).

2.Regarding increased investment in faculty research: The state encourages faculty participation in research and enhances their research capabilities through policy support, including research funding and project grants. Faculty members need to balance research and teaching while actively taking part in research projects and academic exchanges. The Ministry of Education's "Several Opinions on Comprehensively Improving the Quality of Higher Education" calls for strengthening university scientific research management teams and improving universities' ability to organize and participate in major projects (Ministry of Education, 2012). The "Several Opinions on Strengthening Organized Scientific Research in Universities and Promoting High-Level Self-Reliance and Self-Strengthening" requires universities to fully develop organized scientific research, strengthen innovation systems, and focus on boosting independent innovation capabilities (Ministry of Education, 2022). The "China Education Modernization 2035" plan, issued by the CPC Central Committee and the State Council, stresses establishing an academic integrity mechanism, standardizing academic evaluation, curbing reckless research practices, fighting academic misconduct and corruption, and fostering a positive academic environment (CPC Central Committee and State Council, 2019). The "Opinions of the CPC Central Committee and the State Council on Promoting the Spirit of Educators and Strengthening the Construction of a High-Quality, Professional Teaching Staff in the New Era" emphasizes supporting university faculty in interdisciplinary learning and research, strengthening the development of leading disciplinary talent teams, and playing a leading and driving role (Ministry of Education, 2024).

3.Regarding increased investment in teacher behavioral standards: Education is the foundation of national prosperity, and teachers are essential to the nation's development and a vital force for the great rejuvenation of the Chinese nation in the new era. The "Guiding Opinions on Strengthening the Reform of College Teachers' Team Building in the New Era" highlights the importance of enhancing college teachers' ideological

and political qualities and professional ethics as the primary goal, with improving their professional skills as a key focus. It also mandates rigorous assessments of teacher ethics and emphasizes the use of evaluation results. Newly hired college teachers must complete specialized training in teacher ethics before assuming their positions. They must complete a set number of hours and pass an assessment to obtain university teaching qualifications and begin teaching (Ministry of Education, 2021). The notice on the "Ten Norms of Professional Conduct for College Teachers in the New Era" points out that some teachers have relaxed self-discipline, neglected their duties, and even committed serious violations of professional ethics, thereby damaging the overall image of educators. Therefore, it is essential to clarify the list of negative professional behaviors for teachers and develop measures to address misconduct, tailored to the specific conditions of each region and institution, making them more targeted and practical. Additionally, assessments should be intensified, and teacher ethics evaluations should be incorporated into annual teacher reviews, professional title assessments, appointments, recognitions, and awards (Ministry of Education, 2018). Consequently, the sixth of the Ten Norms of Professional Conduct for College Teachers in the New Era emphasizes that teachers must uphold principles of integrity and respect. Teachers should serve as role models, lead by example, exhibit civilized and upright behavior, and respect themselves. The fourth principle stresses dedication to teaching and student development. Teachers should implement the fundamental tasks of cultivating morality and nurturing students, follow educational laws and student development principles, teach according to students' abilities, and promote mutual learning. They must avoid violating teaching discipline, engaging in perfunctory instruction, or taking on part-time jobs or paid work that interfere with their core teaching responsibilities (Ministry of Education, 2018). The Teachers Law stipulates that teachers must implement national education policies, comply with regulations, adhere to the school's curriculum plan, fulfill contractual duties, and complete teaching tasks (Teachers Law of the People's Republic of China, 2021). The "Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities" stresses the need to implement the "Ten Norms of Professional Conduct for College Teachers in the New Era," strictly enforce the "one-vote veto system" for teacher ethics, increase penalties for unethical conduct, and promote the normalization and sustainability of teacher ethics development (Ministry of Education and Eight Other Departments, 2021). Based on this analysis, policies and documents issued across China underline the importance of strengthening the teaching workforce and set clear guidelines to boost teachers' contributions to education, research, and professional ethics, thereby fostering a shared commitment.

With China's growing focus on higher education, more attention has been directed toward university teachers. This has led to increased research on these subjects. In 2016, Tencent Education surveyed the living conditions of Chinese teachers, concentrating on three main areas: work pressure, income, and social status. They collected 417,196 valid responses, including 22,435 from undergraduate teachers, 13,077 from higher vocational colleges, 12,888 from technical secondary schools, 66,147 from high schools, 144,023 from junior high schools, and 158,165 from kindergartens and elementary schools. The survey found that over 80% of teachers reported high work pressure; more than 60% earned between 1,001 and 3,000 yuan; over 80% believed their social status was low; and nearly 50% said they would definitely not allow their

children to pursue teaching careers. Moreover, universities now consistently focus on internal development. Some schools' teaching management and teacher evaluation systems have kept teachers constantly busy and passive, significantly reducing their initiative and enthusiasm and causing a noticeable drop in job satisfaction and sense of achievement (Tencent & MyCOS, 2016).

The "Opinions of the CPC Central Committee and the State Council on Comprehensively Deepening Reforms in Teacher Development in the New Era" emphasizes the need to continuously improve teachers' status and treatment, thereby making teaching a truly desirable profession. This clearly demonstrates the government's dedication to addressing the current challenges teachers face (CPC Central Committee and the State Council, 2018). The "Guiding Opinions on Strengthening Reforms in Teacher Development in Universities in the New Era" encourages the adoption of measures to improve the compensation of young teachers and ensure they focus on teaching and research (Ministry of Education and Six Other Departments, 2021).

According to a 2014 survey of Chinese university faculty, the ratio of time spent on teaching to time spent on research is approximately 3:5. Only 2.2% of faculty members are primarily interested in teaching. Only 18.5% are mainly interested in both teaching and research, with a preference for teaching (Shen, 2016). The country emphasizes talent development and continues to advance educational reforms, ensuring investment in teaching through facilities, resources, and institutional structures. However, a limited understanding of the subjective meanings and motivations behind faculty engagement in teaching has constrained the results (Chen, 2020). Teaching activities involve time, energy, and emotional investment. Surveys show that overall faculty engagement in teaching is low, and this engagement varies across age, gender, degree, professional title, and institutional level (Liu, 2013). Studies on faculty engagement indicate it is moderate (Chen, S. et al., 2020). As early as 1993, Professor Zhou Yuanqing, then Director of the Higher Education Department of the State Education Commission, highlighted insufficient faculty involvement in teaching. Since then, policies and regulations promoting faculty engagement have been integrated into various higher education policies at all levels. However, to this day, inadequate faculty engagement persists and has worsened, becoming a significant barrier to improving the quality and development of higher education in China (Guo, 2023). In some universities, young faculty members lack enthusiasm and show decreased work engagement. The main reasons include heavy workloads, reduced attractiveness of university work, and unscientific assessment and evaluation systems within university management (Chen, 2024).

The above research indicates a concerning situation for faculty, with increased work pressure, a growing number of faculty members experiencing sub-healthy conditions, and a significant erosion of their work responsibilities and professional identity. Furthermore, insufficient work engagement persists among university faculty.

In Henan Province, government documents also specify requirements for strengthening university faculty in teaching, research, and behavioral standards. The "Implementation Opinions on Comprehensively Deepening the Reform of Teacher Team Building in the New Era" highlights the importance of creating a high-quality, innovative faculty at universities. Efforts should focus on improving faculty

professional skills, increasing teaching-skills training, and developing a talent pipeline. By 2035, teachers' scientific literacy will be notably enhanced, enabling them to proactively adapt to emerging technologies, such as informatization and artificial intelligence, and to participate effectively in teaching and learning (Henan Provincial Committee of the Communist Party of China and Henan Provincial People's Government, 2019). The "Management Measures for Key Scientific Research Projects in Henan Higher Education Institutions (Revised)" emphasizes the need to harness researchers' innovative potential and to reduce their workloads to zero. The notice clearly states the requirements for faculty engaged in scientific research alongside teaching (Henan Provincial Department of Education and Henan Provincial Department of Finance, 2019). Similarly, the "Management Measures for General Humanities and Social Sciences Research Projects in Henan Higher Education Institutions (Revised)" highlights the importance of fostering researchers' innovation and reducing their workload. Concurrently, emphasis is placed on strengthening basic research, supporting applied and policy research, and encouraging traditional, emerging, and interdisciplinary disciplines. Focus should be on applying research findings and significantly enhancing research quality and collaborative innovation capacity. Teachers must possess solid ideological and political qualities and have the ability and energy to independently conduct and organize scientific research (Henan Provincial Department of Education, 2020). The "Implementation Opinions of the Henan Provincial Committee of the Communist Party of China and the Henan Provincial People's Government on Comprehensively Deepening the Reform of Teacher Team Building in the New Era" stresses implementing a teacher ethics and professional conduct development program and establishing a long-term mechanism for teacher ethics. The standards for teachers' professional conduct must be enforced, and supervision and ethics assessments should be strengthened (Henan Provincial Committee of the Communist Party of China and the Henan Provincial People's Government, 2019). As a crucial part of China's higher education system, the growth of local universities in Henan not only influences the province's economic and social progress but also impacts national education and technological innovation. Whether teachers can devote their full attention and enthusiasm to their work directly affects their career growth and students' learning outcomes, and it also profoundly influences the reform and development of the country's education system.

As a key component of Henan's higher education, municipal undergraduate colleges and universities provide essential talent services and intellectual support for local economic and social development. Teacher work engagement, a positive mental state, is vital to school success. It also improves school effectiveness and the quality of talent development. If schools fully address teachers' legitimate needs, understand their feedback and changing needs, and strengthen their support, teachers can experience the self-worth their profession provides, develop a stronger sense of identity, and increase their work engagement. Greater work engagement enables teachers to approach their work with greater enthusiasm, to care more attentively for each student, and to improve their performance, thereby laying a solid foundation for talent cultivation. However, boosting teachers' work engagement at municipal universities—fostering their passion for education, guiding student development, and consistently improving teaching quality—has become a new challenge for university management and a pressing issue for municipal universities in Henan Province.

Henan's municipal undergraduate colleges are still in their early stages of development. As the need for high-quality development at municipal universities grows, the demands on faculty are gradually increasing. Therefore, emphasizing faculty engagement to enhance their teaching and research has become a key issue. Faculty work engagement at municipal universities is vital to the development of the university's core values and high-quality growth, as well as to the implementation and advancement of national policies on high-quality development. However, a preliminary survey of municipal universities, conducted through semi-structured interviews with 17 deans, revealed that some faculty lack enthusiasm and engagement for their work. When selecting the number of interviewees, Crouch and McKenzie (2006) suggested that having fewer than 20 interviewees helps researchers build and maintain close relationships, thereby encouraging openness and in-depth information sharing. Many qualitative studies have since adopted a sample size of 15–20 homogeneous interview participants. Sandelowski (1995) suggested that a sample of 10 individuals may be sufficient for qualitative research in a homogeneous population.

In this context, enhancing faculty work engagement at municipal universities has become a crucial research focus in managing these institutions in Henan Province. Therefore, it is important to identify the main factors influencing faculty work engagement.

Preliminary Study

The interviews centered on the central questions outlined in the research background and focused on faculty work attitudes and the factors affecting work engagement. The specific questions were as follows:

1. What do you think is the current work attitude of faculty? How motivated are they?

2. What factors do you believe influence faculty work attitudes?

3. What factors do you believe most motivate faculty?

4. From a leadership perspective, what measures do you think the school or secondary colleges could take to improve faculty engagement?

5. What other opinions or suggestions do you have?

The interviews were conducted through one-on-one phone calls. To protect privacy, the interviewees' names were replaced with initials. With their consent, the entire conversation was recorded. The interviews went smoothly, and the interviewees openly shared their opinions, providing valuable firsthand information for later problem analysis and the identification and confirmation of influencing factors. Afterward, the recordings were transcribed and analyzed using NVivo 15. Open, axial, and selective coding were employed to organize the findings.

Table 1.1 Interview Coding

Encoding Type			**Number of files**	**Reference Point**
Selective coding	**Axial coding**	**Open coding**		
Organizational support			85	118
	Policy and system support		29	36
		Evaluation Incentive Policy	4	5
		Reward and Punishment System	8	8
		Management System	8	11
		Salary Package	9	12
	School support		5	9
	Support and recognition from leadership		41	61
		Recognition of the organization	3	4
		Humanistic care	5	6
		The use of leadership	6	11
		Leader's evaluation	5	5
		Leadership Relationship	7	7
		Spiritual encouragement	8	8
		Strengthen education	1	2
		Enhanced services	6	10
		Service Support	5	8
	Work environment support		10	12
Social support			11	14
	Family support	Family factors	6	8
		Peer support	5	6
Organizational Commitment			7	10

Encoding Type			Number of files	Reference Point
Selective coding	**Axial coding**	**Open coding**		
	Emotional commitment		7	10
		Social status	4	4
		Role Model	3	6
Professional identity			10	19
	Teachers' sense of mission		8	10
		Professionalism	8	10
	Teacher role identity		13	15
		Professional value recognition	8	10
		Teachers' professional values	5	5
Teacher Efficacy			20	27
	Teaching achievement		6	8
	Ability Cognition		6	9
	Student recognition		8	10
Psychological Capital			20	21
	Mental state		11	12
		Life stress	4	4
		Work Pressure	7	8
	Be proactive	Self-driven	9	9

A preliminary study was conducted with undergraduate institutions. The interviews centered on faculty work attitudes and the factors affecting work engagement. The interviews indicates that some faculty members at municipal universities show low enthusiasm and commitment to their work. Key factors include:

First, professional identity stems from recognition of one's professional roles, values, and mission.

Second, because of the demands of professional title evaluation, university requirements, and opportunities for personal growth, faculty members increasingly seek organizational support, including university resources, care, recognition from leadership, and greater personal attention, acknowledgment, and encouragement.

Third, given their higher social status and role as role models, can faculty members develop a more profound sense of belonging to the university and a more substantial emotional commitment to contribute more to it?

Fourth, due to heavy workloads and limited time, faculty members' perceptions of their own abilities at work, that is, their sense of teacher efficacy, may be diminished.

Fifth, psychological capital can also enhance faculty motivation for teaching, research, and adherence to behavioral norms.

Sixth, social support also helps motivate faculty to teach, conduct research, and follow behavioral norms. Additionally, all interviewees emphasized the importance of school support and recognition of leadership in enhancing teacher motivation. Leaders motivate teachers to commit more to teaching and research through speeches, meetings, and goal-setting, while emphasizing adherence to behavioral norms. When teachers receive recognition from leadership, student feedback, and peer support, they develop a better understanding of their abilities and a stronger sense of achievement in their teaching. This, in turn, increases their enthusiasm and dedication to their work.

1.2 Statement of the Problem

Research and literature reviews indicate that teachers' attitudes and commitment influence teaching quality and institutional growth. Some institutions, especially local universities, face challenges with low teacher commitment, and undergraduate education continues to struggle (Minister of Education Chen Baosheng, 2018). Some teachers show low commitment, including a lack of focus in class, limited dedication to teaching methods, and insufficient time and energy for research. Others feel pressure from administrative workloads that affect their dedication. Additionally, teachers with frequent part-time jobs and weak enforcement of behavioral norms are less committed to their primary responsibilities. The "Guiding Opinions on Strengthening the Reform of Faculty Development in Higher Education in the New Era" states that, as long as teachers meet their campus duties and do not interfere with their main work, and with university approval, they may engage in part-time work outside the university closely related to their discipline, allowing them to use their expertise. Local governments and universities should create and improve management systems for part-time work, standardize reasonable arrangements, and strictly penalize misconduct (Ministry of Education and Six Other Departments, 2021).

In Henan Province, based on survey findings, some faculty members at municipal universities exhibit low levels of work enthusiasm and engagement. Both external and internal factors influence faculty engagement. Traditional assessment methods for faculty engagement are relatively easy to quantify, such as tardiness, early departures, and workload, but are less effective in measuring aspects such as commitment and attitude. Furthermore, researchers have not yet identified any relevant literature on improving faculty engagement at Henan municipal universities on domestic and foreign websites.

This study examined the factors affecting faculty engagement at municipal universities in Henan Province, their relationships, and provided policy recommendations to further enhance faculty engagement.

1.3 Research Questions

This research proposed the following research questions:

1. What is the level of work engagement of teachers at municipal universities in Henan Province?

2. What are the influencing factors of teachers' work engagement in municipal universities in Henan Province?

3. What are the relationships between different influencing factors and teachers' work engagement in municipal universities in Henan Province?

4. What is the university policy implication to improve work engagement of teachers in municipal universities in Henan Province?

1.4 Research Objectives

In this study, the researcher addressed the following research objectives:

1. To examine the level of teachers' work engagement in municipal universities in Henan Province.

2. To examine influencing factors of teachers' work engagement in municipal universities in Henan Province.

3. To examine the relationship between influencing factors and the work engagement of teachers in municipal universities in Henan Province.

4. To formulate university policy implication for improving work engagement of municipal university teachers in Henan Province based on influencing factors.

1.5 Scope of the Study

The study was conducted at municipal universities in Henan Province. Located in central China, Henan is a key transportation hub and center of population, logistics, and information flow in the country. By the end of 2024, Henan's resident population reached 97.85 million (Henan Provincial Bureau of Statistics, Henan Provincial People's Government website, April 03, 2025). There are 17 municipal universities in the province, including Shangqiu Normal College, Zhoukou Normal College, Xuchang College, Henan Chengjian College, Pingdingshan College, Anyang Institute of Technology, Huanghuai College, Nanyang Polytechnic College, Henan Engineering College, Luoyang Institute of Technology, Xinxiang College, Zhengzhou Normal College, Henan College of Pastoral Economics, Xinyang College of Agriculture and Forestry, Henan College of Finance and Economics, Henan Institute of Technology, and Zhengzhou Engineering Vocational and Technical College. Situated across various cities in Henan, these institutions form an important group in the province, making it essential to study faculty work inputs in these institutions.

The scope of this study was to examine faculty members at 17 municipal universities across different regions of Henan Province, China, to investigate the current status of faculty work engagement and the impact of factors on it.

1.6 Significance of the Study

The research significance lies in the following three aspects.

1.6.1. Theoretical contribution: By applying work engagement theory and positive psychology to analyze the current state of teachers' work engagement in municipal universities in Henan Province, this study expands and enriches the application of existing theories in the field of teacher work engagement and to broaden research perspectives. Additionally, it examined the current status and determinants of work engagement among municipal university teachers, drawing on relevant theories to propose practical measures to enhance it. This study advanced research on the work engagement of university teachers at municipal universities nationwide.

1.6.2. Advancement of empirical research: Analyzing the impact of multiple variables on work engagement offers a foundation and reference point for future empirical research.

1.6.3 Practical significance: The policy implication proposed in this study can help municipal university administrators understand teachers' levels of work engagement, analyze their psychological needs, continuously address issues in teachers' work, and gradually implement humane management practices. It can assist university administrators in identifying factors that influence teachers' work engagement, fully recognize gaps and weaknesses in school management, and solve problems through a planned, step-by-step process, which is practically important for promoting school development. It can also help municipal university teachers recognize their current level of work engagement, take targeted actions based on their specific circumstances, adjust their work arrangements, and increase their work engagement.

Based on the analysis above, this study not only makes important theoretical contributions to the academic field but also offers broad practical implications for policy and application. It provides specific guidance for national education policymakers, school administrators, and researchers in the same field.

1.7 Definitions of Terms

Teachers' work engagement is a psychological state marked by vitality, dedication, and focus, in which teachers actively engage in their work.

Organizational support includes the recognition, encouragement, and resources provided by the organization to teachers to improve their work engagement. The more organizational support teachers perceive, the stronger their commitment and loyalty to the organization.

Organizational Commitment is a teacher's sense of connection, belonging, and loyalty to their organization. It is typically reflected in how the teacher aligns with the organization's goals, values, and culture, as well as in their commitment to the organization's success.

Professional Identity is an individual's positive evaluation of the occupation they are engaged in, which reflects how important the occupational role is to their self-identity. Specifically, it involves recognizing the function, significance, and value of the occupation.

Teacher Self-Efficacy is a personal judgment or confidence in a teacher's knowledge and beliefs about their ability to successfully organize and carry out relevant educational activities, as well as their capacity to influence student learning activities and school outcomes.

Psychological Capital is a positive psychological state displayed by an individual during growth and development. It is a core psychological concept and a positive mental state that aligns with the principles of positive organizational behavior (POB).

Municipal Universities refer to public undergraduate universities managed by local governments and funded through local budgets. These institutions are typically designated by local authorities, with most students coming from their home provinces. They offer a broad range of academic disciplines to support regional economic and social development and to cultivate high-quality talent for local communities.

Policy Implication refers to practical recommendations or key insights from research findings that guide the development, implementation, or revision of policies to address problems or improve outcomes in specific settings.

CHAPTER 2

LITERATURE REVIEW

2.1 Literature Review on Variables

2.2 Relationship Between Variables

2.3 Policy Implications for Improving Teachers' Work Engagement

2.4 Theoretical Foundation

2.5 Conceptual Framework

2.6 Research Hypothesis

2.7 Operationalization of variables

2.1 Literature Review on Variables

University teachers play a vital role in the school's education system, and their work engagement impacts student learning outcomes and overall school performance. This chapter thoroughly examines teachers' work engagement, identifies factors that influence it, reviews the existing literature, analyzes recent research trends, and offers a comprehensive understanding of the topic. It emphasizes research findings across cultures, regions, and educational stages and offers suggestions for future research directions.

2.1.1 Work Engagement

Definition of Work Engagement

Since it entered into scholarly discourse, the concept has been defined from various perspectives, but there is no universally accepted definition. Work engagement emerged with the development of positive psychology. The first to use the term was Lodahl and Kejner (1965). They believed that work engagement refers to the level of psychological involvement an individual has in their work, or how much work is integrated into their self-image. Work engagement can also be seen as the extent to which a person's work performance impacts their self-esteem. Kanungo (1982) argued that work engagement stems from an individual's significant needs and the opportunity to satisfy these needs through work. It is a psychological sense of connection to and trust in one's current job. Kahn (1990) defined work engagement as "the control of the self by organizational members to combine the self with the work role." When engagement is high, employees invest their full energy in their roles and express themselves fully at work; when engagement is low, employees struggle to show their true selves, fail to demonstrate their accomplishments, and may even consider leaving. Maslach et al. (1997) suggested that work engagement and work burnout represent two ends of a continuum of work-related health, with their core dimensions aligned. Burnout results from a gradual depletion of energy over time, shifting from vigor to exhaustion, while attitudes toward work shift from involvement to alienation and indifference, thereby reducing professional effectiveness. They argue that work

engagement encompasses three dimensions: energy, involvement, and effectiveness, which are directly opposite to burnout's three dimensions: emotional exhaustion, dehumanization, and reduced personal achievement. Britt et al. (2001) described work engagement as a strong sense of responsibility and commitment to one's work and contend that work quality is closely tied to the self. Schaufeli et al. (2002) defined work engagement as a positive, fulfilling mental state related to work, which includes three aspects: Vigor, Dedication, and Absorption. Vigor involves being energetic at work, eager to dedicate oneself, and persistent in facing challenges; dedication means being passionate, inspired, proud, and eager to take on challenges, reflecting deep involvement; absorption is total focus on work, reaching a state of selflessness, where time seems to fly, and one feels great happiness while working.

Domestic scholars define work engagement as follows: Liu et al. (2007) described it as an individual's proactive attitude and their love and obsession with their work. When employees are highly committed, they can focus their energy without distractions. Li & Ling (2007) defined work engagement as a positive and comprehensive emotional and cognitive state related to work, marked by persistence and diffusion. Xu& Zhu, (2007) defined work engagement as the extent to which an individual psychologically identifies with their work, considers work performance important, and actively participates in their tasks. Wang (2008) characterizes work engagement as a worker's active attitude and love for their job, a state characterized by energy, effective involvement, and harmonious interaction with others, with vitality, dedication, and concentration as key traits. Li (2009) conceptualized work engagement as workers' psychological identification with their work, or the extent to which work is important to their self-identity, reflecting their level of involvement. Yu & Zhu (2009) noted that work engagement is an individual's commitment and investment in the organization, mainly expressed through emotions and knowledge. An et al. (2009) defined work engagement as an individual's active attitude, love, and focus on their work. Zhang et al. (2010) described work engagement as enthusiasm, active dedication, and proactive integration into work. Li& Ling (2012) emphasized that work engagement reflects employees' enthusiasm and commitment, as evidenced by vitality, focus, and identification with the work. Zhang et al. (2015) pointed out that work engagement is a positive emotional state at work, including love for the job, wholehearted dedication, and sustained concentration. Liu (2020) considered work engagement a positive psychological state that promotes employees' innovative behaviors and organizational commitment.

In summary, domestic and international scholars primarily define work engagement as workers' psychological engagement with their work and the degree of their involvement. This study adopted Schaufeli's definition of work engagement.

Table 2.1 Summary of Research on the Concept of Work Engagement

Researcher	Year	Definition
Kahn	1990	The phenomenon that workers manage themselves to get into their work roles is mainly manifested in that they actively participate in tasks physically; they remain alert and focused cognitively; they are emotionally able to express their thoughts and feelings at work, their creativity, beliefs, and values;

Researcher	Year	Definition
		and they can empathize with others at work and establish good interpersonal relationships.
Maslach & Laiter	1997	They defined work engagement as the relationship between work engagement and work burnout. They took the opposite of the three factors of work burnout as the three factors of work engagement, that is, they inverted the three dimensions of emotional exhaustion, ridicule, and low efficiency to obtain high energy, high involvement, and high efficiency. The characteristics of work engagement are high energy, high work engagement, and a high level of personal efficacy at work.
Britt et al.	2001	Based on the three models of responsibility, he defines work engagement. He believes that work engagement is a state in which an individual experiences a strong sense of responsibility and commitment to performing their work well, and that the quality of work performance is closely tied to the individual's sense of self.
Schaufeli et al.	2002	"Work engagement is a psychological state of active participation in work characterized by vitality, dedication and concentration", where "vitality" refers to having abundant energy and the psychological ability to adapt to work, being willing to work hard, and being able to move forward even in the face of difficulties; "dedication" refers to concentrated participation in work and being able to feel the value, emotion, inspiration, pride and challenge brought by work; "concentration" refers to complete concentration and full absorption in work, so that time feels to pass quickly and it is difficult to separate the individual from work.
Xu et al.	2005	The degree to which an individual psychologically identifies with his or her current job, the importance he or she attaches to the job, and the degree to which he or she actively participates in the work.
Liu et al.	2007	An individual demonstrates a proactive attitude and a passion for their work. When employees are highly committed to their work, they can focus their energy without being distracted.
Li & Ling	2007	Work engagement refers to a positive, fulfilling emotional and cognitive state related to work, characterized by persistence and absorption.

Researcher	Year	Definition
Jiao	2008	Job engagement is the psychological identification of an individual with their job, or the importance of the job to oneself, that is, the degree to which an employee is committed to their current job.
Yu & Zhu	2009	Job engagement is an individual's commitment and investment in the organization, primarily expressed through emotions and knowledge.
An et al.	2009	Work engagement refers to an individual's proactive attitude, passion, and focus on work.
Zhang et al.	2010	Work engagement refers to being passionate, dedicated, and actively involved in one's work.
Zhang	2010	Work engagement is a positive psychological state characterized by energy, enthusiasm, and concentration in employees' work.
Wang	2012	Work engagement is a sustained state of emotional excitement that an individual maintains while performing their work.
Li & Mei	2013	Job engagement refers to employees' enthusiasm and commitment to their work and is believed to be primarily reflected in their energy, concentration, and identification with their work.
Hu & Wang	2014	Work engagement is a persistent psychological and behavioral state experienced at work, characterized by positive emotions, careful, focused cognition, and a highly aroused physiological state.
Wang & Qin	2015	Work engagement is the positive emotional state employees exhibit at work, including a love of work, full commitment, and sustained concentration.
Liu	2020	Work engagement is viewed as a positive psychological state, emphasizing its role in promoting employee innovative behavior and organizational commitment.

Source: Compiled by researcher

Based on the literature review on the definition of the work engagement: first, most scholars see work engagement as a positive state that happens in daily work; second, work engagement has multiple dimensions; and finally, the specific dimensions of work engagement include cognitive, emotional, behavioral, and other levels.

Research on Teachers' Work Engagement

Research on work engagement mainly focuses on organizational behavior and corporate human resource management. In the field of educational management, the international community has conducted relatively little research. The primary subjects are knowledge workers. Although teachers are included, the scope is too broad and lacks focus. Domestic research mainly concentrates on primary and secondary school

teachers and kindergarten teachers. Studies on university teachers' work engagement are scarce; literature specifically about municipal university teachers as research subjects is even rarer. Therefore, it is highly meaningful both theoretically and practically to strengthen research on municipal university teachers' work engagement in China and to analyze the current situation and existing problems related to this issue in my country.

Dimensions and Measurement of Work Engagement

Because scholars' understandings of the concept and dimensions of work engagement vary, measurement methods also differ, resulting in distinct scales.

Table 2.2 Summary of Research on the Structural Dimensions of Work Engagement by Different Researchers

Researcher	Year	Structural Dimension
Kahn	1990	Cognitive, emotional, physiological
Maslach et al.	2001	Energy, involvement, and sense of efficacy
Britt et al.	2001	Sense of responsibility, perception of performance impact, commitment
Rothbard	2001	Work focus and attractiveness
Schaufeli et al.	2003	Vitality, dedication, and focus
Xu	2005	Psychological identification, active participation, work enthusiasm, and interest guidance
May et al.	2004	Physical, emotional, cognitive

May et al.（2004）developed an overall engagement scale consisting of 13 items. Rich et al. (2010) used Kahn's conceptual dimensions of work engagement to create a work engagement scale. Using factor analysis, they identified a first-order three-factor structure and a second-order single-factor structure that effectively measure work engagement; however, they did not conduct a validity test. Schaufeli developed the Utrecht Work Engagement Scale (UWES) based on the Job Demands-Resources Model (JD-R). Schaufeli et al. (2003) confirmed the scale's reliability and validity through empirical research, and it also demonstrates good cross-cultural and cross-professional consistency. Zhang & Gan (2005) revised the Chinese version of the UWES and reported an internal consistency coefficient of 0.90. The questionnaire indicators met measurement standards and showed good reliability and validity. Xu (2005) developed a work engagement scale for corporate employees comprising four dimensions: interest orientation, work enthusiasm, psychological identification, and active participation. It shows strong reliability and validity and can serve as an appropriate tool for assessing employee work engagement.

Currently, the most internationally widely recognized work engagement scale is the one developed by Schaufeli et al., which is also the most commonly used. The current status of teachers' work engagement in municipal universities in Henan Province was evaluated using the UWES scale.

Definition of Teacher Work Engagement

Previous research by international scholars on work engagement has focused chiefly on psychology and business, with limited studies on teachers. The definition of teacher work engagement generally derives from the broader concept of work engagement. Domestic scholars have not reached a consensus on a unified view of teacher work engagement. Research on the work engagement of college teachers, both domestically and internationally, primarily applies work engagement theory to the context of college teaching. There are a few foreign studies specifically addressing college teachers' work engagement. Teachers are primarily classified as members of the intellectual workforce and are studied alongside corporate employees. Domestic research aligns with the conceptual understanding that teacher work engagement is a positive psychological experience and subjective feeling when teachers are involved in their work. However, there is no agreement on its detailed structure. For example, from the perspective of research subjects, foreign studies often overlook the unique work characteristics of the teaching profession. Sheng (2006) described teachers' work engagement as their active attitude and enthusiasm toward their work. Li(2015), in his doctoral dissertation, stated that teachers' work engagement is a mental state characterized by loving, enjoying, and focusing on their work; actively exploring and contributing willingly; and by concentration, vitality, and dedication. Li(2016) also stated that teachers' work engagement refers to a positive, proactive, and effective state in which teachers are actively engaged in their work. Chen (2020) defined work engagement among college teachers as a mental and behavioral state marked by positive attitudes toward daily teaching and research tasks, active participation, and emotional pleasure, which is crucial for maintaining teaching quality and enhancing educational outcomes. Chen et al. (2024) argued that college teachers' work engagement is a mental and behavioral state characterized by positive attitudes toward daily teaching and research, active and thoughtful engagement, and a sense of fulfillment and happiness, grounded in recognition of the importance of these tasks.

Research on the Dimensions of Teachers' Work Engagement

Foreign scholars have conducted relatively mature research on work engagement, but few studies focus on university teachers. Domestic research on teacher work engagement mainly involves adapting and validating foreign work engagement scales. For example, Wei (2015) used the 15-item Chinese version of the Utrecht Work Engagement Questionnaire to explore the current state of work engagement among young university teachers. Wang(2017) examined rural teachers' work engagement across three dimensions: vitality, dedication, and focus, using empirical data. Additionally, research using the Q12 questionnaire has examined teacher work engagement across cognition, emotion, and behavior. For instance, Sheng (2006) analyzed the psychological structure of teacher work engagement from three aspects: work importance, work focus, and work pleasure, which reflect teachers' engagement in terms of cognition, emotion, and behavioral intention, respectively. Luo (2014) developed a scale for high-level talent engagement in research universities based on three dimensions: consciousness, emotionality, and actions. Zhao & Zhang (2014) created a teacher work engagement questionnaire that included emotional and behavioral involvement as factors.

Research on Factors Influencing Teachers' Work Engagement

Research on teachers' work engagement also examines several aspects, including personal, work characteristics, and environmental factors. The research on work engagement of teachers in Chinese and foreign universities is as follows:

Teachers' work engagement is a vital part of their careers, marked by positive emotions and mental states such as vitality, dedication, and focus (Schaufeli, 2021). Research indicates that factors like job satisfaction, job performance, and the fulfillment of psychological needs significantly influence teachers' work engagement (Schaufeli, 2021; Su, 2024). Additionally, interactions with parents and families affect teachers' commitment and motivation, underscoring the need for effective collaboration to enhance work engagement (Ovati et al., 2024). Furthermore, professional development activities that allow teachers to write, share their work, and receive peer feedback have been demonstrated to enhance their professional knowledge and overall engagement (Darling-Hammond et al., 2017).

Klassen& Chiu (2019) examined how teachers' self-efficacy and job satisfaction influence work engagement, highlighting the role of psychological factors.

Helena & Perera's (2019) longitudinal study found that university teachers' self-efficacy and work engagement are reciprocally related over time. That is, self-efficacy and work engagement mutually reinforce each other and increase together.

Kim et al. (2019) examined the longitudinal relationship between teachers' happiness and work engagement, emphasizing the positive impact of mental health on teachers' professional involvement.

Butakor et al. (2021) explored the causal relationships among teachers' emotional intelligence, job satisfaction, professional identity, and work engagement.

Burić & Moè (2020) highlighted that teacher enthusiasm (TE) is a crucial element in effective teaching. The study investigated how three personal factors of teachers contribute to TE. It is believed that positive affect (PA), self-efficacy, and job satisfaction are linked to time and TE.

Demir (2020) found that the stronger a teacher's self-efficacy, the higher their job satisfaction, organizational commitment, work enthusiasm, and work engagement. Organizational commitment partially mediates the relationship between teachers' self-efficacy and work enthusiasm. Self-efficacy beliefs positively influence teachers' work engagement through the full mediating role of work enthusiasm. Organizational commitment and work enthusiasm fully mediate the relationship between teachers' self-efficacy and work engagement.

Manalo et al. (2020) found that teachers are highly motivated, with high levels of job satisfaction, organizational commitment, and work engagement. Teachers who are motivated and satisfied with their work also demonstrate high levels of work engagement and organizational commitment.

Wu et al. (2018) reported that the overall level of work engagement among college teachers is moderate to high and is influenced by gender, title, and discipline.

Luo & Xie (2019) found that young college teachers exhibit high levels of work engagement, which decline with age and teaching experience.

Zhu & Zhang (2019) surveyed teachers in secondary vocational schools in a district of Beijing to examine their work engagement and its determinants. The results showed that the work engagement of secondary vocational teachers includes two dimensions: vitality and concentration, and the work engagement of secondary vocational teachers is generally at an upper-middle level. The factors affecting the work engagement of secondary vocational teachers fall into three categories: teacher job requirements, teacher work resources, and teacher group support resources.

Mokretsova et al. (2021) The impact of different leadership styles on teachers' work engagement emphasizes the importance of management support.

Chen et al. (2020) found that college teachers' work engagement levels are above the median, are influenced by age and education, and are not associated with gender.

Chen (2020) selected teachers from public undergraduate colleges in Hubei Province as the survey subjects and used teaching work as the outcome variable, examining how the combined effect of external work characteristics and teachers' intrinsic motivation influences it. Teaching pressure, student misbehavior, and personality conflicts faced by college teachers significantly impact their engagement in teaching. Regression analysis shows that organizational, superior, and colleague support significantly affect teaching work resources. From the perspective of influence scope, colleague support is the most important resource for teaching work, followed by superior support and organizational support.

Zhang et al. (2021) examined the relationship between teachers' perceived autonomy support and work engagement within the framework of self-determination theory, exploring the mediating roles of satisfying basic psychological needs and intrinsic motivation. The study surveyed 520 primary school teachers in Beijing. The results showed that: (1) Teachers in different groups reported varying perceptions of autonomy support. Teachers with less teaching experience and those holding master's degrees scored higher in teacher autonomy; (2) The effect of teacher autonomy on work engagement is reflected not only in the satisfaction of basic psychological needs but also through the satisfaction chain linking these needs to intrinsic motivation. Teachers who receive greater autonomy support tend to have higher satisfaction with their basic psychological needs and stronger teaching motivation, which, in turn, enhances their work engagement.

Zou et al. (2022) examined teachers' work engagement in newly established undergraduate universities in western ethnic minority regions and found that psychological capital was significantly and positively associated with professional identity, job satisfaction, and work engagement.

Wu & Qi (2021) argued that work resources, such as organizational support, colleague support, and hardware conditions, positively predict teachers' work engagement.

Heng & Chu (2023) conducted a study involving 512 university English teachers. The results showed that teacher self-efficacy, reflective ability, and psychological resilience were significant direct predictors of work engagement. Furthermore, through the mediating effects of reflective ability and psychological resilience, teacher self-efficacy had both direct and indirect influences on work engagement.

Luo & Chen (2020) surveyed 285 teachers from local universities in Jiangxi Province using the Chinese version of the UWES and the short version of the Indigenous Psychological Capital Scale. Using empirical statistical methods, including descriptive statistics, correlation, and regression analysis, they examined the relationship between psychological capital and work engagement among local university teachers. The study showed a significant correlation between psychological capital and work engagement among local university teachers.

Xie (2023) conducted a study of 176 volleyball teachers from ordinary universities in Guangdong Province. The results showed a significant positive correlation between teachers' professional identity and work engagement.

Chen (2024) conducted a study on young teachers in colleges and universities. The study showed that psychological capital positively influences teachers' work engagement. Young teachers in colleges and universities can increase their work engagement by strengthening self-efficacy, building resilience, cultivating optimism, and enhancing hope.

Chen et al. (2024) distributed questionnaires to 600 teachers from 12 universities in Guangdong Province, collected 540 valid questionnaires, and used SPSS 20.0 statistical software for analysis. The survey results show that college teachers' work engagement in Guangdong Province is high and is significantly influenced by factors such as age, education, working hours, and monthly income.

Qu (2024) found that perceived organizational support positively influences the work engagement of exchange and rotation teachers; the dual organizational emotional commitment chain—of exchange and rotation teachers to the outflow and inflow schools—mediates the effect of perceived organizational support on their work engagement.

Based on the above literature, some scholars examined the influence of demographic variables, such as gender, professional title, education, age, and salary, on teachers' work engagement (Wu et al. ,2018; Luo & Xie 2019; Chen 2020; Chen et al. ,2024). A summary table of factors impacting teachers' work engagement over the past decade is as follows:

Table 2.3 Summary of Factors Affecting Teachers' Work Engagement

Researcher	Year	Influencing Factor
1. Klassen & Chiu	2019	The impact of teachers' self-efficacy and job satisfaction on job engagement emphasizes the importance of psychological factors.
2. Helena& Perera	2019	There is a bidirectional relationship between university teachers' self-efficacy and work engagement; both mutually promote one another and spiral upward.
3. Burić & Moè	2020	Teacher enthusiasm is a key factor in effective teaching, and positive emotions, self-efficacy, and job satisfaction are related to time and teacher enthusiasm.

Researcher	Year	Influencing Factor
4. Kim et al.	2019	The longitudinal relationship between teachers' well-being and work engagement, and the positive impact of mental health on teachers' work.
5. Butakor et al.	2021	The study explored the causal relationships among teachers' emotional intelligence, job satisfaction, professional identity, and work engagement.
6. Demir	2020	Organizational commitment partially mediates the relationship between teachers' self-efficacy and work enthusiasm. Self-efficacy positively affects teachers' work engagement through the full mediating effect of work enthusiasm. Organizational commitment and work enthusiasm fully mediate the relationship between teachers' self-efficacy and work engagement.
7. Manalo et al.	2020	Highly motivated teachers exhibit strong organizational commitment and job engagement. Teachers who are motivated in their work also have high levels of job engagement and organizational commitment.
8. Zhu & Zhang	2019	Job engagement among secondary vocational teachers comprises two dimensions: vitality and concentration. The influencing factors include teacher job requirements, work resources, and group support resources.
9.Mokretsova et al.	2021	The impact of different leadership styles on teachers' work engagement emphasizes the importance of management support.
10. Wu et al.	2018	Job resources, such as organizational support, colleague support, and hardware conditions, can positively predict teachers' job engagement.
11. Chen	2020	Teaching pressure, students' misbehavior, personality conflicts, and related factors significantly affect teachers' investment in teaching, as well as the importance of organizational and collegial support.
12. Zhang et al.	2021	The relationship between teachers' perceived autonomy support and job engagement, and the mediating role of basic psychological needs satisfaction and intrinsic motivation.
13. Han et al.	2021	Positive correlations among teachers' self-efficacy, job engagement, and reflection in the Chinese context.

Researcher	Year	Influencing Factor
14. Luo & Chen	2020	Surveyed 285 teachers from local universities in Jiangxi Province using the Chinese version of the UWES and the short version of the Indigenous Psychological Capital Scale. Using empirical statistical methods, including descriptive statistics, correlation, and regression analysis, they examined the relationship between psychological capital and work engagement among local university teachers. The study showed a significant correlation between psychological capital and work engagement among local university teachers.
15. Zou et al	2022	University teachers' psychological capital is significantly and positively associated with professional identity and work engagement.
16. Heng & Chu	2023	The study of 512 university English teachers found that teacher self-efficacy, reflective ability, and resilience were critical direct predictors of job engagement. Furthermore, through the mediating variables of reflective ability and resilience, teacher self-efficacy exerted both direct and indirect effects on job engagement.
17. Xie	2023	The study of 176 volleyball teachers from ordinary universities in Guangdong Province. The results showed a significant positive correlation between teachers' professional identity and work engagement.
18. Liu	2024	Teaching efficacy can directly and positively affect job engagement, and indirectly and positively through the partial mediation of professional identity.
19. Qu	2024	Perceived organizational support positively affects the job engagement of exchange and rotation teachers; the dual organizational emotional commitment chain linking these teachers to both the outgoing and incoming schools mediates the effect of perceived organizational support on their job engagement.
20. Chen	2024	The study found that psychological capital positively affects teachers' work engagement. Young university teachers can enhance their work engagement by strengthening their sense of self-efficacy, building resilience, cultivating an optimistic attitude, and improving their hope.

Source: Compiled by researcher.

Table 2.4 Summary of Factors Affecting Teachers' Work Engagement by Researchers

Factor	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**Frequency**
Job Satisfaction	✓				✓																2
Teacher happiness				✓																	1
Teacher self-efficacy	✓	✓	✓			✓							✓			✓		✓			7
Autonomy						✓						✓									2
Leadership support									✓												1
Organizational support								✓		✓	✓								✓		4
Psychological Capital (Mental health, teacher enthusiasm, positive emotions)	✓		✓			✓	✓							✓	✓	✓				✓	7
Teacher Emotional Intelligence					✓																1
Professional Identity					✓										✓		✓	✓			4
Job Requirements								✓													1
Work Resources								✓	✓												2
Organizational Commitment						✓	✓												✓		3
Reflective ability																✓					1
Colleague support										✓											1

Source: Compiled by researcher. The numbers in the table are consistent with those in Table
Note: The numbers 1, 2, 3, …etc. refer to the researchers in Table 2.3

Based on an analysis in Table 2.3 and Table 2.4 of Chinese and international literature on teacher work engagement since 2019, five standard research variables were selected for this study in accordance with relevant principles and priorities. These variables are universal and better suited to this study. Among these, leadership support is part of organizational support; therefore, it is combined with organizational support in the research.

Therefore, the influencing factors examined in this study are: teacher self-efficacy, organizational support, organizational commitment, professional identity, and psychological capital.

Table 2.5 Factors Affecting Teachers' Work Engagement of This Study

Influencing Factor	**Source**
Teacher Self-Efficacy	1. Klassen & Chiu (2019) 2. Helena & Perera (2019) 3. Burić & Moè (2020) 6. Demir (2020) 13. Han & Wang (2021) 16. Heng & Chu, (2023) 18. Liu (2024)
Organizational Support	8. Zhu et al. (2019) 9. Mokretsova et al. (2021) 10. Wu et al. (2018) 11. Chen (2020) 19. Qu (2024)
Psychological Capital	1. Klassen & Chiu (2019) 3. Burić & Moè (2020) 4. Kim et al. (2019) 7. Manalo et al. (2020) 14. Luo & Chen (2021) 15. Zou et al. (2020) 16. Heng & Chu (2023) 20. Chen (2024)
Professional Identity	5. Butakor et al.(2021) 15. Zou et al. (2022) 17. Xie (2023) 18. Liu (2024)
Organizational Commitment	6. Demir (2020) 7. Manalo et al. (2020) 19. Qu (2024)

Source: Created by researcher.

Measurement of Teacher Work Engagement

Foreign scholars primarily use the Work Engagement Scale (UWES) developed by Schaufeli et al. to measure teachers' work engagement. Some domestic scholars have created a teacher work engagement scale based on teachers' professional characteristics. The Teacher Work Engagement Scale, developed by Sheng (2003), includes three dimensions: work importance, work enjoyment, and work focus. Wang (2007) developed a work engagement scale for kindergarten teachers, consisting of four dimensions: work pleasure, work value, work responsibility, and work focus. You et al. (2015) developed a questionnaire on work engagement for middle school teachers that includes three factors: work dedication, work vitality, and work focus.

Based on an analysis of teacher work engagement dimensions, this study uses the Work Engagement Scale (UWES) developed by Schaufeli & Bakker (2003). It incorporates questionnaires from Li Min's (2015) doctoral thesis, "A Study on the Work Engagement of Middle School Teachers," and Sun Libin's (2011) master's thesis, "A Study on the Work Engagement of Key University Teachers," and combines them with characteristics of municipal universities in Henan Province. This includes aspects such as teachers' behavioral norms, teaching investment, and research investment.

2.1.2 Teachers' Self-Efficacy

Concept of Teachers' Self-Efficacy

In the 1970s, Bandura (1977), a renowned American psychologist and founder of social learning theory, introduced the concept of self-efficacy. He defined "self-efficacy" as an individual's belief in their ability to organize, execute, and complete a task in a specific situation to achieve a particular goal. It represents a self-assessment of one's behavioral capability. Teachers' self-efficacy primarily concerns their assessment of their ability to influence students' learning. Ashton (1984) further emphasized that teachers' sense of efficacy is their belief that their own abilities positively impact students' learning, serving as a motivational factor for the effort and time they devote to related teaching tasks, and it is closely linked to students' sense of achievement. Guskey, Newmann, and others investigated the key factors influencing teachers' self-efficacy from various perspectives. Guskey (1987) argued that students' abilities and performance directly affect teachers' self-efficacy. Newmann (1989) believed that students' performance is a significant predictor of teachers' personal teaching efficacy. Tschannen-Moran &Woolfolk (2001) defined teacher efficacy as teachers' judgment of their ability to produce expected outcomes in students' participation and learning.

Teachers' self-efficacy is a subjective judgment and feeling of teachers regarding their own teaching and educational abilities, as well as their capacity to influence students' learning behavior and learning outcomes. Yu & Luo (2000) noted that self-efficacy is teachers' cognitive belief in their ability to complete teaching tasks and achieve goals effectively. It functions as a cognitive mediator influencing behavior. Generally, self-efficacy reflects the nature and extent of individual behavior, especially the amount and long-term effort individuals are willing to invest when facing challenges. Structurally, teachers' teaching efficacy includes two main components: general teaching efficacy and personal teaching efficacy. On the one hand, general educational efficacy refers to teachers' overall perception and judgment of the

relationship between teaching and learning and of education's role in student development. On the other side, personal teaching efficacy pertains to teachers' self-assessments of their teaching effectiveness. Teachers' self-efficacy influences their choices and understanding of work goals and is closely linked to their work motivation, effort levels, and emotional fluctuations (Zhang & Hu 2005). Liu & Kong (2020) defined teachers' self-efficacy as a subjective perception of their teaching competence and its impact on students' learning behavior and achievement within a specific organizational context. It reflects a teacher's cognition and belief in their own ability, forming an essential foundation for observing their teaching confidence and subjective initiative.

As research has deepened, domestic scholars have increasingly referred to teachers' self-efficacy in teaching as "teachers' teaching efficacy" or "teachers' teaching self-efficacy." Examples include "On Teachers' Teaching Efficacy" (Xin 1996), "Research on Expert-New Teachers' Teaching Efficacy and Teaching Behavior" (Yu 1999), "A Review of Research Methods to Improve Teachers' Teaching Self-efficacy" (Meng 2015), among others. This terminology is used to distinguish it from other forms of teacher efficacy, such as "scientific research (self) efficacy" and "innovation (self) efficacy." Related concepts include "Connotation, Measurement and Influence of Scientific Research Self-efficacy" (Liu et al. 2019), "Research on the Innovation Ability of Young Scientific and Technological Talents in Colleges and Universities under "Environment-Scientific Research Efficacy"" (Xie & Yang 2020), and "The Influence Mechanism of School Leadership Style on Teachers' Innovative Work Behavior-A Mediating Model Based on Teachers' Innovative Self-efficacy" (Bao 2018).

In existing research on teacher self-efficacy, scholars worldwide generally cite the conceptual definitions and dimensional frameworks proposed by Bandura (1997), Ashton (1984), Tschannen-Moran & Hoy (2001), Yu (1999), and Xin (1996). Based on the above analysis and the conceptual definitions of scholars such as Ashton, Tschannen-Moran & Woolfolk Hoy (2001), and Yu (1999), this study defines college teachers' self-efficacy as their belief in their ability and effectiveness to complete teaching and scientific research and to adhere to behavioral norms in higher education activities. College teachers' self-efficacy is a key factor influencing the quality of their teaching and research, as well as students' learning outcomes, and it indirectly reflects the positive impact teachers have.

Dimensions and Measurement of Teacher Self-Efficacy

Drawing on the above theories and conceptual definitions, we developed questionnaires to assess teacher efficacy. We discovered that Armor et al. (1976) focused on teacher efficacy from the single perspective of "whether it can affect student performance" in the early stage. In contrast, Rose & Medway (1981) concentrated on the core of measurement: "how to treat students' success and failure."

The teacher self-efficacy questionnaire uses the Chinese version, revised by Wu (2017) at Hong Kong Education University, based on the English short version of the Teacher Self-Efficacy Questionnaire (TES). Wu (2017), revised the 12-item Short Form Teacher Efficacy Scale (TSE) compiled by Tschannen Moran & Hoy (2001) into a Chinese version. In this study, specific adjustments were made based on the circumstances of teachers in municipal universities in Henan, China.

2.1.3 Organizational Support

Concept of Organizational Support

Foreign scholars have conducted fairly advanced research on organizational support theory. Organizational support refers to employees' assessment of their organization's support (Thompson et al. 2020). Eisenberger et al. (1986) argued that organizational support originates from the organization's care for its employees, which makes employees feel highly valued and that their material and emotional needs are met, thereby boosting their self-esteem. This sense of support encourages employees to be more engaged in their work, develop a strong emotional commitment to the organization, and work diligently toward organizational goals. Conversely, if the organization neglects employees' contributions and disregards their welfare, it will decrease employees' sense of support for the organization, reduce their sense of responsibility, and weaken their motivation to improve their work performance. Therefore, organizational support can be understood as employees' belief that the organization values their contributions and well-being, and as their perception that the organization provides spiritual and material support in their work. In this regard, Rhoades& Eisenberger (2002) argued that when employees personalize the organization, it fosters a stronger sense of organizational support, including perceptions of leaders' care and attention, organizational fairness, treatment, and working conditions. Studies have shown that generous incentives and benevolent treatment by supervisors can increase employees' discretionary behaviors toward the organization. An effective incentive mechanism can signal the organization's positive evaluation of employees' contributions, thereby enhancing employees' sense of organizational support（Rhoades et al. 2001）.

Domestic scholars have also conducted in-depth research on the meaning of organizational support. Xu et al. (2005) argued that the sense of organizational support comprises two main elements: the extent to which employees perceive the organization as recognizing and valuing their contributions, and the extent to which the organization cares about their happiness and well-being. This sense of support not only involves acknowledging work achievements but also maintaining and promoting personal happiness, reflecting the organization's overall care for employees. Ling et al. (2006) provided a more comprehensive definition of organizational support. They believed that organizational support is a broad perception of whether employees think the organization values and rewards their contributions, cares about their interests, and recognizes their values. The concepts of organizational support and belongingness above reflect the general evaluation of employees' attitudes and behaviors toward the organization, including recognition of achievements, concern for personal interests, and affirmation of personal values. Additionally, this overall understanding significantly influences employees' job satisfaction, loyalty, and commitment.

Dimensions and Measurement of Organizational Support

Other scholars have analyzed organizational support from a structural perspective and argue that it includes three aspects: respect (emotional) support, welfare support, and instrumental support (McKenny et al. 2013). Based on research findings from both domestic and international contexts, an empirical test was conducted in Chinese companies, which found that employees' organizational support

consists of three dimensions: work support, interest care, and value recognition. Employees' organizational support is evident not only at the work level but also in attention to their interests and recognition of their values. To retain employees and increase their contributions to organizational profitability, the organization values employees, treats them humanely, provides salaries and welfare support that meet their material needs, and helps employees address problems and develop practical production tools.

In summary, this study primarily adopted Ling Wenquan's definition of organizational support, namely, organizational support for preschool teachers comprises three dimensions: work support, interest care, and value recognition.

Regarding the organizational support scale, the one developed by Eisenberg et al. (1986) includes 36 questions, such as "The company will not show me because I work harder," "The company ignores my complaints," and "Even if I do better, the company will not notice me." The scale translated and revised by Miao et al. (2012) features a unidimensional structure with 6 items, using a 7-point Likert scale where "1" means "strongly disagree" and "7" means "completely agree." Is a higher score associated with greater support from the organization? Shen & Benson (2016) developed an organizational support scale with 8 items, including "Your organization cares about your health," along with reverse items such as "Your organization ignores any of your complaints" and "Your organization rarely cares about you." The Chinese version of the "Organizational Support" questionnaire, revised by Liu et al. (2015) consists of 6 questions, all scored on a 5-point scale from 1 "strongly disagree" to 5 "strongly agree." Zhang (2009) developed a "Teacher Organizational Support Questionnaire" with 8 items and a unidimensional structure. Teachers' perceived organizational support primarily reflects the school's concern for teachers and its consideration of their interests.

This study used the "Organizational Support Questionnaire" developed by Ling et al. (2006) to measure organizational support and conduct a comprehensive analysis. The questionnaire includes three sub-dimensions: work support, value recognition, and concern for interests.

2.1.4 Psychological Capital

Concept of Psychological Capital

The term psychological capital originated in economics, with the most well-known concept proposed by Luthans et al. (2004) He introduced the concept within positive psychology, positing that psychological capital is a positive psychological trait that individuals possess, as reflected in their mindset, and that it exceeds the average level in social psychology. It can be developed to enhance personal competitiveness and stimulate positive employee behavior. In 2006, Luthans further refined this definition, stating that the psychological state of never giving up and striving for progress, evident in both life and work, constitutes psychological capital. The most notable domestic research on psychological capital was conducted by Ke et al. (2009) . They argued that the Western concept of psychological capital does not fit Chinese society, prompting them to incorporate local cultural elements into the original idea to better align with China's "interpersonal society." They also introduced the concept of local psychological capital, defining it as "a relatively fixed and manageable positive

psychological ability that individuals demonstrate during their development within the Chinese social and cultural context." This paper argues that Luthans's concept is more universal; therefore, his definition is adopted.

Dimensions and Measurement of Psychological Capital

Research on the structure of psychological capital can be divided into two-factor, four-factor, and multi-factor theories. The two-factor theory is articulated by Goldsmith et al. (1998), who identified two dimensions of psychological capital: self-confidence and self-discipline. Domestic scholar Ke et al. (2009) argued that foreign research on psychological capital does not adequately reflect Chinese characteristics. He believes that Chinese society has unique characteristics. The psychological capital of the Chinese consists of two second-order factors: interpersonal and transactional. Among them, interpersonal psychological capital includes modesty, prudence, tolerance, forgiveness, courtesy, gratitude, and dedication; transactional psychological capital includes courage, hope, aggressiveness, and tenacity. Xiong & Ye (2020) found that adolescent psychological capital comprises two factors: personal power and interpersonal power. The former includes self-confidence, optimism, and tenacity; the latter includes gratitude and humility. The internationally accepted view is the four-dimensional theory. Luthans expanded the three-factor theory and proposed that psychological capital consists of four factors: self-efficacy, optimism, resilience, and hope. He also developed the PQ-24 questionnaire, which has been widely recognized. Subsequent studies often refer to this scale to add relevant items or dimensions. This scale is highly representative. Therefore, this paper uses this scale to analyze the structure and level of psychological capital among municipal college teachers. Some scholars argue that psychological capital includes factors beyond those proposed by Luthans.

In China, psychological capital has been studied across different populations. Tian (2013) categorized college students' psychological capital into nine factors: optimism, self-confidence, gratitude, enterprising spirit, responsibility, perseverance, hope, modesty, and tolerance, and developed a 54-question scale. Wu et al. (2012) identified eight factors of psychological capital among primary and secondary school teachers: hope, optimism, confidence, perseverance, gratitude, modesty, altruism, and emotional intelligence.

Luthans et al. (2007) believed that psychological capital can be divided into four dimensions: (1) facing challenging work with confidence to complete it through one' s own efforts (self- efficacy); (2) Tending to attribute success positively to current and future efforts (optimism); (3) Possessing perseverance and adjusting strategies as needed to achieve goals (hope); (4) Persisting and recovering quickly from difficulties during adversity (resilience). Luthans developed and compiled the Psychological Capital Questionnaire (PCQ- 24, 2005), which has been widely adopted internationally. Chinese scholars have also begun to conduct localized research on it. Ke et al. (2009) identified two dimensions of psychological capital: transactional and interpersonal. Transactional psychological capital includes self- confidence, courage, optimism, hope, hard work, and perseverance; interpersonal psychological capital includes humility, calmness, tolerance, forgiveness, respect, courtesy, gratitude, and dedication. A localized psychological capital scale was created. Although the Psychological Capital Questionnaire (PCQ-24), developed by Luthans, is widely recognized internationally,

the local Psychological Capital Scale by Ke et al. (2009) demonstrates good reliability and validity. However, these scales primarily focus on corporate employees, and the dimensional structure of psychological capital may differ among teachers. Zhang (2010) adapted Luthans' PCQ-24, using factor and path analyses to study primary and secondary school teachers' psychological capital, and developed a questionnaire for these teachers, concluding that their psychological capital comprises four dimensions: self-efficacy, optimism, hope, and resilience. Some scholars also use it to assess preschool teachers' psychological capital. The scale measures self- efficacy, hope, resilience, and optimism (Gao 2021). Luthans conducted a local study and reported a Cronbach's alpha of 0. 0.8, indicating good internal consistency for this scale.

Based on the analysis above, the psychological capital scale adapted the PCQ-24, developed by Luthans et al. (2008) and revised and translated by Li Chaoping. The researcher reviewed the work of other domestic scholars and found that the scale is frequently used in empirical research in China and has been tested for reliability and validity.

2.1.5 Organizational Commitment

Concept of Organizational Commitment

The concept of organizational commitment was first introduced by Becker in 1960, who described it as a tendency to sustain "activity consistency" resulting from unilateral investment. In the 1960s, Becker developed the "Fangyou Theory" of organizational commitment, noting that commitment is a tendency to maintain consistent activity patterns driven by unilateral dedication and a willingness to engage in various organizational tasks.

Some scholars have proposed that organizational commitment is employees' emotional dependence on the organization (Porter et al. 1974). Steers (1977) defined organizational commitment as the relative strength of an individual's identification with and participation in a specific organization. Domestic scholars Zhang et al. (1997) first introduced the concept of "organizational commitment" into China. However, because the research focused on introducing and synthesizing foreign research on organizational commitment, the concept and connotations of organizational commitment were not clearly defined. Subsequently, some scholars proposed that organizational commitment is an employee attitude toward the organization, which helps explain why employees want to remain in a particular company and is therefore an indicator of employees' loyalty to the company (Ling et al., 2000). Organizational commitment refers to employees' recognition and investment in the organization, in terms of thought, emotion, and psychological attachment, as well as their willingness to assume the responsibilities and obligations associated with membership (Liu & Wang, 2004).

Dimensions and Measurement of Organizational Commitment

As research has deepened, the understanding of the structure of organizational commitment has shifted from a single-factor to a multi-factor model. Although most theorists agree that the structure is multidimensional, they differ in how they categorize its components. The well-known three-factor model, summarized by Meyer and Allen (1991), includes affective commitment (employees' emotional attachment,

identification, and investment in the organization), continuance commitment (employees' awareness of the potential losses from leaving), and normative commitment (employees' sense of obligation to stay).

Due to cultural influences, the structure of organizational commitment can differ across countries. As a result, many Chinese scholars have begun incorporating Western research findings to examine organizational commitment in Chinese contexts. A notable example is the five-dimensional organizational commitment model proposed by Ling et al. (2000), which includes affective commitment (emotional attachment to the organization), normative commitment (a sense of responsibility toward the organization), ideal commitment (pursuit of realizing ideals), economic commitment (concerns about economic loss when leaving), and opportunity commitment (difficulty finding other satisfactory organizations). Additionally, Liu & Wang (2001) examined the formation process of organizational commitment among Chinese employees and proposed a three-stage model: the first stage is the initial judgment stage, where the initial emotional direction is set by comparing the current organizational state with employees' expectations; the second stage is the attribution stage, which involves analyzing and interpreting the results from the first stage; and the third stage, based on the attribution of the second stage, determines whether to maintain the existing relationship.

The above summarizes the key research findings from domestic and international scholars on the structure of organizational commitment. Over the past fifty years, researchers have progressed from initially studying the unidimensional structure of organizational commitment to exploring multidimensional frameworks. The continued expansion of research dimensions highlights the richness of the connotations of organizational commitment and the complexity of organizational management, helping managers better understand its crucial role.

The Teacher Organizational Commitment Questionnaire was developed by reviewing relevant domestic and international literature, primarily drawing on the Teacher Organizational Commitment Questionnaire compiled by Celep (2020); the Chinese Workers' Organizational Commitment Questionnaire by Ling et al. (2000); and the Teacher Organizational Commitment Questionnaire by Song & Cai (2005). The items and structures of existing organizational commitment questionnaires, including those specifically for teachers and teacher professional commitment, were analyzed. The structure of the teacher organizational commitment questionnaire for municipal universities in Henan, China, and the specific measurement items for its development were initially determined.

2.1.6 Professional Identity

Concept of Professional Identity

Freud (1921) first proposed his own understanding of the term "identity". Freud believed that identification is a constantly changing process. It is a process in which a person gradually internalizes others' values and norms into their own value model, thereby adopting and regulating those values and ultimately achieving a sense of identity. Erikson (1950) transformed this concept into a more theoretical and systematic one. He believed that identity is influenced not only by external others but also by self-consciousness. In his view, identity is a synthesis of past simulated behaviors and self-

imagined future expectations. He divided a person's life into 8 stages. Each stage comprises tasks to be completed to achieve self-identity. Only by completing the tasks at each stage can one overcome the identity crisis and proceed to the next stage. With the development of "identity" research, the concept of identity has been applied to more fields, and the idea of "professional identity" has been developed. In the 20th century, research on identity gradually shifted toward teachers, and the concept of "teacher professional identity" emerged.

A comprehensive literature review indicates that there are currently three directions for the concept of teacher professional identity: process orientation, result orientation, and comprehensive orientation. Scholars with a process orientation hold that teacher professional identity is a process in which teachers continually change themselves in response to different environments, life stages, and characteristics. Conway (2001), and Zhang (2018) believed that teacher professional identity is an ongoing, dynamic process. Teachers will adapt to different situations and events and will continually shift throughout the processes of identification and non-identification. Scholars with a result orientation, such as Kelchtermans (1993) and Yu (2006) believed that teacher professional identity is the recognition of the significance of the teaching profession formed by teachers after teaching practice, their own professional development, and integration with the external environment, the recognition of their current teaching role, and the acceptance and recognition of the teaching profession, and more emphasis on results. The comprehensive orientation believes that teacher professional identity is not only a process, but also a result, or a state. At present, the most widely recognized proposal in China is Wei 's (2005). Teacher identity is not only the process by which teachers recognize the teaching profession in their self-development, but also the extent to which they recognize the profession in which they are engaged. This article draws on Wei Shuhua's definition of professional identity and argues that it is not only a cognitive evaluation of teachers' engagement with their profession but also a recognition of the profession, shaped by external factors. It is a constantly changing process.

Dimensions and Measurement of Professional Identity

After reviewing research on professional identity across dimensions, it became clear that experts and scholars examined it from different perspectives. The research directions are mainly represented by "role balance theory", "role characteristics theory", "self-perception theory", "self-belief theory", and "process state theory". "Role balance theory" advocates that teacher professional identity is a balance between individuals and society. Among them, McGowen & Hart (1990) believed that professional identity is an attitude shown by individuals in a group, and all individuals share this attitude in the group; Goodson & Cole (1994) believed that the basis of teacher professional recognition and existence is the individual's recognition of the teaching profession, and is influenced by both in-class and out-of-class. "Role characteristics theory" believes that a teacher's professional identity is a profile of the individual's relevant cognition in the teaching industry. This theory derives from positive psychology. Sachs (2001) argued that teacher professional identity is a characteristic that distinguishes the teaching profession from other social groups; Wei (2005) agreed with this theory. She believes that teacher professional identity is not only a process but also a state. The process refers to the process of teachers constantly improving and developing

themselves in teaching activities, and the state refers to the teacher's identification with their professional identity as a teacher in teaching activities; Zhou (2009) believed that teacher professional identity is the process of teachers constantly reflecting on the problems they find in teaching and continuously improving their self-identity.

The Professional Identity Scale is Wei 's (2005) Teacher Professional Identity Scale, widely recognized and commonly used in China. The scale includes four dimensions: role and professional values, professional belonging, and professional behavior tendency, with a total of 18 items. A five-point scoring method is used: 1 = very inconsistent, 2 = relatively inconsistent, 3 = uncertain, 4 = relatively consistent, and 5 = very consistent. The Cronbach's Alpha coefficient is 0.902, indicating that the internal consistency of this scale is good. The researcher made appropriate adaptations based on the local teachers' situations and characteristics.

2.2 Relationship between Variables

2.2.1 Research on the Relationship between Teachers' Self-Efficacy and Work Engagement

Teachers' self-efficacy is a key factor influencing their work engagement. Many studies have explored the relationship between teachers' self-efficacy and work engagement. For example, Skaalvik & Skaalvik (2017) examined the relationship between teachers' self-efficacy and occupational burnout and highlighted its impact on teachers' work engagement. Klassen & Chiu (2019) examined the effect of teachers' self-efficacy and job satisfaction on work engagement, emphasizing the importance of psychological factors. In addition, a longitudinal study by Helena& Perera (2019) found that university teachers' self-efficacy and work engagement showed a two-way relationship over time. That is, self-efficacy and work engagement will mutually promote one another and spiral upward. Demir (2020) found that the stronger a teacher's self-efficacy, the higher their job satisfaction, organizational commitment, work enthusiasm, and work engagement. Organizational commitment partially mediates the relationship between teachers' self-efficacy and work enthusiasm. Self-efficacy beliefs positively affect teachers' work engagement through the complete mediation of work enthusiasm. Organizational commitment and work enthusiasm fully mediate the relationship between teachers' self-efficacy and work engagement. A study of novice physical education teachers in primary and secondary schools in Yantai City (Liu 2024) found that teaching efficacy directly and positively affects work engagement, and indirectly and positively affects it through the partial mediation of professional identity. (Wang& Xiang 2022) Using physical education teachers in primary and secondary schools in Beijing as the survey sample, the results showed that teaching efficacy significantly affects teachers' teaching engagement, and that teachers' efficacy mediates the relationship between subject teaching knowledge and teachers' teaching engagement. Together, these studies help to understand the complex relationship between teacher self-efficacy and work engagement.

Based on this, it is hypothesized that there is a significant positive correlation between teachers' self-efficacy and their work engagement in municipal universities in Henan Province.

Table 2.6 Influence of Teachers' Self-Efficacy on Work Engagement

Source	Variable	Finding
Klassen& Chiu (2019)	Teachers' self-efficacy, job satisfaction, and job engagement	The impact of teachers' self-efficacy and job satisfaction on job engagement emphasizes the importance of psychological factors.
Helena & Perera (2019)	Teachers' self-efficacy and job engagement	The self-efficacy and work engagement of university teachers will exhibit a bidirectional relationship over time; that is, self-efficacy and work engagement will mutually promote one another and spiral upward.
Demir (2020)	Teachers' self-efficacy, job satisfaction, organizational commitment, job motivation, and job engagement	The stronger teachers' self-efficacy beliefs, the higher their job satisfaction, organizational commitment, work enthusiasm, and work engagement. Organizational commitment partially mediates the relationship between teachers' self-efficacy and work enthusiasm. Self-efficacy beliefs positively affect teachers' work engagement through the full mediating role of work enthusiasm. Organizational commitment and work enthusiasm fully mediate the relationship between teachers' self-efficacy and work engagement.
Liu (2024)	Teaching efficacy, professional identity, and work engagement	Teaching efficacy can directly and positively affect job engagement, and indirectly and positively through the partial mediation of professional identity.
Wang (2022)	Teachers' sense of efficacy, subject knowledge, and teaching commitment	The sense of teaching efficacy among physical education teachers in primary and secondary schools significantly affects their teaching engagement, and this sense of efficacy mediates the relationship between subject teaching knowledge and teachers' teaching engagement.

Source: Created by researcher.

2.2.2 Relationship between Organizational Support and Work Engagement

Extensive research has shown that organizational support significantly affects teachers' work engagement. For example, Shaikh (2018) found, through longitudinal research, that leadership support significantly predicts university teachers' work engagement. Mokretsova et al. (2021) The impact of different leadership styles on teachers' work engagement emphasizes the importance of management support.

Domestic scholars have also conducted relevant research. For example, Guan (2021) studied preschool teachers and found that organizational support is an essential factor influencing outcomes. It includes organizational support, recognition of values, and satisfaction with welfare conditions. These factors collectively constitute the sense of organizational support experienced by preschool teachers and significantly affect their work engagement. Sun (2024) found that organizational support and organizational commitment among preschool teachers have significant positive predictive effects on work engagement, and that organizational commitment significantly mediates the relationship between organizational support and work engagement. Qu (2024) found that perceived organizational support positively affects the work engagement of exchange and rotation teachers.

Based on this, it is hypothesized that there is a significant positive correlation between organizational support and teachers' work engagement in municipal universities in Henan Province.

Table 2.7 Influence of Organizational Support on Teachers' Work Engagement

Source	Variable	Finding
Shaikh (2018)	Leadership support and teacher engagement	Leadership support can significantly predict the work engagement of university teachers
Mokretsova et al. (2021)	Leadership style, work engagement, management support	The impact of different leadership styles on teachers' work engagement emphasizes the importance of management support.
Guan (2021)	Organizational support and teachers' work engagement	Organizational support is an important influencing factor, which includes the work support provided by the organization, the identification of values, and the satisfaction of welfare and benefits conditions. These factors together constitute the sense of organizational support felt by preschool teachers and have a significant impact on their work engagement.
Sun (2024)	Organizational support, organizational commitment, job engagement	Teachers' organizational support and organizational commitment both have significant positive predictive effects on job engagement, and organizational commitment has a significant mediating effect between organizational support and job engagement.
Qu (2024)	Organizational support and teacher work engagement	Perceived organizational support has a positive impact on the work engagement of exchange and rotation teachers.

Source: Created by researcher.

2.2.3 Relationship between Organizational Commitment and Work Engagement

Organizational commitment significantly influences work engagement, as supported by multiple studies. For instance, Huang (2022) found a strong correlation between organizational commitment and work engagement among primary school physical education teachers, and notes that organizational commitment also has a positive predictive effect on work engagement. Fan & Liu (2022) asserted that there is a significant positive relationship between organizational commitment and work engagement among kindergarten teachers. Additionally, organizational commitment partially mediates the relationship between work-life quality and work engagement, with affective and normative commitment reaching significant levels. Sun (2024) reported that a survey of kindergarten teachers shows that both organizational support and organizational commitment have significant positive predictive effects on work engagement, with organizational commitment serving as a crucial mediating factor between organizational support and work engagement.

Based on this, the hypothesis is proposed: there is a significant positive correlation between organizational commitment and teachers' work engagement in municipal universities of Henan Province.

Table 2.8 Influence of Organizational Commitment on Teachers' Job Engagement

Source	Variable	Finding
Huang (2022)	Organizational commitment 、work engagement	There is a significant correlation between primary school physical education teachers' organizational commitment and work engagement, and their organizational commitment also has a positive predictive effect on work engagement.
Fan & Liu (2022)	Organizational commitment、quality of work life、work engagement	There is a significant positive correlation between kindergarten teachers' organizational commitment and work engagement. Organizational commitment partially mediates the relationship between work-life quality and work engagement, with affective and normative commitment reaching significant levels.
Sun (2024)	Organizational support, organizational commitment, and job engagement	Both organizational support and organizational commitment have significant positive predictive effects on work engagement, and organizational commitment has a significant mediating effect on the relationship between organizational support and work engagement.

Source: Created by researcher.

2.2.4 Research Relationship between Professional Identity and Work Engagement

Previous studies have shown that professional identity can predict work engagement. Jin (2015) found that among primary and secondary school teachers,

professional identity can also positively predict work engagement. Wang (2019) Using middle school physical education teachers as the research sample, the study found that their professional identity was positively correlated with work engagement. Mu (2019) To examine the relationship between professional identity and work engagement among rural kindergarten teachers, a survey was administered to teachers in three regions of Gansu Province. It was found that the professional identity of rural kindergarten teachers was significantly positively correlated with their work engagement. The greater kindergarten teachers' sense of identity with their profession, the greater their work engagement. In Mou Shengdiao's research, it was also found that when the overall level of work engagement among rural kindergarten teachers was average (M=3.27), private kindergarten teachers had higher work engagement than public teachers. Qiu & Wang (2020) Using Guangdong Province as an example, the relationship between professional identity and work engagement among kindergarten teachers was investigated. The results also showed a positive correlation between professional identity and kindergarten teachers' work engagement; that is, work engagement increased with higher professional identity. Research found that kindergarten teachers' professional identity strongly and positively predicts their work engagement. Gao (2021) A study of kindergarten teachers found that both professional identity and psychological capital affect teachers' work engagement, and that psychological capital mediates the relationship between professional identity and this engagement.

In a study on the professional identity and work engagement of college physical education teachers, these constructs were found to predict these outcomes. However, their dimensions show structural differences across different stages of teachers' career development (Yu et al., 2011). Sun et al. (2022) The study revealed that work engagement partially mediates the relationship between professional identity and professional happiness, suggesting that teachers with higher levels of professional identity tend to display greater work engagement. Gong (2023) also found that professional identity positively influences teachers' work engagement. Recent research by Zhu& Zhang (2023) further indicates that high levels of professional identity can significantly and positively predict preschool teachers' work engagement, showing that the external motivation driven by a strong professional identity can promote the transition of preschool teachers' work engagement from external to internal motivation. Li et al. (2022) found that the link between teachers' professional identity and burnout is partially mediated by work engagement. Additionally, Lin et al. (2022) examined the relation between teachers' professional identity and burnout during the pandemic, highlighting the importance of understanding the underlying mechanisms and identifying protective factors against burnout. Based on these findings, it is hypothesized that there is a significant positive correlation between professional identity and teachers' work engagement in municipal universities in Henan Province.

Table 2.9 Influence of Professional Identity on Teachers' Work Engagement

Source	Variable	Finding
Li et. al. (2022)	Career identity, job engagement, job burnout	The relationship between teachers' professional identity and burnout was partially mediated by job engagement.

Source	Variable	Finding
Jin (2015) Wang (2019)	Professional identity, work engagement	There is a positive correlation between professional identity and job engagement among primary and secondary school teachers and among middle school physical education teachers.
Mou (2019)	Professional identity, work engagement	The professional identity of rural kindergarten teachers is significantly positively correlated with their work engagement. The stronger kindergarten teachers' sense of identity with their profession, the higher their work engagement. In Mou Shengtiao's research, the overall level of work engagement among rural kindergarten teachers was average (M=3.27), and teachers in private kindergartens had higher work engagement than those in public kindergartens.
Qiu & Wang (2020)	Professional identity, work engagement	There is a positive correlation between preschool teachers' professional identity and work engagement: work engagement increases with higher levels of professional identity. This demonstrates that preschool teachers' professional identity strongly predicts their work engagement.
Gao (2021)	Professional identity, psychological capital, teacher work engagement	Professional identity and psychological capital affect teachers' work engagement, and psychological capital mediates the relationship between preschool teachers' professional identity and work engagement.
Sun (2022)	Career identity, work engagement, and career happiness	Job engagement partially mediates the relationship between professional identity and job well-being, indicating that teachers with higher levels of professional identity exhibit greater job engagement.
Gong & Wang (2023)	Professional identity, work engagement	Professional identity positively impacts teachers' work engagement.
Zhu& Zhang (2023)	Professional identity, work engagement	A high level of professional identity can significantly and positively predict preschool teachers' work engagement, further indicating that the external motivation it engenders can promote the transformation of external into internal motivation.

Source: Created by researcher.

2.2.5 Relationship between Psychological Capital and Work Engagement

Research on the relationship between psychological capital and work engagement has reported a significant positive correlation, and most studies have focused on regular school teachers. Wei (2019) Using preschool teachers as the research sample, the study found that perseverance best predicts their work engagement. Luo & Chen (2020) surveyed 285 faculty members at local universities in Jiangxi Province using the Chinese version of the UWES and the short version of the Indigenous Psychological Capital Scale. Using empirical statistical methods, including descriptive statistics, correlation, and regression analysis, they examined the relationship between psychological capital and work engagement among local university teachers. The study showed a significant correlation between psychological capital and work engagement among local university teachers. Heng & Chu (2023) conducted a study of 512 university English teachers. Their results showed that teacher self-efficacy, reflective ability, and psychological resilience were important direct predictors of job engagement. Furthermore, through the mediating variables of reflective ability and psychological resilience, teacher self-efficacy exerted both direct and indirect effects on job engagement. Chen (2024) conducted a study on young teachers in colleges and universities. The study found that psychological capital positively affects teachers' work engagement. Young teachers in colleges and universities can enhance their work engagement by strengthening their sense of self-efficacy, building resilience, cultivating an optimistic attitude, and increasing their hope. Wang & Luo (2015), who studied junior high school teachers, and Fan (2014), who studied high school teachers, reached the same conclusion.

Table 2.10 Influence of Psychological Capital on Teachers' Work Engagement

Source	Variable	Finding
Luo & Chen (2020).	Psychological capital and work engagement	This study used the Chinese version of the UWES and the short version of the Local Psychological Capital Scale to survey 285 teachers at local universities in Jiangxi Province. Using empirical statistical methods, including descriptive statistics, correlation, and regression analysis, the study examined the relationship between teachers' psychological capital and work engagement. The results showed a significant correlation between teachers' psychological capital and work engagement.
Wang &Luo (2015) Fan (2014)	Psychological capital and work engagement	The study included primary, junior high, and high school teachers as research participants and found that psychological capital significantly predicts work engagement.
Wei (2019)	Psychological capital and work engagement	Research on preschool teachers found that grit was the strongest predictor of their work engagement.
Heng & Chu (2023)	Teachers' self-efficacy,	The study of 512 university English teachers found that teacher self-efficacy, reflective

Source	Variable	Finding
	reflective ability, psychological resilience, and teacher work engagement	ability, and resilience were critical direct predictors of job engagement. Furthermore, teacher self-efficacy had both direct and indirect effects on job engagement, mediated by reflective ability and resilience.
Chen (2024)	Psychological capital and teachers' work engagement	A study of young college teachers found that psychological capital positively affects teachers' work engagement. Young college teachers can strengthen their work engagement by enhancing their sense of self-efficacy, building resilience, cultivating an optimistic attitude, and improving their hope.

Source: Created by researcher.

Analysis indicates that psychological capital affects teachers' work engagement. Based on this, a hypothesis is proposed: a significant positive correlation exists between psychological capital and teachers' work engagement in municipal universities in Henan Province.

2.2.6 Research on the Relationship between Organizational Support and Organizational Commitment

Numerous studies have demonstrated that organizational support significantly influences organizational commitment. For example, Liu et al. (2002) found a strong correlation between organizational support and commitment. The effects of different aspects of organizational support on commitment also vary. Wang (2010) found that, for organizations, it is more important to actively create favorable working conditions and provide more instrumental support to employees than to provide emotional support. Additionally, support from superiors and colleagues has a greater impact on employees' organizational commitment than emotional and instrumental support. Research on knowledge workers (Lu et al. 2013) further confirmed that organizational support is positively associated with their engagement. Luo (2014), through empirical research, confirmed that the higher the perceived organizational support for high-level talents in research universities, the greater their engagement and the better their work performance. Ahmed & Nawaz (2015) found that perceived organizational support positively affects employee engagement, job satisfaction, and commitment. Alshaabani et al. (2021) discovered that perceived organizational support influences organizational citizenship behavior, with employee engagement and affective commitment serving as mediators. Sun (2024) surveyed preschool teachers and found that organizational commitment significantly mediates the relationship between organizational support and work engagement.

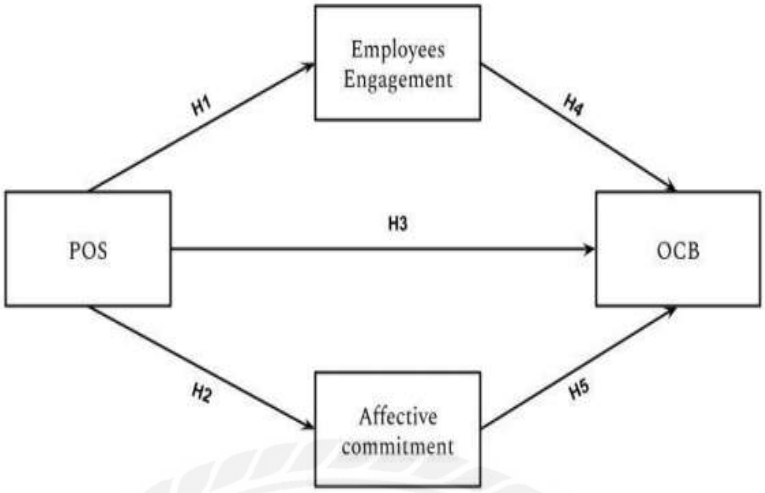


Figure 2.1 Research Model on the Effects of Organizational Support on Affective Commitment and Work Engagement

Source: Alshaabani et al. (2021)

Based on Figure 2.1, the hypothesis is proposed: there is a significant positive correlation between organizational support and teachers' organizational commitment in municipal universities in Henan Province.

Table 2.11 Influence of Organizational Support on Organizational Commitment

Source	Variable	Finding
Zhu et al. (2019)	Organizational support, teacher work engagement	The work engagement of secondary vocational teachers includes two dimensions: vitality and concentration. The influencing factors include teacher job requirements, work resources, and group support resources.
Mokretsova et al. (2021)	Leadership support, teacher engagement	The impact of different leadership styles on teachers' work engagement emphasizes the importance of management support.
Wu & Qi (2021)	Organizational support, colleague support, and teacher work engagement	Job resources, such as organizational support, colleague support, and hardware conditions, can positively predict teachers' job engagement.
Chen (2020)	Organizational support, colleague support, and teacher work engagement	Teaching pressure, students' misbehavior, personality conflicts, and related factors significantly affect teachers' investment in teaching, as well as the importance of organizational and collegial support.

Source	Variable	Finding
Alshaaban et. al. (2021)	Perceived organizational support, employee engagement, and affective commitment (OCB)	The study aims to investigate the effect of perceived organizational support on organizational citizenship behavior, with employee engagement and affective commitment serving as mediators. To collect data for this study, a snowball sampling method was used, and 380 foreign employees from various service companies in Hungary participated in the survey. Structural equation modeling (SEM) was used to test the proposed hypotheses. The study found that perceived organizational support was positively related to organizational citizenship behavior, and this relationship was strongly moderated by employee engagement. On the other hand, employee engagement and affective commitment had a direct positive impact on organizational citizenship behavior.
Sun (2024)	Organizational commitment, organizational support, and job engagement	Organizational commitment plays a significant mediating role in the relationship between organizational support and work engagement.
Qu (2024)	Organizational Support, Organizational Commitment, Teacher work engagement	Perceived organizational support positively affects the job engagement of exchange and rotation teachers; the dual organizational emotional commitment chain linking these teachers to both the outgoing and incoming schools mediates this effect.

Source: Created by researcher.

2.2.7 Relationship between Organizational Support and Teacher Self-Efficacy

Several studies have explored the impact of organizational support on teacher self-efficacy. Cherniss (1997) discussed how factors such as empowerment can help teachers be more receptive to change. Thoonen et al. (2011) studied the relative impact of transformational leadership practices, school organizational conditions, teacher motivational factors, and teacher learning on teaching practice. Jungert et al. (2019) focused on the impact of competence support from colleagues and school management on teacher efficacy growth and emphasized cultural differences between Canada and Sweden. Jiao et al. (2022) explored the relationship between organizational support,

teacher self-efficacy, and work engagement of preschool inclusive education teachers, and analyzed the data using structural equation models. Similarly, Gathot et al. (2022) examined the roles of digital literacy and organizational support in predicting self-efficacy and teacher performance. In addition, Miao & Ma (2023) examined how teacher autonomy support influences online learning participation, focusing on the mediating roles of self-efficacy and self-regulated learning. Zhang (2023) found a significant positive correlation among organizational support, self-efficacy, and job crafting. Liang (2023) examined the relationship among organizational support, self-efficacy, and rural teachers' subjective well-being and found that organizational support positively affects self-efficacy. Together, these studies underscore the importance of organizational support in improving teachers' self-efficacy, overall engagement, and performance.

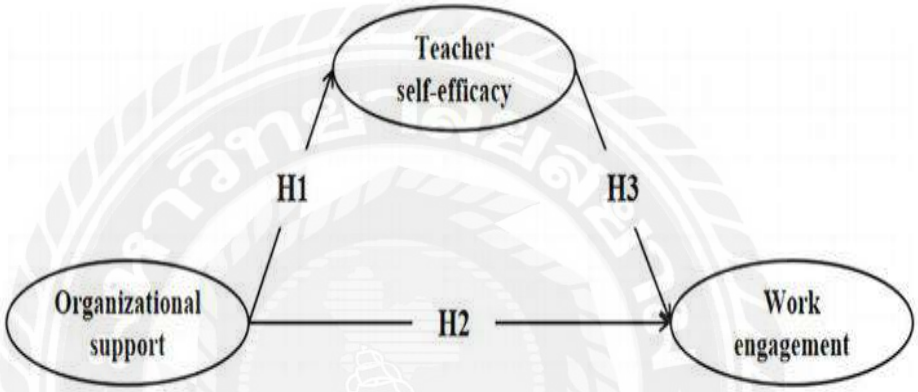


Figure 2.2 A Research Model on the Effects of Organizational Support on Teachers' Self- Efficacy and Work Engagement

Source: Jiao et al. (2022)

Table 2.12 Influence of Organizational Support on Teachers' Self-Efficacy

Source	Variable	Finding
Jungert et al. (2019)	Colleague support, school management competence support, and teacher efficacy	The authors conducted a study measuring competence and teacher personal efficacy support with more than 400 teachers in 27 schools in Canada and Sweden. Structural equation modeling revealed that peer competence support predicted growth in teacher efficacy, whereas competence support from school management did not. These relationships did not differ between Canadian and Swedish teachers. These findings have important implications for how schools organize teachers in teaching teams to promote peer competence support.
Jiao et al. (2022)	Organizational support, teacher efficacy, and job engagement	A total of 600 preschool teachers were surveyed, and 568 valid questionnaires were returned. The structural equation model (SEM) was used for data analysis. The results showed

Source	Variable	Finding
		that organizational support significantly and positively affected preschool inclusive education teachers' self-efficacy and work engagement, and that teachers' self-efficacy had a significant positive effect on work engagement. Preschool teachers' self-efficacy partially mediated the relationship between organizational support and work engagement. Organizational support not only directly affected the self-efficacy and work engagement of preschool inclusive education teachers but also indirectly affected the work engagement of preschool inclusive education teachers through preschool teachers' self-efficacy, providing theoretical and practical guidance for educational research.
Gathot et. al. (2022)	Organizational support, teacher efficacy, and job performance	The study aimed to analyze and explain the role of digital literacy and organizational support in determining self-efficacy and their impact on teacher performance in Lentera Kasih School. A quantitative approach was employed, and a survey was administered to 109 teachers. The SEM-PLS study showed that improvements in teacher self-efficacy were influenced by organizational support and digital literacy. Although digital literacy did not directly affect teacher performance, both organizational support and self-efficacy had direct, positive, and substantial impacts.
Zhang (2023)	Organizational support, teacher efficacy, and job crafting	A questionnaire survey and interview method were used to study 263 kindergarten teachers. The results showed that kindergarten teachers' overall organizational support, self-efficacy, and job crafting were at an upper-middle level, and that significant differences were observed across individual demographic variables. There was a significant positive correlation between organizational support, self-efficacy, and job crafting. Organizational support can positively predict self-efficacy and job crafting, and self-efficacy can positively predict job crafting. Self-efficacy partially mediates the relationship between organizational support and job crafting.
Liang (2023)	Organizational support, self-	A questionnaire survey was conducted on 5,656 rural teachers, and the results showed

Source	Variable	Finding
	efficacy, and subjective career well-being	that: rural teachers' organizational support and self-efficacy have a positive impact on their professional subjective well-being; rural teachers' organizational support has a positive impact on their self-efficacy; rural teachers' self-efficacy plays a mediating role in the impact of organizational support on their professional subjective well-being, and has a positive promoting effect.

Source: Created by researchers.

The analysis indicates that organizational support affects teachers' self-efficacy; accordingly, a hypothesis is proposed: organizational support is significantly positively correlated with teachers' self-efficacy in municipal universities in Henan Province.

2.2.8 Research Relationship between Psychological Capital and Organizational Commitment

Several studies have examined the relationship between psychological capital and organizational commitment across various contexts. Luthans et al. (2005) studied nurses and found that there was a significant positive correlation between nurses' psychological capital and their commitment to the organizational mission. Similarly, Tang et al. (2019) examined the mediating roles of job satisfaction and organizational commitment in innovative behavior from a psychological capital perspective, emphasizing the need to enhance employees' psychological capital to enhance their innovative behavior. In addition, Huynh & Hua (2020) examined the relationships among task-oriented leadership style, psychological capital, job satisfaction, and organizational commitment in Vietnamese SMEs, emphasizing the importance of job satisfaction and psychological capital in cultivating organizational commitment. Cao, & Zhao (2021) Based on the theory of psychological capital and organizational commitment, 452 librarians were selected as the research subjects, and questionnaires, return visits, and other survey methods, as well as data regression analysis, were used to systematically analyze the relationship between librarians' psychological capital, organizational commitment, and professionalism. The results show that the psychological capital of librarians has a significant positive impact on their professionalism, the psychological capital of librarians has a significant positive impact on their organizational commitment (emotional commitment, continuous commitment); the organizational commitment of librarians has a significant positive impact on their professionalism, and organizational commitment has a significant mediating effect between psychological capital and professionalism. In addition, Taheri et al. (2023) examined the impact of emotional labor on Iranian primary school teachers' commitment, focusing on the mediating role of teachers' psychological capital. This study involved 400 primary school teachers in Tehran and examined the mediating role of psychological capital in the relationship between emotional labor and organizational commitment. Overall, these studies underscore the importance of psychological capital in shaping organizational commitment across contexts and in mediating various organizational relationships. Analysis indicates that psychological capital affects organizational commitment; accordingly, it is hypothesized that psychological capital

is significantly positively correlated with teachers' organizational commitment in municipal universities in Henan Province.

The analysis indicates that psychological capital affects organizational commitment; accordingly, it is hypothesized that psychological capital is significantly positively correlated with teachers' organizational commitment in municipal universities in Henan Province.

2.2.9 Research Relationship between Psychological Capital and Teacher Self-Efficacy

Several studies have examined the relationship between psychological capital and various aspects of job satisfaction and well-being across professional groups. In the context of teacher professionals, Sharma et al. (2017) examined the relationship between transformational leadership style and school teachers' self-efficacy, highlighting leadership's role in shaping teachers' self-efficacy. In addition, Sünbül et al. (2021) proposed and tested a model of teacher job satisfaction, in which self-efficacy, hope, resilience, and optimism predict teacher job satisfaction, with prosocial behavior mediating the relationship. This study emphasizes the importance of psychological capital in influencing public school teachers' job satisfaction. In addition, Mikus & Teoh (2021) examined the relationships among psychological capital dimensions (self-efficacy, hope, resilience, optimism), future-oriented coping styles, and work-related well-being among German secondary school teachers. This study emphasizes the importance of psychological capital and coping strategies in influencing teacher well-being. Finally, Zhou & Zheng (2022) explored the relationship between psychological capital and teacher enjoyment, especially in the context of online teaching. The study also examined the mediating role of reappraisal, an emotion regulation strategy, in this relationship, underscoring the importance of psychological factors in shaping teachers' experiences and emotions in their professional roles.

The analysis indicates that psychological capital affects teacher self-efficacy; accordingly, it is hypothesized that psychological capital is significantly positively correlated with teacher self-efficacy in municipal universities in Henan Province.

2.2.10 Research Relationship between Professional Identity and Teacher Efficacy

Professional identity and teacher self-efficacy are important components of the field of education. Flores (2017) explored in depth the complexity and challenges faced by teachers and teacher educators, including how job insecurity, teacher autonomy, and teacher self-efficacy affect turnover intention. Richardson et al. (2018) proposed that motivational theories, such as self-efficacy, play an important role in the development of teacher identity throughout a teacher's career. Berger& Lê (2019) emphasized the multidimensionality of teacher professional identity and its association with general teaching beliefs. Hanna et al. (2020) designed and validated a teacher identity measurement scale to assess the professional identity of primary school trainee teachers. Xing (2022) discussed the importance of teacher professional identity on job engagement and burnout of English as a foreign language teachers. Zarrinabadi et al. (2023) examined the predictive effects of fixed and growth teaching mindsets and self-efficacy on language teacher burnout and professional identity beliefs.

The analysis indicated that professional identity affects teacher self-efficacy; accordingly, it is hypothesized that professional identity is significantly positively correlated with teachers' self-efficacy in municipal universities in Henan Province.

2.2.11 Research on the Relationship between Professional Identity and Organizational Commitment

Many studies have examined the relationship between professional identity and organizational commitment across various professions. For example, Afshari et. al. (2019) explored the role of identity (including organizational and professional/occupational identity) in the development of organizational commitment. Their results showed a positive relationship between identity and organizational commitment. Similarly, Ford et al. (2019) examined the impact of leaders' support for teachers' psychological needs on teacher burnout, commitment, and turnover intention. They emphasized the importance of school leaders in creating favorable working conditions that can influence teachers' motivation and well-being. Quines & Saycon(2023) studied the mediating role of organizational commitment in the relationship between workplace resilience and teachers' professional identity. Their results showed high levels of workplace resilience, teachers' professional identity, and organizational commitment. Overall, these studies help clarify the complex relationship between teachers' professional identity and organizational commitment, underscoring the importance of identity, empowerment, and leadership support in cultivating commitment in educational settings.

From the analysis, professional identity has an impact on organizational commitment, and based on this, it is hypothesized that professional identity has a significant positive correlation with organizational commitment of teachers in municipal universities in Henan Province.

2.3 Policy Implication for Improving Teachers' Work Engagement

2.3.1 Concept of Policy Implication

The concept and meaning of policy inspiration can be understood from various analytical perspectives, and Chinese and foreign scholars have also provided specific definitions and explanations.

Sabatier & Jenkins-Smith (1993) described policy implications as the effects of interactions among advocacy coalitions within a policy subsystem on policy change. By examining the belief systems and resource dynamics of policy actors, the analysis shows how structural factors both constrain and enable policy change.

King et al. (1994) argued that policy implications involve the guiding values derived from empirical research for designing policies. They highlight that research should be generalizable, meaning it must provide evidence for evidence-based policymaking through rigorous causal inference.

Hasa (2018) defined policy implications as the potential impact of research findings on policymaking, highlighting how research results can be connected to real-world policy issues rather than directly suggesting specific actions. Its primary focus is on clarifying the relationship between research findings and policy goals, thereby providing a theoretical foundation for policy change.

Chen (2020) defined policy implication as an extension of "problem awareness" in public policy research, referring to the practical value of research findings for policy optimization. It promotes the integration of policy implications into China's governance practices, highlighting the combination of "bottom-line thinking" and "adaptive governance."

The Encyclopedia of China (2022) defined policy implication as the process of connecting expert advice to policy goals. It highlights that policy implications involve combining academic research and policy practice through "knowledge application theory," stressing the need for data support and feasibility analysis.

Table 2.13 Definitions of Policy Implication

Scholar	Year	Definition	Keyword
Sabatier & Jenkins-Smith	1993	Policy implications of interactions among advocacy coalitions within a policy subsystem for policy change.	Advocacy coalitions, policy subsystems, and structural constraints
King et al.	1994	The guiding value of empirical research findings for policy design. They emphasize that research should be generalizable, meaning it should provide evidence for evidence-based policymaking through rigorous causal inference.	Empirical research, causal inference, and generalizability
Hasa	2018	Policy implications as the potential impact of research findings on policymaking, emphasizing how research findings can be mapped to real-world policy issues rather than directly proposing specific action recommendations.	Mapping of research findings, policy relevance, and theoretical basis
Chen	2020	Policy implication as an extension of the "problem awareness" of public policy research, referring to the practical value of research conclusions in optimizing policy.	Problem awareness, adaptive governance, and bottom-line thinking
The Encyclopedia of China	2022	Policy implication is the mechanism that links expert advice to policy objectives. It points out that policy implications require integrating academic research and policy practice through "knowledge application	Expert advice, knowledge application, and feasibility analysis

Scholar	Year	Definition	Keyword
		theory," emphasizing the importance of data support and feasibility analysis.	

Source: Created by researcher

According to the above definitions, policy implications are actionable recommendations or key insights derived from research findings that inform the design, implementation, or revision of policies.

2.3.2 Research Methods of Policy Implication

When examining policy implications in academic research, a variety of research methods can be used, depending on the research goal, data type, and analytical requirements. The following are some standard research methods.

1. Structural Equation Modeling (SEM)

Structural Equation Modeling (SEM) is a multivariate statistical method used to analyze complex causal relationships among variables. It combines factor analysis (to measure latent variables) with path analysis (to test causal relationships) and applies to policy research involving latent variables and multilevel influencing mechanisms.

2. Case Analysis

This method involves detailed, systematic research on one or more specific cases (e.g., policy projects, regional pilot initiatives, or historical events) to uncover the complexity, causal mechanisms, and contextual factors of the policy process.

3. In-depth Interviews

In-depth interviews are a qualitative research method that involves open-ended, flexible conversations with interviewees to elicit their detailed understandings, attitudes, and behavioral motivations regarding policy issues.

4. Focus Group Discussions

Focus group discussions gather in-depth views, attitudes, and collective opinions from policymakers, implementers, or affected groups by assembling a small group of participants (usually 6-10 people) with similar backgrounds or experiences to participate in open discussions on a specific topic under the guidance of a moderator. Their primary purpose is to encourage participants to share their honest thoughts through group interaction and to explore collective opinions or social norms that are hard to capture in individual interviews.

5. Text Analysis

Text analysis is a research method that systematically examines policy-related texts to uncover policy discourse, development trends, and underlying logic. Analyze policy texts or social feedback through policy documents, meeting minutes, media reports, social media, etc.

2.3.3 Literature on Policy Implications for Improving Teachers' Work Engagement

Regarding the enhancement of teachers' work engagement and its policy implication, some scholars have conducted research using various methods as follows:

In his study on the professionalism of primary school teachers, Yang (2015) used focus group discussions to gather data and concluded that increased investment in schools can improve teachers' job satisfaction, sense of community at school, and ability to support others.

Xu et al. (2017) also examined the requirements of work for individuals and the alignment between the resources provided by the environment and individual needs within the two basic matching modes in the theory of individual-environment fit: demands-abilities fit, and needs-supplies fit (N-S fit). He aimed to explore ways to reduce personal work stress and better support individuals. Additionally, he suggested policy actions to improve work engagement through three areas: increasing teacher autonomy, implementing suitable incentives, and changing leadership styles.

Chen (2020) conducted in-depth interviews with front-line undergraduate teachers to examine teacher work engagement in undergraduate colleges in Hubei Province and identified three key areas for policy improvement. That is, integrate and optimize the external requirements and conditions of teachers' work, enhance and develop the supportive work-resource environment for teaching, and fully utilize the positive role of personal teaching resources in teachers' work.

Zheng et al. (2021) combined the characteristics of college teachers, used the extended Cobb-Douglas production function to reflect the output of teachers' work under the multi-task input of teaching, scientific research, and administrative duties, constructed a work input incentive model for college teachers under multi-task balance, and proposed a system mechanism to stimulate the enthusiasm for college teachers' work input under this multi-task balance.

Tang et al. (2021) studied teachers' work input in public security colleges and universities. They suggested three measures to strengthen ideological development, improve growth pathways, and enhance psychological support. These measures aim to increase teachers' work input in these institutions, as indicated by results from a structural equation model.

Zhang et al. (2021) argued that enhancing teachers' work engagement involves granting them autonomy. Providing autonomy support effectively addresses fundamental psychological needs, including autonomy, competence, and relatedness. Satisfying autonomy requires giving teachers more freedom to make their own decisions. Teachers with greater autonomy report higher satisfaction with basic psychological needs, greater teaching motivation, and greater involvement in their work.

Heng& Chu’s (2023) findings have implications for teacher training and retention in English as a foreign language education systems. To enhance teacher engagement, educators need to train English teachers in coping strategies. Teacher education curricula should incorporate reflective practice and resilience-building strategies to equip future teachers with the essential skills to handle the challenges of their profession. Policymakers and school administrators should prioritize creating

supportive work environments to improve teacher retention by focusing on these factors that influence work engagement.

Xie (2023) used exploratory factor analysis, confirmatory factor analysis, descriptive statistics, independent-samples t-tests, one-way analysis of variance, Pearson correlation analysis, and regression analysis. Based on the research results, policy implications are suggested: Guangdong universities should emphasize the importance of physical education instruction to school leaders. Faculty members should be actively encouraged to form teaching teams based on teaching and research sections or volleyball teaching departments. Reforms to management systems, personnel, and salary structures, as well as to management education, should be strengthened and expanded. Appropriate decentralization and reduction of administrative workloads should be implemented to lessen faculty workloads. A fair and sufficient reward, incentive, and evaluation system should be established. Benefits should be based on equal pay for equal work for faculty.

Chen (2024) argued that young university teachers will face both challenges and opportunities and that their career paths will be shaped by factors such as burnout. Universities should focus on the psychological capital of young teachers and, through training and policy development, enhance their work engagement, improve their performance, and strengthen their professional identity and sense of well-being.

Table 2.14 Summary of Research on Policy Implications for Improving Teachers' Work Engagement

Researcher	Year	Method	Finding
Yang	2015	Focus Group	In a study of primary school teachers' professionalism, focus group interviews were used to gather data, and the conclusion was that teachers' job satisfaction, commitment to their school, and ability to support others can be enhanced by increasing their investment in professional development.
Chen	2020	In-depth interviews	A study on faculty work engagement at undergraduate universities in Hubei Province used in-depth interviews with frontline faculty, yielding policy implications to enhance faculty engagement. These include aligning and optimizing external factors that influence faculty work engagement, enhancing the support environment for work resources, and fully leveraging personal resources to boost engagement.
Zheng et al.	2021	Extended Cobb-Douglas production function	Drawing on characteristics of university teachers, the extended Cobb-Douglas production function models teachers' work output as a function of multiple task inputs, including teaching, scientific research, and administrative duties. An incentive model for

Researcher	Year	Method	Finding
			university teachers' work effort under multitasking is developed, along with an institutional mechanism to enhance their motivation to undertake multiple tasks.
Tang et al.	2021	SEM	Analyzed the work input of teachers at public security colleges and universities, and offered three suggestions on strengthening ideological development, optimizing growth strategies, and enhancing psychological support to improve teachers' work efforts based on the empirical results of the structural equation model.
Zhang et al.	2021	SEM	To enhance teachers' work engagement, grant them autonomy. Providing autonomy support effectively meets individuals' basic psychological needs, including autonomy, competence, and relatedness. Meeting the need for autonomy means giving teachers greater freedom to make their own decisions. Teachers who receive greater autonomy support experience higher satisfaction of these psychological needs, increased teaching motivation, and greater participation in their work.
Heng& Chu	2023	SEM	The findings have implications for teacher training and retention in English as a foreign language education systems. To promote teacher engagement, educators should train English teachers in coping strategies. Teacher education curricula should incorporate reflective practice and resilience-building techniques to prepare future teachers with the skills needed to navigate the challenges of their profession. Policymakers and school administrators should focus on creating supportive work environments to enhance teacher retention by addressing these key factors that influence work engagement.
Xie	2023	SEM	Based on the analysis and research results, policy implications are proposed: Guangdong universities should emphasize the importance of physical education instruction to school leaders. Faculty members should be actively encouraged to form teaching teams based on teaching and research sections or volleyball teaching departments. Reforms should be improved and deepened in management systems, personnel and salary systems, and teaching management

Researcher	Year	Method	Finding
			systems. Appropriate decentralization and administrative workload reduction should be implemented to reduce faculty workloads. A reasonable and adequate reward, incentive, and evaluation system should be established. Benefits should be based on equal pay for equal work for all faculty.
Chen	2024	SEM	Universities should focus on the psychological capital of young teachers and improve their work engagement, performance, professional identity, and happiness through measures such as training and policy development.

Based on the literature review, the researchers used SEM to identify variables, propose policy implications based on the data analysis results, refine them through focus groups, and finally use expert evaluation to validate them.

2.4 Theorical Foundation

2.4.1 Job Demands-Job Resources Theory

Job Demands-Job Resources Theory (JD-R) is a theoretical framework for understanding how the work environment affects employee health, job satisfaction, and performance. The theory was proposed by Demerouti and colleagues in 2001 and comprises the following core elements: Job Demands, which are stressors that require employees to invest energy, time, and emotion in their work—for example, workload, time pressure, and complex tasks. High job demands may lead to employee fatigue and stress. Job Resources: resources that help employees cope with job demands, reduce stress, and facilitate work—for example, supportive colleagues, sufficient tools and equipment, development opportunities, etc. Job resources can promote employee motivation and work efficiency. Bidirectional relationship: The theory posits a bidirectional relationship between job demands and job resources. High job demands may lead to employee fatigue; however, when job resources are sufficient, this fatigue can be mitigated, and vice versa. Occupational health and well-being: The balance between job demands and resources is crucial to employees' overall health and job satisfaction. Excessive demands and insufficient resources may lead to occupational burnout, whereas increased resources can improve employees' enthusiasm and work engagement.

2.4.2 Positive psychology theory

In 2000, Seligman & Csikszentmihalyi (2000) jointly published "Introduction to Positive Psychology", which triggered a shift in the research of traditional psychology and thus started the positive psychology movement. At the same time, scholars such as Maslach, Schaufeli, and Bakker, who pioneered the study of work burnout, also began to re-examine the problem from a positive-psychology perspective. Maslach and others regarded work engagement and work burnout as the two poles of a three-dimensional continuum. Among them, "engagement" is characterized by energy, involvement, and efficacy, and the direct opposites of these three, exhaustion, cynicism,

and lack of professional efficacy, are precisely the representative dimensions of "burnout". Therefore, Maslach and other scholars redefined work burnout as "the erosion of work engagement" and "it makes the originally important, meaningful and challenging work unpleasant, meaningless and unfulfilling" (Maslach & Leiter, 1997). In other words, when solving the problem of work "burnout" from the perspective of positive psychology, its essence is to move "burnout" to the other end of the continuum, that is, to increase work "engagement".

2.4.3 Organizational Support Theory

The concepts of Organizational Support Theory (OST) and Perceived Organizational Support (POS) were first proposed by Eisenberger et al. in 1986. They pointed out that employees' perception of whether the organization values their contributions and cares about their well-being will significantly affect their work attitudes and behaviors. Drawing on social exchange theory and organizational personification theory, this approach emphasizes employees' comprehensive assessment of whether the organization values their contributions and cares about their well-being. Perceived organizational support (POS) is the core concept of the theory, referring to employees' perceptions of whether the organization values their contributions and cares about their well-being. Organizational support theory is grounded in social exchange theory and the norm of reciprocity. Social exchange theory emphasizes the exchange relationships among people, including both material and nonmaterial exchanges. In organizational settings, this exchange relationship is reflected in the relationship between employees and organizations, in which employees exchange personal effort and loyalty for available benefits and social rewards. Perceived organizational support (POS) is an employee's comprehensive view of whether the organization values their contributions and cares about their well-being. It includes two core points: whether employees perceive that the organization values their contributions and cares about their well-being. The formation of POS depends on the organization's behaviors and strategies, such as fair management (transparency in compensation and promotion processes), emotional support (leadership care for employees), and resource support (training and development opportunities).

Organizational Support Theory has been widely used in human resource management. It emphasizes that the organization's support and care for employees are key to their retention and contributions. Cho et al. (2013) The impact of organizational support on employee learning and performance in Korean organizations was examined, and it was found that organizational support for action learning is a key factor in action-learning success(Vardaman et al. ,2016) . The role of perceived organizational support (POS) in shaping employee attitudes and behaviors beneficial to the organization was emphasized (Rasool et al.,2021) . The impact of a toxic work environment on employee engagement was examined, and a mediation analysis was conducted, incorporating organizational support and employee well-being(Laurent et al.,2021) .The relationship between perceived organizational support and employee-reported voluntary participation in safety activities was examined, and a potential mediating effect of felt obligation was identified.

2.4.4 Organizational Commitment Theory

Organizational commitment, a key concept in organizational behavior, is the degree to which employees feel a sense of belonging, identification, loyalty, and commitment to the organization. The concept of organizational commitment was first proposed by American sociologist Howard S. Becker (1960). He defined commitment as the tendency to maintain "activity consistency" generated by unilateral investment (a side bet). In an organization, this unilateral investment can refer to valuable resources, such as welfare, energy, and skills, that have been acquired and can be used only within the organization. He argues that organizational commitment is a psychological phenomenon in which employees remain in the organization as their "unilateral investment" in it increases.

Canadian scholars Meyer & Allen (1991) proposed a three-factor model of organizational commitment based on empirical research. They defined organizational commitment as "a psychological state that reflects the relationship between employees and organizations, implying the employees' decision on whether to continue to stay in the organization." Meyer and Allen's three-factor organizational commitment model has had a broad impact and has become a widely accepted concept of organizational commitment in the West. These three factors are: Affective Commitment, Continuance Commitment, and Normative Commitment. Organizational commitment theory has broad applicability in management practice. Understanding employees' organizational commitment status is crucial for developing policies and improving management. Employees with a strong sense of commitment are typically more motivated to fulfill their job responsibilities and contribute more to the organization. The concept of organizational commitment has also been introduced in education. In the context of colleges and universities, organizational commitment among faculty refers to the degree of identification with and dedication to the university and its goals. The strong connection between performance and retention also influences the effectiveness of the school organization.

2.4.5 Self-Efficacy Theory

Self-efficacy is a concept introduced by American psychologist Albert Bandura in 1977. This theory highlights the importance of an individual's belief in their ability to perform behaviors and their psychological state. Self-efficacy is a person's confidence in their ability to perform a specific task successfully. It involves a person's judgment of their abilities, beliefs, or subjective sense of control and confidence regarding whether they can accomplish a particular activity at a certain level. While self-efficacy relates to a person's perceived ability, it reflects a subjective self-assessment rather than actual ability. Teachers' confidence in their teaching skills and their capacity to influence students' learning outcomes can serve as motivation teach.

In education, self-efficacy has also gained increasing attention, with most research focusing on academic motivation and self-regulation. Specifically, relevant scholars concentrate on three main areas. Researchers in the first area primarily explore the connection between self-efficacy and university majors and career choices. This research has significant implications for the theory and practice of occupational psychology, as the findings can be used to analyze issues related to young people's career development and to inform the development of career intervention strategies. Researchers in the second area primarily examine the relationships among teachers' sense of teaching efficacy, teaching practice, student achievement, and related factors,

such as teachers' professional development, teaching methods, and teacher education. Researchers in the third area primarily examine how students' self-efficacy influences their motivational structures, academic achievement, attribution of success and failure, goal setting, memory, problem-solving, anxiety in specific fields, self-regulation, strategy selection, and various academic outcomes across disciplines.

2.4.6 Social Identity Theory

Social identity theory was introduced by British social psychologists Henri Tajfel and John Turner in the 1970s. The theory explains how individuals define and understand themselves through group membership and how this identity influences their behavior and attitudes. It highlights the central role of a person's identification with a group in shaping their self-concept. It suggests that individuals boost their self-esteem by achieving or maintaining a positive social identity. The theory states that social identity involves an individual's recognition of belonging to a specific social group and the emotional and value significance that accompanies that membership. Social identity is not only a form of self-awareness but also an emotional experience that helps individuals find a sense of belonging within the group and affirm their self-worth. Social identity theory (SIT) is a valuable framework for understanding and developing professional identity across various fields. In education, Dam & Blom (2006) discussed the potential for school teacher training to build professional identity through participation, emphasizing the importance of practical experience in shaping teacher identity. Friesen & Besley (2013) examined the development of teacher identity during the first year of teacher education from both developmental and social-psychological perspectives, highlighting the significance of social factors in this process. By incorporating SIT principles into educational practice, educators and curriculum developers can help students develop a strong professional identity and foster interprofessional or group identity, ultimately enhancing their learning experience and professional growth.

Professional identity is a form of social identity that concerns how people compare and distinguish themselves from individuals in other groups, including their understanding of professional practice, perception of personal talent development, and sense of professional value (Schein, 1978). Professional identity typically encompasses identification with professional roles, with the profession's social value, and with personal significance. These elements together constitute an individual's comprehensive sense of identity and belonging within the profession. Professional identity is a positive attitude toward one's profession among individual teachers. Studies have found that teachers' recognition of respect for all aspects of their professional identity may be the basis for institutional and educational change (Nixon, 1986), may help them deal with changes in education (Beijaard et al., 2000), and may help them collaborate with colleagues (Mitchell, 1997), etc. Positive self-perception of their professional identity can mitigate dissatisfaction with statistical working conditions, and a strong professional identity can hinder teachers' tendencies toward persecution, even when their work groups are subject to considerable criticism (Moore & Hofman, 1998).

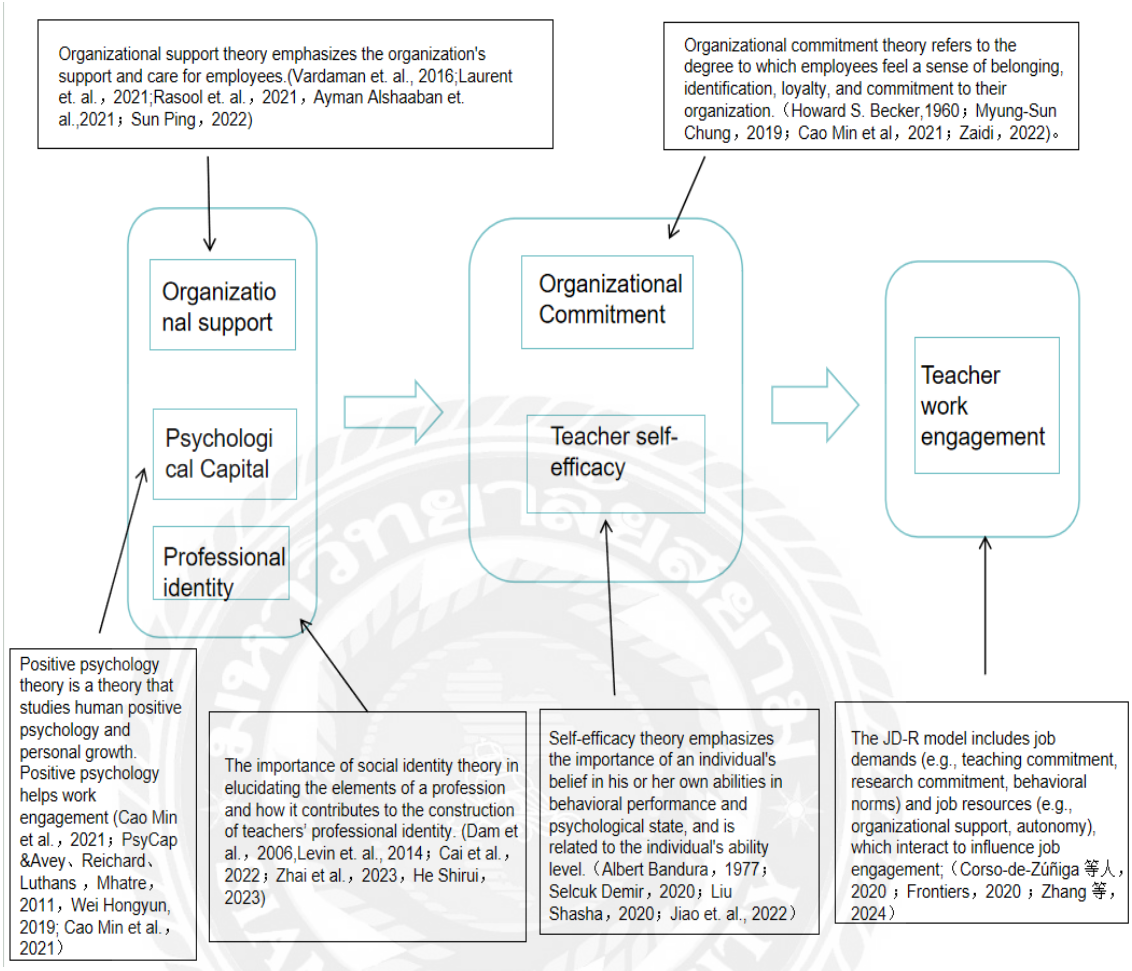


Figure 2.3 Theoretical Framework 1
Source: Created by researcher

This theoretical framework integrates key concepts from multiple theories to explain the factors that drive improvements in work engagement among college teachers. It focuses on three independent variables: organizational support, psychological capital, and professional identity. The framework includes organization support theory, organizational commitment theory, positive psychology theory, self-efficacy theory, social identity theory, and the JD-R model.

The relationships between variables in the literature were analyzed and integrated to form a second theoretical framework.

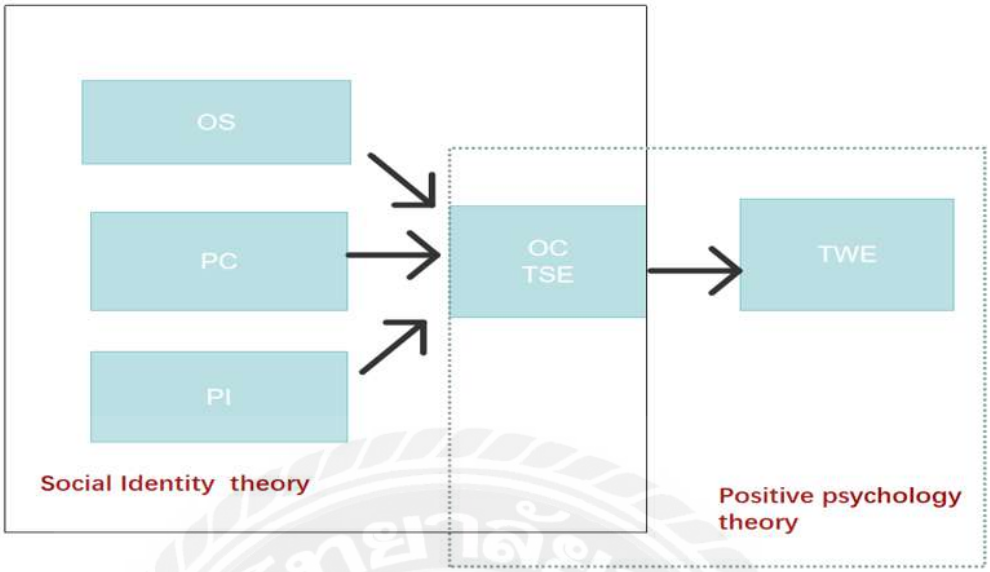
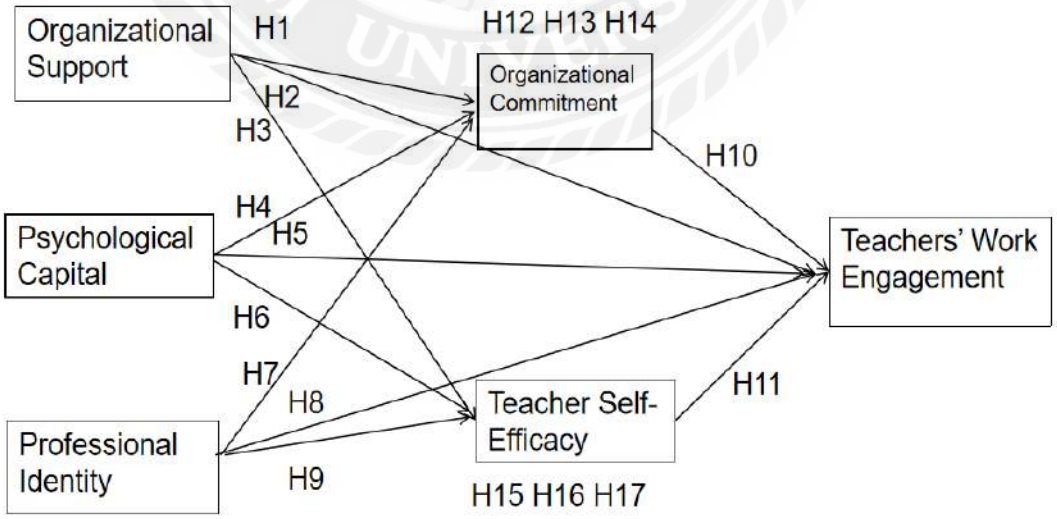


Figure 2.4 Theoretical Framework 2

2.5 Conceptual Framework

Based on the literature review, the independent variables are organizational support, psychological capital, and professional identity, the mediating variables are teacher self-efficacy and organizational commitment, and the dependent variable is teachers' work engagement.

Figure 2.5 Conceptual Framework



Source: Created by researcher

2.6 Research Hypothesis

Hypothesis 1: There is a significant positive correlation between organizational support and organizational commitment of teachers in municipal universities in Henan.

Hypothesis 2: There is a significant positive correlation between organizational support and work engagement of teachers in municipal universities in Henan.

Hypothesis 3: There is a significant positive correlation between organizational support and self-efficacy of teachers in municipal universities in Henan.

Hypothesis 4: There is a significant positive correlation between psychological capital and organizational commitment of teachers in municipal universities in Henan.

Hypothesis 5: There is a significant positive correlation between psychological capital and work engagement of teachers in municipal universities in Henan.

Hypothesis 6: There is a significant positive correlation between psychological capital and self-efficacy of teachers in municipal universities in Henan.

Hypothesis 7: There is a significant positive correlation between professional identity and organizational commitment of teachers in municipal universities in Henan.

Hypothesis 8: There is a significant positive correlation between professional identity and work engagement of teachers in municipal universities in Henan.

Hypothesis 9: There is a significant positive correlation between professional identity and self-efficacy of teachers in municipal universities in Henan.

Hypothesis 10: There is a significant positive correlation between organizational commitment and work engagement of teachers in municipal universities in Henan.

Hypothesis 11: There is a significant positive correlation between teacher self-efficacy and work engagement of teachers in municipal universities in Henan.

Hypothesis 12: Organizational commitment has a significant mediating role in the relationship between organizational support and work engagement of teachers in municipal universities in Henan.

Hypothesis 13: Organizational commitment has a significant mediating role in the relationship between psychological capital and work engagement of teachers in municipal universities in Henan.

Hypothesis 14: Organizational commitment has a significant mediating role in the relationship between professional identity and work engagement of teachers in municipal universities in Henan.

Hypothesis 15: Teacher self-efficacy has a significant mediating role in the relationship between organizational support and work engagement of teachers in municipal universities in Henan.

Hypothesis 16: Teacher self-efficacy has a significant mediating role in the relationship between psychological capital and work engagement of teachers in municipal universities in Henan.

Hypothesis 17: Teacher self-efficacy has a significant mediating role in the relationship between professional identity and work engagement of teachers in municipal universities in Henan.

2.7 Operationalization of Variables

Table 2.15 Operationalization of Variables

Variable	Operational Definition	Scale Item	Reference	Likert Scale
Teacher Work Engagement	Teacher work engagement is a psychological state characterized by vitality, dedication, and concentration, in which teachers actively participate in their work.	1. I feel strong and energetic when I am in class. 2. I feel energetic when I am doing research. 3. I am passionate about teaching and willing to invest more time. 4. I am passionate about research. 5. I am willing to put in extra effort at work. 6. I will reach a state of selflessness when doing research.	Schaufeli's Work Engagement Scale (UWES)	Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1.
Teacher Self-Efficacy	Teachers' perceptions and beliefs in their ability to successfully organize and implement educational activities, and their subjective judgment or confidence in their ability to influence students' learning and school educational outcomes.	1. I can encourage students who are not interested in learning. 2. I can make students believe that they can do well in school. 3. I can ask students good questions during teaching. 4. I can establish an effective classroom management model. 5. I can evaluate students from multiple perspectives.	Tschannen - Moran&Hoy (2001). (TSE) Wu et al. (2017)	Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1.

Variable	Operational Definition	Scale Item	Reference	Likert Scale
Organizational support	Refers to the organization's recognition, encouragement, and provision of resources to teachers to enhance their job engagement and satisfaction.	1. My school really cares about my welfare. 2. My school cares about my personal goals and values. 3. My school values my contribution to scientific research. 4. My school values the views or opinions raised by faculty representatives. 5. When I have difficulties in my scientific research, my school will help me. 6. When I have difficulties in my teaching, my school will help me.	Shen & Benson (2016).	Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1.
Professional identity	Occupational identity is an individual's positive evaluation of their occupation, reflecting the role's importance in personal identity.	1. Being a teacher allows me to realize my value. 2. As a teacher, I often feel respected. 3. I will take the initiative to participate in the school's teaching reform. 4. I can conscientiously complete my research work. 5. I think teachers should be role models for students. 6. I believe that the work of a teacher is vital for promoting students' growth and development.	Wei et al. (2013).	Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1.

Variable	Operational Definition	Scale Item	Reference	Likert Scale
Organizational Commitment	University teachers develop a sense of identity, belonging, and loyalty to their institution when they identify with its goals, values, and culture.	1. I have a strong sense of belonging to the organization. 2. I am willing to be loyal to the organization's work. 3. I am worried that it will be challenging to find a job with equivalent conditions after I leave. 4. I hope to stay in this school and work for a long time. 5. I conscientiously follow the school's various behavioral norms.	Meyer & Allen (1991) Ling et al. (2000), Song & Cai (2005)	Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1.
Psychological Capital	Refers to a positive psychological state that an individual exhibits during the process of growth and development.	1. I am willing to contribute to the development of the school. 2. I often complete my work goals with full energy. 3. I think I can grow in my work. 4. I usually face the pressure at work positively. 5. I always look at my work positively.	Lucens et al. (2007) is waiting for PCQ, translated by Li Chaoping (2007)	Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1.

Source: Created by researcher

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design and Methods

3.2 Population and Sample

3.3 Research Instrument

3.4 Data Collection

3.5 Data Analysis

3.6 Translation of Research Instruments

3.1 Research Design and Methods

3.1.1 Research Design

This chapter describes the research methods used to examine the factors affecting teachers' work engagement, methods and tools, target population, sampling unit, and sample size. This study employed a mixed-methods approach, combining quantitative and qualitative methods to collect data from the target group through questionnaires and interviews. The procedures for data collection and statistical analysis are explained.

3.1.2 Research Methods

This study adopted a mixed-method research design, combining quantitative and qualitative methods to examine the factors and strategies that influence and promote teacher work engagement. Mixed methods take full advantage of the advantages of both data types and provide deeper and broader insights. It is particularly effective for complex research problems, allowing researchers to quantitatively examine patterns while gaining qualitative insights into the underlying context (Creswell & Clark, 2017; Johnson & Onwuegbuzie, 2004; Bryman, 2016).

1. In order to analyze the level of work engagement of teachers in municipal universities in Henan Province, this study need the quantitative research method and conducted descriptive statistical analysis to draw conclusions.

2. To validate the quantitative results, interview was employed, inviting seventeen experts to discuss and provide policy recommendations.

3. Based on the results of the analyses, corresponding policy implications based on the highly correlated dimensions of each variable was proposed.

4. An expert evaluation of policy implication to improve teachers' work engagement was conducted, and ten experts were invited to evaluate the model's effectiveness.

The qualitative phase, through expert interviews, provided deeper insights, supplemented the quantitative research results, validated the findings, and confirmed their validity.

3.2 Population and Sample

The survey respondents in this study were teachers from municipal universities in Henan Province. The study selected Henan Province, because it facilitates the distribution of questionnaires and it recognizes that municipal universities place greater emphasis on connotation development and on improving work participation in light of the new situation.

The study's population included 23,509 teachers from municipal universities in Henan Province. Convenience sampling was used to distribute questionnaires to faculty members at 17 undergraduate colleges, including Shangqiu Normal University, Zhoukou Normal University, Xuchang University, Henan Urban Construction University, Pingdingshan University, Anyang Institute of Technology, Huanghuai University, Nanyang Institute of Technology, Henan Engineering Institute, Luoyang Institute of Technology, Xinxiang University, Zhengzhou Normal University, Henan Animal Husbandry and Economics College, Xinyang Agricultural and Forestry College, Henan Institute of Finance and Economics, Henan Institute of Technology, and Zhengzhou Institute of Engineering Technology. The number of teachers in these colleges was obtained from the colleges' official websites on December 19, 2024, and totaled 23,509.

To determine the confidence level and the desired level of precision,the study selected a 95% confidence level. At this level, the value (X^2) of the chi-square (χ^2) distribution table with 1 degree of freedom is approximately 3.84. Precision, d, is usually expressed as the absolute error between the sample proportion and the population proportion, expressed as a decimal. Here, a desired precision of 5% (0.05) is assumed.

The population proportion P is typically set to 0.5 (50%) to obtain a conservative estimate, which yields the largest possible sample size.

Sample size calculation:

For calculating sample sizes to estimate unknown proportions, the following formula was used:

$$n = \frac{\chi^2 NP(1-P)}{d^2(N-1) + \chi^2 P(1-P)}$$

in: n = required sample size

Finally, calculate the sample size：

n=59.7322631.04≈378.49

Since the sample size must be an integer, the study rounded up to the nearest integer. Therefore, the required sample size was 379. In order to facilitate sampling, the proportional stratified random sampling method was adopted, and the questionnaire survey were distributed to teachers in each school through the simple random sampling technique.

Table 3.1 Research Population and Sample

No.	University	Population	Sample
1	Shangqiu Normal University	1037	17
2	Zhoukou Normal University	1314	21
3	Xuchang University	1793	29
4	Henan Urban Construction University	1052	17
5	Pingdingshan University	1300	21
6	Anyang Institute of Technology	1541	25
7	Huanghuai University	1672	27
8	Nanyang Institute of Technology	1729	28
9	Henan Engineering Institute	1500	24
10	Luoyang Institute of Technology	1800	29
11	Xinxiang University	1536	24
12	Zhengzhou Normal University	1300	21
13	Henan Animal Husbandry and Economics College	1887	30
14	Xinyang Agricultural and Forestry College	1024	17
15	Henan Institute of Finance and Economics	866	14
16	Henan Institute of Technology	820	13
17	Zhengzhou Institute of Engineering Technology	1338	22
Total		23509	379

For qualitative research stage after questionnaire survey, 17 participants were chosen from 17 local higher education institutions in Henan Province. These participants participated in interviews. Specifically, there were 3 educational experts, 4 educational administrators (responsible persons from university academic affairs offices or teacher development centers), 3 educational policy researchers, and 7 teacher representatives (T1-T7), totaling 17 people.

3.3 Research Instrument

The questionnaire used in this study consists of three parts. Part A presents respondents' background characteristics, including gender, age, professional title, educational background, year of experience, and other relevant variables. The questions in Part A are for measuring background characteristics, using a nominal scale; Part B is a questionnaire on different influencing factors (including teacher self-efficacy scale, organizational support measurement scale, organizational commitment measurement

scale, professional identity measurement scale, and psychological capital measurement scale); Part C is a teacher work engagement scale. The items in Parts B and C are measured using a five-point Likert scale, with a minimum score of 1 (strongly disagree) and a maximum score of 5 (strongly agree). The scales and items in the questionnaire were selected from mature questions with clear sources and sources.

Validity and reliability test:

The pre-distribution of the questionnaire was primarily intended for undergraduate colleges in the city where the researcher was located. The collected pre-survey data were assessed for reliability and validity to further refine the study questionnaire. The questionnaire was distributed to 5 experts, and the IOC index was used to assess goal consistency; the items were subsequently adjusted. Cronbach's Alpha (α) was used to test the reliability of the construct.

Validity test (IOC, five experts): Five experts assessed the questionnaire's content validity to ensure its items aligned with the research objectives.

Reliability test (Cronbach's alpha). Cronbach's alpha was used to assess the internal consistency of the questionnaire, with a sample of 40 informed, consenting respondents.

For the interview outline: All sections and interview questions in the interview outline were based on research objectives and designed around the research questions. The interview questions were modified and improved through expert consultation, and the formal interview questions and outline were ultimately determined.

3.4 Data Collection

Questionnaire: After the questionnaire was finalized, data were collected via online administration. A convenient sampling method was used to recruit teachers from different regions of Henan Province, including municipal undergraduate colleges, various majors, age groups, and professional titles, to ensure the sample had a certain degree of universality and representativeness.

Data confidentiality: The collected data were anonymized to protect participants' privacy and ensure data confidentiality.

Research ethics: The researcher ensured that all participants fully understood the study's purpose and procedures, and that they provided informed consent. A total of 409 questionnaires were distributed and subsequently collected. After excluding incomplete responses, duplicate submissions, and invalid entries, 405 valid responses remained for analysis. The response rate was 99.02%.

Interviews：This study used interview method and selected 17 experts as research subjects. Firstly, the researcher determined the criteria for expert selection, completed expert liaison and informed consent, and prepared a semi-structured interview outline.Subsequently, formal interviews were conducted in batches online, and key information was recorded synchronously during the interview process; After the interview, the audio materials were transcribed word for word, and the text was anonymized. Finally, all 17 interview texts were encoded and analyzed to summarize and extract the research topic.

3.5 Data Analysis

SPSS 29.0 was used to perform descriptive statistics on the questionnaire data, and AMOS 24.0 was used to conduct confirmatory factor analysis (CFA), path analysis, and regression analysis to assess correlations among variables and test hypotheses.

Descriptive statistics: Analyze the mean and standard deviation of each variable to understand the basic situation of the sample.

Reliability analysis: Cronbach's α was used to assess internal consistency reliability.

Validity analysis: The scale's structural validity was assessed using exploratory and confirmatory factor analyses.

Correlation analysis: Pearson correlation coefficients were used to examine the relationships among occupational identity, psychological capital, self-efficacy, and teachers' work engagement.

Hierarchical regression analysis was used to test the mediating role of teachers self-efficacy, and the mediating effect was assessed by sequentially testing the regression coefficients.

Structural equation model: AMOS 24.0 was used to construct the model and further verify the relationships among variables and the mediating effect.

3.6 Translation of Research Instruments

The questionnaire was translated from English to Chinese and back to English to ensure semantic accuracy.

Two different English professionals performed back-translation.

A rigorous translation process was employed in this study to ensure that the research instrument is understandable and culturally relevant to participants. Since the target participants were teachers at municipal universities in Henan Province, the survey instrument must be accurately translated from English into Chinese. This approach minimized potential misunderstandings and improved response reliability by allowing participants to complete the questionnaire in their native language (Brislin, 1970; Van de Vijver & Hambleton, 1996).

A dual approach was used in the translation process to achieve language equivalence and maintain content validity. First, a bilingual expert fluent in English and Chinese conducted an initial translation of the instrument. To ensure accuracy, the translated version was then reviewed by a second bilingual expert, with particular attention to terms and expressions related to organizational support, psychological capital, teacher self-efficacy, and other key constructs in the study. This dual translation method reduces bias and improves the quality of cross-cultural research (Hambleton et al., 2004).

Back-translation technique was used to validate the translation. Another independent bilingual expert, blinded to the original instrument's content, retranslated the Chinese version into English. The back-translation was then compared to the initial English version to identify inconsistencies and ensure semantic accuracy. This rigorous approach helps maintain the reliability and validity of the translation instrument (Douglas & Craig, 2007; Behr, 2017).

In addition, a pilot test of the translation was conducted with a small group of participants similar to the target population. Feedback from this pilot study identified language or comprehension issues, which were addressed before data collection was completed. This process was critical for confirming the clarity and appropriateness of the translation instrument, thereby improving data reliability (Sperber et al., 1994).

CHAPTER 4

RESEARCH RESULTS

4.1 Demographic Characteristics Description

4.2 Descriptive Statistics of Variables

4.3 Discriminatory Power, Reliability Analysis, and Validity Analysis

4.3.1 Reliability Analysis

4.3.2 Validity Analysis

4.4 Confirmatory Factor Analysis

4.5 Structural Equation Models and Hypothesis Testing

4.5.1 Verification of Direct Effects

4.5.2 Verification of Mediating Effects

4.6 Qualitative Analysis

4.7 Juxtaposition between Quantitative and Qualitative Results

4.8 Policy Implication

4.9 Validation of Research Findings

This chapter builds on the theoretical framework established in Chapters 2 to derive empirical findings through both quantitative and qualitative analysis. Grounded in Job Demands-Job Resources Theory, Positive Psychology Theory, Organizational Support Theory, Organizational Commitment Theory, Self-Efficacy Theory, and Social Identity Theory, the study used a mixed-methods approach. Quantitative data were collected via questionnaires and analyzed used SPSS 29 and AMOS 24 for descriptive statistics, confirmatory factor analysis, and structural equation modeling. Qualitative data were collected through online interviews, with informed consent obtained from all participants. The interviews were recorded in real time and subsequently organized into thematic categories. All qualitative data were subjected to thematic coding and in-depth analysis using NVivo 15, employing its coding functions to facilitate cross-validation and contextual interpretation of the quantitative research findings.

4.1 Demographic Characteristics Description

Demographic Characteristics of Respondents

The survey questionnaire was distributed via WJX, a prominent online survey platform used for academic research in China. A total of 409 questionnaires were distributed and subsequently collected. After excluding incomplete responses, duplicate submissions, and invalid entries, 405 valid responses remained for analysis. The response rate was 99.02%. This data cleaning process ensured the dataset's validity and completeness. The final sample size met and exceeded the minimum requirement for

structural equation modeling (SEM) analysis (n = 379), thereby providing a robust foundation for hypothesis testing and model evaluation.

Descriptive statistics were employed to analyze fundamental demographic variables, as detailed in Table 4.1:

- Gender distribution: 195 male respondents (48.1%) and 210 female respondents (51.9%).

- Age groups: Under 30 years old: 74 respondents (18.3%); 31–40 years: 149 respondents (36.8%); 41–50 years: 110 respondents (27.2%); 51–60 years: 72 respondents (17.8%).

- Professional titles: 41 professors (10.1%); 122 associate professors (30.1%); 181 lecturers (44.7%); 61 teaching assistants (15.1%).

- Educational background: 162 doctoral degree holders (40.0%), and 243 master's degree holders (60.0%).

- Years of work experience: 3-5 years: 73 respondents (18.0%); 6-10 years: 110 respondents (27.2%); 11-20 years: 122 respondents (30.1%); 21-30 years: 96 respondents (23.7%); over 30 years: 4 respondents (1.0%).

- Part-time teaching status: None; all 405 respondents (100.0%) reported no part-time teaching responsibilities.

Table 4.1 Descriptive Statistics of Respondents

Basic Information	**Grouping**	**Frequency**	**Percentage**
Genger	Male	195	48.1%
	Female	210	51.9%
Age	Under 30	74	18.3%
	31-40 years old	149	36.8%
	41-50 years old	110	27.2%
	51-60 years old	72	17.8%
Professional Title	Professor	41	10.1%
	Associate Professor	122	30.1%
	Lecturer	181	44.7%
	Teaching Assistant	61	15.1%
Educational Background	Doctoral Students	162	40.0%
	Master's Students	243	60.0%
Year of Experience	3-5 years	73	18.0%
	6-10 years	110	27.2%
	11-20 years	122	30.1%

Basic Information	Grouping	Frequency	Percentage
	21-30 years	96	23.7%
	Over 30 years	4	1.0%
Are you a part-time teacher?	No	405	100.0%

4.2 Descriptive Statistics of Variables

Descriptive statistics were employed to analyze each variable, as illustrated in Table 4.2:

Teacher self-efficacy score ranged from 1.2 to 5.0, with a mean of 3.28, SD of 0.956, skewness -0.157, kurtosis -1.369, and their errors. Similar stats for five dimensions—organizational support, professional identity, organizational commitment, psychological capital, and teachers' work engagement—show all variables have kurtosis less than 10 and skewness less than 3, indicating a normal distribution.

Table 4.2 Descriptive Statistics of Variables

Variable	Mini-mum value	Maxi-mum value	Mean	Standard Deviation	Skewness		Peak Degree	
					Statistics	Standard Error	Statistics	Standard Error
Teacher Self-Efficacy	1.2	5.0	3.28	0.956	-0.157	0.121	-1.369	0.242
Organizational Support	1.0	4.8	3.43	0.933	-0.476	0.121	-1.070	0.242
Professional Identity	1.2	5.0	3.55	0.997	-0.703	0.121	-0.851	0.242
Organizational Commitment	1.0	5.0	3.32	0.963	-0.294	0.121	-1.216	0.242
Psychological Capital	1.4	5.0	3.74	0.820	-1.041	0.121	0.126	0.242
Teachers' Work Engagement	1.0	4.8	3.40	0.960	-0.595	0.121	-0.965	0.242

4.3 Discriminatory Power, Reliability Analysis, and Validity Analysis

4.3.1 Reliability Analysis

To assess reliability and validity, Cronbach's Alpha was first applied to the scale data. In reliability analysis, a Cronbach's Alpha coefficient generally exceeding 0.7 indicates high internal consistency, enabling further in-depth analysis of correlations. As shown in Table 4.3, Cronbach's Alpha coefficients for all questionnaire dimensions exceed 0.7, indicating high overall reliability.

Table 4.3 Reliability Analysis

Dimension	Number of Items	Cronbach's Alpha Coefficient	Total Reliability
Self-efficacy	5	0.876	0.930
Organizational Support	5	0.870	
Professional Identity	6	0.909	
Organizational Commitment	5	0.873	
Psychological Capital	5	0.851	
Teachers' Work Engagement	6	0.904	

4.3.2 Validity Analysis

Factor analysis was used to assess validity. Generally, a KMO value above 0.7 indicates that factor analysis is appropriate. As shown in Table 4.4, the KMO test yielded a value of 0.931, which exceeds 0.7. The Bartlett's sphericity test produced a Sig. of 0.000 < 0.001, demonstrating statistical significance at the 0.001 level. These results confirm the suitability of factor analysis.

Table 4.4 KMO and Bartlett's Test

KMO Sampling Adequacy Measure		0.931
Bartlett's Sphericity Test	Approximate chi-square	7245.628
	degree of freedom	496.0
	Significance	0.000

Further analysis in SPSS indicates that the six factors derived from the questionnaire account for a total variance of 66.958%. This demonstrates that the factors have good explanatory power and effectively retain the original data. Additionally, the first factor accounts for 32.508% of the variance, which is below 40%. This indicates that the data do not exhibit severe common-method bias.

Table 4.5 Total Variance Explained

Factor	Initial Eigenvalue			Sum of Squares of Extracted Loads			Rotating Load Square Sum		
	Total	Percentage of variance	Cumulative %	Total	Percentage of variance	Cumulative %	Total	Percentage of variance	Cumulative %
1	10.402	32.508	32.508	10.402	32.508	32.508	4.12	12.874	12.874
2	3.086	9.643	42.151	3.086	9.643	42.151	3.823	11.948	24.823
3	2.424	7.575	49.726	2.424	7.575	49.726	3.446	10.768	35.591
4	2.251	7.033	56.759	2.251	7.033	56.759	3.388	10.588	46.179
5	1.773	5.542	62.301	1.773	5.542	62.301	3.382	10.567	56.746
6	1.49	4.656	66.958	1.49	4.656	66.958	3.268	10.211	66.958
7	0.695	2.172	69.13						
8	0.628	1.962	71.092						
9	0.596	1.861	72.954						
10	0.56	1.751	74.705						
11	0.54	1.687	76.391						
12	0.506	1.582	77.973						
13	0.484	1.512	79.486						
14	0.472	1.474	80.96						
15	0.459	1.434	82.394						
16	0.438	1.37	83.764						
17	0.431	1.345	85.109						
18	0.405	1.265	86.375						
19	0.396	1.236	87.611						
20	0.378	1.182	88.793						
21	0.366	1.144	89.936						
22	0.354	1.105	91.041						
23	0.347	1.083	92.124						
24	0.33	1.03	93.154						
25	0.32	1.001	94.155						
26	0.318	0.995	95.15						
27	0.297	0.929	96.078						
28	0.288	0.9	96.978						
29	0.261	0.815	97.794						
30	0.256	0.801	98.595						

Factor	Initial Eigenvalue			Sum of Squares of Extracted Loads			Rotating Load Square Sum		
	Total	Percentage of variance	Cumulative %	Total	Percentage of variance	Cumulative %	Total	Percentage of variance	Cumulative %
31	0.231	0.721	99.316						
32	0.219	0.684	100						

Based on the factor loadings in Table 4.6, each item is associated with its corresponding dimension. This suggests that the questionnaire demonstrates good construct validity and that the collected data can be used for further analysis. Overall, the questionnaire shows high reliability and validity, making it appropriate for research purposes.

Table 4.6 Rotated Component Matrix

	Factor					
Item	1	2	3	4	5	6
1. I can encourage students who are not interested in learning.						
2. I can make students believe that they can achieve good performance in school.						
3. I can pose good questions to students during my teaching.						
4. I can establish an effective classroom management model.						
5. I can evaluate students from diverse perspectives.						
6. My school truly cares about my welfare.						
7. My school is concerned with my personal goals and value realization.						
8. My school values the contributions I make in research.						
9. My school values the opinions or suggestions put forward by teacher representatives.						
10. When I encounter difficulties in my work, my school will help me.						
11. Being a teacher allows me to realize my value.	0.727					

Item	Factor 1	2	3	4	5	6
12. As a teacher, I often feel respected.	0.733					
13. I will take the initiative to participate in the school's teaching reform.	0.771					
14. I can conscientiously complete my research work.	0.708					
15. I think teachers should be role models for students.	0.782					
16. I believe that the work of a teacher is very important for promoting students' growth and development.	0.791					
17. I have a strong sense of belonging to the organization.						
18. I am willing to be loyal to the organization's work.						
19. I believe it would be difficult to find a position with equivalent conditions if I were to leave this organization.						
20. I hope to stay in this school and work for a long time.						
21. I conscientiously follow the school's various behavioral norms.						
22. I am willing to contribute to the development of the University.						
23. I often complete my work goals with full energy.						
24. I believe that I can grow in my work.						
25. I usually face work pressures positively.						
26. I always have a positive attitude towards my work.						
27. When teaching, I feel strong and full of energy.		0.737				
28. When doing research, I feel full of energy.		0.745				
29. I am passionate about teaching and willing to invest more time.		0.714				

Item	Factor 1	2	3	4	5	6
30. I am passionate about research work.		0.739				
31. I am willing to put in extra effort for my work.		0.720				
32. When doing research, I can reach a state of self-forgetfulness.		0.676				

Extraction method: Principal Component Analysis.

4.4 Confirmatory Factor Analysis

Hypothesis testing relies on structural equation modeling (SEM), also known as covariance structure modeling. This important multivariate analysis tool examines relationships among variables using the covariance matrix. In many studies across social sciences, economics, finance, psychology, and management, latent variables—such as learning motivation or user satisfaction—cannot be directly observed. Traditional statistical methods often struggle with such issues. Structural Equation Modeling, developed in the 1980s, effectively addresses the limitations of conventional approaches. SEM can analyze multiple dependent variables simultaneously, also known as endogenous variables. In contrast, regression coefficients in standard regression models and path coefficients in path analysis are computed separately for each dependent variable, ignoring the influence of other variables. In SEM, the presence of other factors is fully considered. This means that the structure within each factor is adjusted to account for the coexistence of variables. As a result, both the relationships between factors and the internal structure of the factors themselves change. Structural equation models typically consist of two parts: the measurement model and the structural model, which depict the relationships among latent variables.

First, a confirmatory factor analysis was conducted to verify the data's reliability and validity. When using CFA to analyze the questionnaire, generally, it requires standardized factor loadings greater than 0.6, composite reliability (CR) greater than 0.7, and average extracted variance (AVE) greater than 0.5 to demonstrate good reliability and validity.

As shown in Table 4.7, all fit indices in the CFA meet the ideal values, indicating a good model fit.

Table 4.7 Confirmatory Factor Analysis Fit Indices

	CMIN/DF	RMR	GFI	AGFI	CFI	RMSEA
Ideal value	≤3.00	≤0.10	≥0.90	≥0.90	≥0.90	≤0.10
Goodness of fit	1.224	0.040	0.923	0.909	0.986	0.024

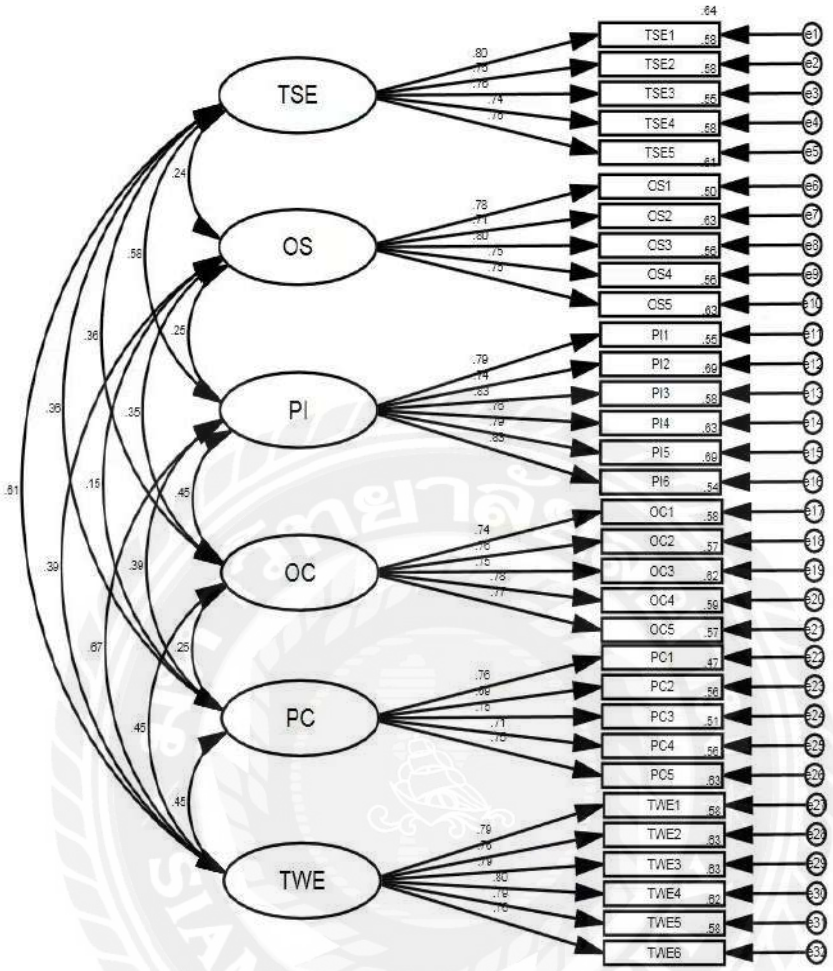


Figure 4.1 Confirmatory Factor Analysis (CFA)

Convergent validity analysis: The standardized factor loadings for all dimensions are above 0.6, the composite reliability (CR) of the variables is over 0.7, and the average variance extracted (AVE) is also above 0.5. This shows that the variables have good internal consistency and convergent validity.

Table 4.8 Confirmatory Factor Analysis

Dimension	Item	Estimate	CR	AVE
Teacher Self-Efficacy (TSE)	TSE1	0.797		
	TSE2	0.759		
	TSE3	0.764	0.876	0.585
	TSE4	0.743		
	TSE5	0.759		

Dimension	Item	Estimate	CR	AVE
Organizational Support (OS)	OS1	0.782		
	OS2	0.708		
	OS3	0.795	0.870	0.573
	OS4	0.746		
	OS5	0.750		
Professional Identity (PI)	PI1	0.794		
	PI2	0.740		
	PI3	0.830	0.910	0.627
	PI4	0.760		
	PI5	0.792		
	PI6	0.831		
Organizational Commitment (OC)	OC1	0.738		
	OC2	0.761		
	OC3	0.753	0.874	0.580
	OC4	0.785		
	OC5	0.771		
Psychological Capital (PC)	PC1	0.757		
	PC2	0.687		
	PC3	0.745	0.851	0.534
	PC4	0.715		
	PC5	0.749		
Teachers' Work Engagement (TWE)	TWE1	0.794		
	TWE2	0.759		
	TWE3	0.793	0.904	0.611
	TWE4	0.796		
	TWE5	0.785		
	TWE6	0.762		

Discriminant validity analysis: The results of the discriminant validity analysis show that the correlations between variables are significant at the 0.1 level (two-tailed). However, the correlation coefficients are all less than the square root of the AVE of each variable. This indicates both some correlation and clear differences among the variables, thereby confirming the discriminant validity of each. In summary, the study's

results demonstrate that the variables have good convergent and discriminant validity, making them suitable for further analysis.

Table 4.9 Discriminant Validity

Variable	TSE	OS	PI	OC	PC	TWE
TSE	0.765					
OS	0.244**	0.757				
PI	0.583**	0.255**	0.792			
OC	0.353**	0.342**	0.458**	0.762		
PC	0.361**	0.150*	0.389**	0.246**	0.731	
TWE	0.611**	0.394**	0.671**	0.451**	0.451**	0.782

Note: The diagonal represents the square root of AVE, and the lower triangle represents dimensional correlation. * at the 0.05 level (two-tailed), ** at the 0.01 level (two-tailed), the correlation is significant

4.5 Structural Equation Modeling and Hypothesis Testing

Based on the aforementioned theoretical assumptions, the structural equation model was established as shown in Figure 4.2:

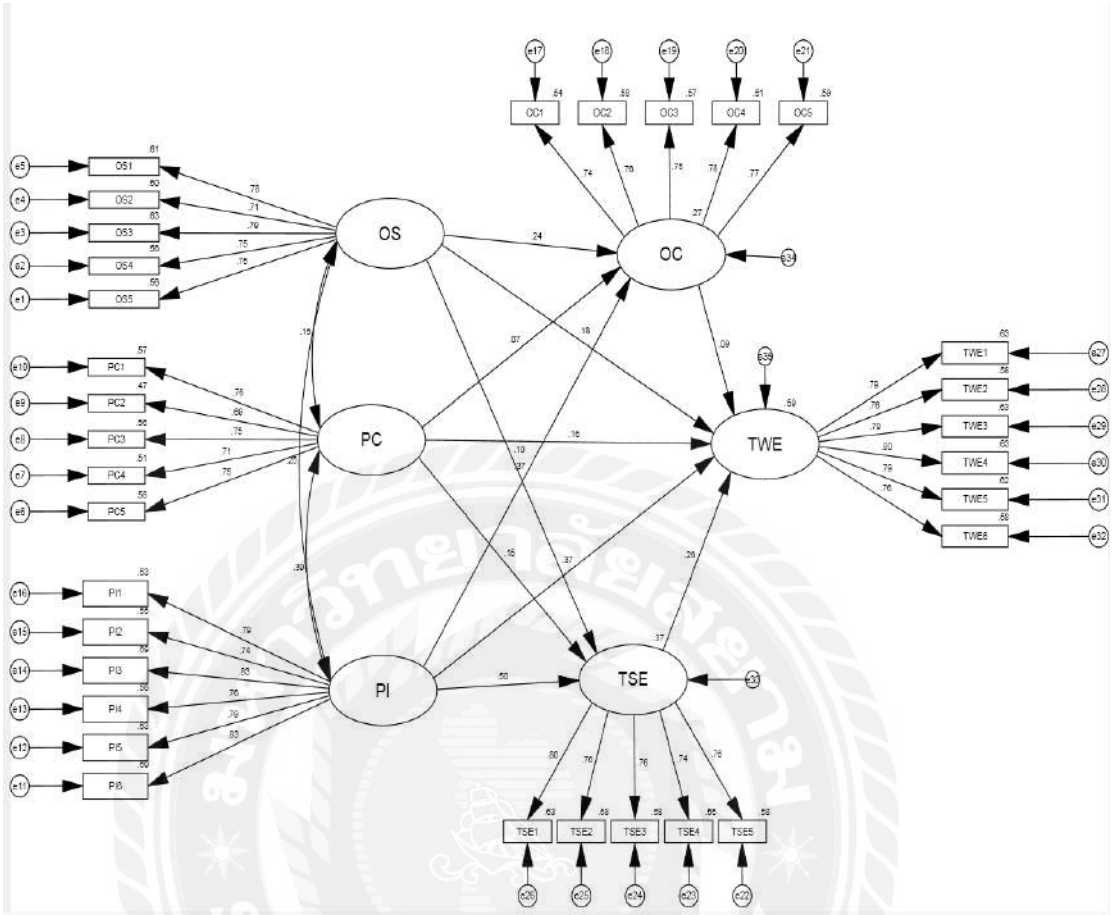


Figure 4.2 Structural Equation Model

According to the Table 4.10, the fit indices from the structural equation analysis are all outside the acceptable range. By contrast, all other indices fall within the ideal range, indicating a good model fit.

Table 4.10 Structural Equation Analysis Fit

	CMIN/DF	RMR	GFI	TLI	CFI	RMSEA
Ideal value	≤3.00	≤0.10	≥0.90	≥0.90	≥0.90	≤0.10
Goodness of fit	1.225	0.042	0.923	0.984	0.985	0.024

4.5.1 Verification of Direct Effect

Path Analysis

As shown in Table 4.11, the relationships between psychological capital and organizational commitment, and between organizational support and teacher self-efficacy, are not statistically significant, whereas all other paths are statistically significant.

Table 4.11 Path Analysis

Path	Estimate	S.E.	C.R.	P	Result
Organizational Support (OS) → Organizational Commitment (OC)	0.242	0.054	4.418	***	H1 established
Psychological Capital (PC) → Organizational Commitment (OC)	0.071	0.061	1.244	0.213	H4 Not established
Professional Identity (PI)→Organizational Commitment (OC)	0.369	0.048	6.160	***	H7 established
Organizational Support (OS)→Teacher Self-Efficacy (TSE)	0.096	0.051	1.923	***	H3 established
Psychological Capital (PC) →Teacher Self-Efficacy (TSE)	0.153	0.060	2.821	0.005	H6 established
Professional Identity (PI)→Teacher Self-Efficacy (TSE)	0.501	0.049	8.453	***	H9 established
Organizational Commitment (OC)→Teachers' Work Engagement (TWE)	0.093	0.055	1.936	***	H10 established
Organizational Support (OS)→Teachers' Work Engagement (TWE)	0.181	0.050	4.052	***	H2 established
Psychological Capital (PC)→Teachers' Work Engagement (TWE)	0.164	0.057	3.564	***	H5 established
Professional Identity (PI)→Teachers' Work Engagement (TWE)	0.369	0.054	6.308	***	H8 established

Path	Estimate	S.E.	C.R.	P	Result
Teacher Self-Efficacy (TSE)→Teachers' Work Engagement (TWE)	0.259	0.061	4.764	***	H11 established

4.5.2 Verification of Mediation Effect

Finally, the mediating effect was tested using a bootstrap method with 5000 samples, and the analysis was performed at the 95% confidence level. According to table 4.12, except for the indirect effect of psychological capital → organizational commitment → teachers' work Engagement, where the path P=0.167>0.05 and is not significant, the total effect, direct effect, and indirect effect of the remaining paths are all significant with P<0.05, and the 95% confidence interval (CI) does not include 0. Therefore, this indicates that all paths are significantly established. Thus, organizational commitment and teacher self-efficacy partially mediate the effects of organizational support, psychological capital, and professional identity on teachers' work engagement.

Table 4.12 Mediation Effect Test

Parameter	Estimate	95%CI		P	Effect proportion %	Result
		Lower	Upper			
Organizational Support (OS) →Total effect on Teachers' Work Engagement	0.228	0.134	0.325	0.000	100.00%	
Organizational Support (OS) → Direct Effect on Teachers' Work Engagement	0.181	0.092	0.276	0.000	79.39%	
Organizational Support (OS) →Organizational Commitment (OC) → Indirect Effect on Teachers' Work Engagement	0.023	0.001	0.054	0.036	10.09%	H12 established
Organizational Support (OS) →Teacher Self-Efficacy (TSE) →Indirect effect	0.025	0.001	0.061	0.043	10.96%	H15 established

Parameter	Estimate	95%CI		P	Effect proportion %	Result
		Lower	Upper			
on Teachers' Work Engagement						
Organizational Support (OS) →Total indirect Effect on Teachers' Work Engagement	0.047	0.013	0.098	0.008	20.61%	
Psychological Capital (PC) →Total effect on Teachers' Work Engagement	0.210	0.112	0.310	0.000	100.00%	
Psychological Capital (PC) →Direct effect on Teachers' Work Engagement	0.164	0.074	0.258	0.001	78.10%	
Psychological Capital (PC) →Organizational Commitment (OC) →Indirect effect on Teachers' Work Engagement	0.007	-0.003	0.029	0.167	3.33%	H13 Not established
Psychological Capital (PC) →Teacher Self-Efficacy (TSE) →Indirect effect on Teachers' Work Engagement	0.040	0.012	0.086	0.004	19.05%	H16 established
Psychological Capital (PC) →Teachers' Work Engagement	0.046	0.012	0.098	0.004	21.90%	

Parameter	Estimate	95%CI		P	Effect proportion %	Result
		Lower	Upper			
Professional Identity (PI) →Total effect on Teachers' Work Engagement	0.533	0.432	0.623	0.001	100.00%	
Professional Identity (PI) →Direct effect on Teachers' Work Engagement	0.369	0.250	0.488	0.001	69.23%	
Professional Identity (PI) →Organizational Commitment (OC) →Indirect effect on Teachers' Work Engagement	0.034	0.002	0.077	0.040	6.38%	H14 established
Professional Identity (PI) →Teacher Self-Efficacy (TSE) →Indirect effect on Teachers' Work Engagement	0.130	0.072	0.202	0.000	24.39%	H17 established
Professional Identity (PI) →Total indirect effect on teachers' Work Engagement	0.164	0.095	0.241	0.000	30.77%	

4.6. Qualitative Analysis

In the qualitative research phase, 17 participants were chosen from 17 local higher education institutions in Henan Province for interviews. The specific content analysis is as follows:

Table 4.13 Interview Text Analysis Category System

Select Coding	Axial Coding	Open Coding	Reference Code Point	Description
Organizational support and policy optimization	Crux of organizational support policy	Imperfect policy design	5	The interviewees believe that policies on organizational support from local universities in Henan Province lack coherence and are not fully tailored to address these universities' current funding and resource challenges. Some policies are disconnected from teachers' actual needs and fail to reflect differentiated support.
		The policy implementation is not in place	5	There are deviations in the implementation of organizational support policies by administrative personnel. Departments and faculties in universities often exhibit a phenomenon of "enthusiasm at the top and indifference at the bottom." Some policies remain at the document level and are not implemented in specific services, and interdepartmental collaboration is lacking.
		Insufficient resource guarantee	4	Municipal universities face limited funding, resulting in an uneven distribution of resources for teaching, training, and research support. The allocation across science and engineering, the humanities and social sciences, and between junior and senior faculty is unreasonable.
	Suggestions for optimizing organizational support policies	Differentiated support policies	5	It is recommended that differentiated organizational support policies be designed for young teachers (career adaptation) and experienced teachers (burnout), with attention to differences in training, assessment, and resource allocation.

Select Coding	Axial Coding	Open Coding	Reference Code Point	Description
		Perfect implement-tation mechanism	5	It is recommended that universities clarify the organizational support responsibilities of various departments, establish a cross-departmental collaboration mechanism, incorporate policy implementation into departmental and individual assessments, and implement positive incentives and constraints.
		Optimiza-tion of resource allocation	4	It is recommended that provincial education funding be prioritized for preferential allocation, that internal resources be allocated reasonably, that teachers' core teaching and research needs be prioritized, that unnecessary resource waste be reduced, and that a feedback mechanism for resource utilization be established.
Individual psychology and cognition of teachers	Enhancing psychologic al capital	Self-regulation of mindset	8	Teachers generally report that they will adjust their mindset and enhance their work engagement by balancing work and life, participating in teaching and research exchanges, and using self-talk; some teachers also hope to receive professional psychological guidance.
		School psycholo-gical support	6	Most interviewees reported that school-provided psychological counseling services were insufficient. They suggested that universities regularly offer psychological lectures and provide individual counseling through specialized psychological services, covering all teachers.

Select Coding	Axial Coding	Open Coding	Reference Code Point	Description
	Cultivation of professional identity	Pain points and suggestions regarding professional identity	8	Some teachers have a weak sense of professional identity. It is suggested that universities strengthen the promotion of teachers' professional honor, improve the teacher evaluation system, and enhance teachers' sense of professional achievement and belonging.
	Improvement of self-efficacy	Factors affecting self-efficacy and suggestions	8	Teachers' self-efficacy is significantly influenced by teaching achievements, scientific research breakthroughs, and school recognition. It is recommended that universities establish platforms for teaching, research exhibitions, and achievement exchange, and provide greater encouragement and recognition for teachers.
Core dimensions of teachers' work engage-ment	Work engagement performance	Vigor, focus, dedication	17	The interviewees unanimously agreed that teachers' job engagement is reflected in their conscientious lesson preparation, attention to student growth, proactive exploration and deep cultivation of research fields, active participation in teaching and research, and willingness to take responsibility for their work.
	Factors influencing job engagement	Positive factors, negative factors	17	Positive factors: organizational support, professional identity, feedback on teaching achievements; negative factors: excessive non-teaching burden, high assessment pressure, insufficient resources, job burnout

Select Coding	Axial Coding	Open Coding	Reference Code Point	Description
	Policy demand for work engagement	Reduce burden, provide incentives, and offer support	17	Teachers and experts generally suggest that university policies should focus on reducing burdens and enhancing efficiency (by lowering non-teaching burdens), improving incentive mechanisms, strengthening support for professional development, and enhancing teachers' work engagement.
Organizational commitment and institutional guarantee	Organizational commitment influence	Organizational commitment is associated with job involvement	10	The interviewees generally believed that organizational commitment significantly affected job engagement. Teachers who identified with the school's goals and values and felt a sense of belonging and recognition exhibited higher levels of job engagement.
	Optimization of institutional guarantees	Assessment, professional title, feedback mechanism	11	It is recommended to optimize the evaluation system and reduce the number of excessive quantitative indicators; improve the professional title evaluation policy, favoring frontline teaching and young teachers; and establish a teacher policy feedback mechanism to respond promptly to teachers' needs.

Source: Created by researcher.

4.7 Juxtaposition between Quantitative and Qualitative Results

This section presents a comparative analysis of quantitative and qualitative findings to enhance the reliability and validity of the research conclusions. Its goal is to determine whether the thematic evidence from expert interviews supports the statistically significant paths found in the structural model.

Quantitative analysis was performed independently using a theory-driven coding approach, where participants' responses were aligned with the corresponding hypotheses (H1-H17).

Table 4.14 Quantitative and Qualitative Results

Hypothesis	Quantitative Result	Qualitative Result	Conclusion
H1	Statistically Significant	T3 administrative processes should be streamlined to reduce non-teaching duties, allowing teachers to focus more on curriculum development and student guidance, thereby boosting their sense of belonging. T4 In terms of recognition and incentives, a diverse evaluation system needs to be established that not only emphasizes research achievements but also values teaching effectiveness and educational quality. This approach helps recognize different types of teachers and strengthens their sense of belonging to the school. T15 Provide targeted resource support, avoid equal distribution, and focus on closing gaps in materials, equipment, and funding needed for teaching reform and early stages of scientific research, thereby increasing teachers' loyalty.	Supported
H2	Statistically Significant	TI believe that schools should provide substantial support in areas such as resource allocation for teaching, research assistance, quantitative evaluation for professional title assessments and appointments, administrative efficiency, and teacher health care to enhance cross-departmental collaboration. T2 Organizational support should focus on substance and sustainability, particularly in resource allocation, academic development support, and the creation of a positive work environment. Supportive policies should be based on fairness and transparency. If teachers perceive unfairness in resource allocation, opportunities for reward, or leadership care, their perception of organizational support will decline, potentially leading to adverse outcomes.	Supported

Hypothesis	Quantitative Result	Qualitative Result	Conclusion
H3	Statistically Significant	T4 Strengthen professional training by tailoring it to meet teachers' diverse needs based on their experience. This includes providing specialized training in teaching skills, research methods, information technology applications, and related areas to help teachers address their weaknesses and enhance their professional confidence. Additionally, develop a practical platform that encourages teachers to participate in teaching reform initiatives, research, academic exchanges, and other activities, thereby enabling them to gain hands-on experience. By setting and reaching small goals over time, teachers will gradually build confidence in their abilities. Provide "stepped practice opportunities" to motivate teachers to participate in teaching reforms, curriculum development, and research projects. By gradually increasing experience from simple tasks to more complex challenges, teachers' confidence in their teaching can be strengthened. T16 Provide professional development support, regularly organize teachers to participate in training and external learning, and enhance their teaching and research capabilities. When teachers perceive that their abilities are continually improving, their self-efficacy increases accordingly.	Supported
H4	Statistically Insignificant	Currently, most local universities prioritize psychological support for students rather than for teachers, and counseling services for teachers are typically weak. On the one hand, there is a lack of specialized mental health facilities and professionals dedicated to teachers. Although some schools have psychological counseling centers, these mainly serve students, making it difficult for teachers to access targeted support. On the other side, channels for relieving teachers' psychological stress are limited, and there is no established psychological care system for them. T13 It appears the school does not provide adequate psychological counseling services. T15 There is a "mentorship" program for new teachers, but there is a shortage of full-time teacher counselors and limited specialized stress relief. Some teachers are hesitant to use psychological services due to concerns.	Not Supported

Hypothesis	Quantitative Result	Qualitative Result	Conclusion
H5	Statistically Significant	T3 I will provide a teaching summary after each class and conduct a teaching reflection at the end of each chapter. Additionally, I will maintain a positive work attitude by participating in academic exchanges, collaborating with colleagues on applying for teaching and research projects, and engaging in other activities. T8 Adjusting work mindset involves blending personal reality with work situations to develop various coping strategies. In teaching, improving course design and innovating teaching methods can foster a sense of achievement through positive student feedback, which, in turn, increases enthusiasm for work. In scientific research, it is important to plan research steps carefully by breaking larger goals into smaller tasks and advancing gradually to avoid excessive stress. Additionally, actively engaging in peer exchanges and collaborations can expand research perspectives. T12 I will relieve stress through exercise, rest, communication, and time spent with family and friends, and will maintain a balanced work-life balance.	Supported
H6	Statistically Significant	T7 Set clear boundaries and goals. Break down large tasks into small, manageable goals and establish clear boundaries between work and rest to prevent burnout. By completing small goals, one can continuously gain a sense of control and accomplishment. T10 Emphasize self-improvement and learning, proactively study educational and teaching policies, supervision theories, and cutting-edge knowledge in various disciplines, enhance professional competence, and bolster work enthusiasm with confidence in abilities. T17 After making preliminary assessments based on the time constraints and difficulty levels of different tasks, we can formulate a plan and then divide the work reasonably. Working in a planned manner can greatly alleviate anxiety.	Supported

Hypothesis	Quantitative Result	Qualitative Result	Conclusion
H7	Statistically Significant	T2 Schools should empower teachers' autonomy in teaching and research while also boosting their professional dignity and social recognition through public recognition, teaching achievement exhibitions, and other means. T4 Professional identity is powerfully shaped by school management culture, collegial atmosphere, and the broader social environment that respects teachers and values education. It is crucial to foster an organizational environment rooted in fairness, respect, and trust. T13 The school should provide positive evaluations and recognition of teachers' value, improve their remuneration and status, and enhance the humanistic care mechanism for teachers, such as providing support for housing, children's education, medical care, and other livelihood guarantees.	Supported
H8	Statistically Significant	T6 Professional identity requires attention to teachers' understanding of their professional value, the degree of social respect accorded to the teaching profession, and the recognition of teachers' contributions by schools. If teachers feel their efforts are insufficiently acknowledged, their sense of professional identity will weaken, thereby reducing their job engagement. Schools should reduce teachers' administrative workload to ensure they have sufficient time for teaching and research. Using a single standard to evaluate everyone, if schools only measure by "how many core papers have been published" to assess and evaluate professional titles, the sense of value and recognition for the latter two groups of teachers will be severely diminished.	Supported
H9	Statistically Significant	T3 It is necessary to monitor fluctuations in teachers' sense of identity across different stages of their careers (initial adaptation, burnout, and transformation) and to provide targeted support and guidance. T15 Strengthen value perception, experience the professional significance in educating students and helping them grow, and avoid self-denial due to resource disparities. T17 The efforts and achievements of teachers are often invisible, and there is no clear path for growth. If their efforts and achievements are not recognized by leaders, colleagues, and the system over an extended period, this can undermine their self-confidence.	Supported

Hypothesis	Quantitative Result	Qualitative Result	Conclusion
H10	Statistically Significant	T1 Organizational commitment strongly influences job engagement. When a school's goals and values align with an individual's career ambitions, it naturally fosters a sense of belonging and loyalty, encouraging proactive efforts and extra dedication to the work. T2 Organizational commitment directly influences my work engagement. If the school's values align with my personal educational philosophy and the management system is fair and transparent, I would be more willing to devote my energy to school development and even make personal sacrifices in certain areas. T16 I believe that organizational commitment has a significant impact on job engagement. If the school's goals and values align with my career aspirations, I will feel a stronger sense of belonging and loyalty and be more proactive in my work.	Supported
H11	Statistically Significant	T5 Enhancing job engagement primarily involves updating teaching content, patiently guiding students in research, participating in team activities, and proactively interacting with and answering students' questions outside of class. In teaching, actively innovate instructional designs; in scientific research, continuously explore research directions; and in service, fully participate in student guidance to improve work engagement. T16 Teachers will actively participate in professional training, learn new educational concepts and techniques, and continuously enhance their professional competencies, laying a solid foundation for their long-term career development. Schools should provide professional development support, regularly organizing teachers to participate in training and external learning opportunities, thereby enhancing their teaching and research capabilities. When teachers perceive their abilities as continuously improving, their self-efficacy increases accordingly.	Supported

Hypothesis	Quantitative Result	Qualitative Result	Conclusion
H12	Statistically Significant	T8 If the school values teacher development, ensures transparent decision-making, fosters a tolerant culture, and provides greater support, I would be more willing to devote my energy to participating in curriculum reform and building discipline. T12 With the continuous increase in school support, I have a strong sense of identification with the school's management and culture, and I am more willing to invest time and energy. T16 If the school provides more resources and a better platform, and if the school's goals and values align with my personal career aspirations, I will feel a stronger sense of belonging and loyalty, and thus be more proactive in my work.	Supported
H13	Statistically Insignificant	T2 Psychological counseling services are available, but due to insufficient promotion and low utilization, teachers' emotional experiences are weakened, affecting their work engagement. If teachers are motivated but lack a sense of belonging to the school, their job engagement may decrease. T10 There is a lack of specialized mental health services and professionals specifically targeting teachers. Although some schools have counseling centers, their primary clientele is students. Teachers find it difficult to secure targeted support, resulting in low identification and diminished enthusiasm.	Not Supported
H14	Statistically Significant	T3 If the school values teacher development and respects teachers' opinions, I will be more willing to invest my time and energy; otherwise, I may easily develop a "merely working" mindset, only fulfilling basic tasks. T6 When teachers feel the importance and care the school places on them, they are more willing to offer suggestions and ideas for the school's development. They will also exhibit greater resilience in the face of work-related challenges. T14 Linking professional identity with job value, the efforts in teaching and educating students should be genuinely recognized, rather than solely focusing on scientific research papers; enthusiasm will gradually diminish.	Supported

Hypothesis	Quantitative Result	Qualitative Result	Conclusion
H15	Statistically Significant	T2 Enhancing self-efficacy requires joint efforts from both individuals and organizations. Schools should provide systematic teaching, training, and academic exchange platforms, and encourage teachers to participate in curriculum design and educational reform. At the same time, by establishing a "mentorship" system and teaching observation mechanism, support and learning among teachers can be enhanced, helping them accumulate successful experiences in practice. T10 By implementing precise "mentorship" guidance, such as assigning both teaching and research mentors to new teachers, providing sufficient resources for teaching and research initiation, and setting phased and achievable work goals, teachers can be helped to effectively enhance their confidence in their own abilities, thereby increasing their engagement in their work. T15 Accumulate successful experiences, provide teachers with opportunities for tailored teaching reforms and scientific research projects, and promptly recognize every bit of progress.	Supported
H16	Statistically Significant	T2 Participate in academic community exchanges, engage in moderate physical exercise, and manage work-life boundaries to regulate your mindset, allowing yourself to be happier and more engaged in your work. T7 breaks down large tasks into small, manageable goals, sets clear boundaries between work and rest to prevent burnout, and continuously gains a sense of control and accomplishment by completing these goals. T15 Actively communicate and provide guidance, exchange teaching insights and scientific research puzzles with colleagues, and encourage each other; also, offer feedback requests to the department to alleviate pressure during problem-solving. Maintain a balance between work and life, use spare time for exercise, cultivate a learning habit, and devote oneself to work fully.	Supported

Hypothesis	Quantitative Result	Qualitative Result	Conclusion
H17	Statistically Significant	T3 Professional identity requires attention to teachers' sense of achievement in teaching and research, especially when they actively engage in teaching and education, experience the positive impact on students' professional growth, and feel the respect and recognition society affords educators. T9 Focusing on students' growth and development, when I see students making progress under my guidance, I feel a strong sense of professional accomplishment. This personal sense of 'I can teach well' gives me greater confidence, fostering a deeper identification with the profession and a more substantial commitment to my work. T16 In practical work, if teachers' teaching achievements and their dedicated cultivation of students do not receive sufficient social attention and recognition, and even occasionally encounter negative evaluations towards the teaching profession, this can also affect teachers' professional identity and their work engagement.	Supported

Source: The Researcher (2026)

The comparison results indicate a high degree of consistency among various methods. Organizational support, psychological capital, professional identity, organizational commitment, self-efficacy, and teachers' work engagement are interrelated, as indicated by the quantitative findings.

4.8 Policy Implication

Based on the analysis of the above quantitative and qualitative research results, and combined with the opinions of experts, policies to enhance teachers' work engagement are proposed. The policies related to municipal universities in Henan Province involved in this study strictly follow the principle of "higher-level legal guidance+local practical adaptation+multi-party argumentation". Superior policy basis: Based on the national level policies issued by the Ministry of Education and the Central Committee of the Communist Party of China as the fundamental principle; Local actual basis: Based on provincial development plans such as the "14th Five Year Plan for the Development of Education in Henan Province" and the "Henan Province Special Action Plan for the Development of University Teachers", focus on the shortcomings of the work investment of teachers in municipal universities in Henan Province; Practical basis: Through field research, questionnaire, and interviews with 17 municipal universities in Henan Province, the actual needs of frontline teachers and managers were sorted out to ensure that policies are in line with the actual situation of universities in Henan Province.

To effectively stimulate teachers' intrinsic motivation, enhance their sense of professional belonging and work enthusiasm, and address prominent issues such as insufficient teacher work engagement and burnout, the policies are proposed in Table 4.15, focusing on variables and core dimensions and considering the actual development of the education sector.

Table 4.15 Policies to Enhance Teachers' Work Engagement

Variable	Core Dimension	Research Finding	Policy Implication
Organizational support	work support, value identification; concern for interests.	The factor loadings for value identification were 0.771 (highest); for work support, 0.75 (higher); and for concerns for interests, 0.745. There was a significant positive correlation between organizational support and teacher work engagement. H1.H2.H3.H15 are established.	1. A "Measures for Supporting Teacher Training Using Special Funds" can be formulated, to encourage teachers to participate in off-campus professional development and academic exchanges, During the training period, teachers will receive their regular salary, and related expenses will be reimbursed. 2. Implement the "Flexible Work System for Professional Teachers" to streamline non-teaching tasks, ensure that teachers spend no less than 80% of their time on core teaching-related tasks, and promote a flexible work system.

Variable	Core Dimension	Research Finding	Policy Implication
Professional Identity	professional values, professional belonging ; professional behavior tendency	The factor loadings for professional belonging were 0.787 (highest); for professional behavior tendency, 0.74 (higher); and for professional values identification, 0.73. There was a significant positive correlation between organizational identification and teacher engagement. H7.H8.H9.H14 are established.	1. An "Implementation Measures for Strengthening Teachers' Ethics and Professional Conduct" will be established. A sound incentive and constraint mechanism will be established, making ethical conduct a primary criterion for performance evaluation, commendation, and promotion, while strictly punishing violations. 2. The "Measures for Commending and Rewarding Outstanding Teachers" and the "Measures for Distributing Performance-Based Rewards for High-Level Talents" will be improved, expanding their coverage, increasing publicity for outstanding teachers, and fostering an atmosphere that respects teachers and values education. 3.Establish the "Implementation Measures for Commendation and Condolence for Teachers' Day" to ensure that teachers feel respected and recognized by all parties.

Variable	Core Dimension	Research Finding	Policy Implication
Organizational commitment	emotional commitment；continuous commitment；normative commitment	The factor loadings for Emotional Commitment were 0.785 (highest); For Continuous Commitment, they were 0.776 (higher); and for Normative Commitment, they were 0.766. There was a significant positive correlation between organizational commitment and teacher engagement. H10.H12.H14 are established.	1.We will establish a "Campus Democratic Management System," hold regular faculty and staff representative meetings, listen to teachers' opinions, and actively implement reasonable suggestions. 2.We will implement the "Organized Teaching Research Methods," build a collaborative platform, carry out teaching research and collective lesson preparation activities, establish a team incentive mechanism, and guide teachers to develop a sense of collective responsibility.
Psychological capital	self-confidence and courage；optimism and hope；hard work；perseverance	The factor loading for hard work was 0.78 (highest); for optimism and hope, it was 0.767 (higher); for self-confidence and courage, it was 0.75; and for perseverance, it was 0.766. There is a significant positive correlation between psychological capital and teachers' work engagement. H5.H16 are established. H4.H13 are established.	1.The "Measures for the Management of Teachers' Psychological Counseling" will be implemented, and a campus psychological counseling room for teachers will be established to provide one-on-one counseling, establish a regular psychological counseling system, and guide teachers to master scientific adjustment methods. 2.The "Implementation Plan for Teachers' Mental Health Education" will be implemented, and mental health-themed activities will be carried out regularly. Special attention will be paid to the psychological needs of teachers in special groups, and efforts will be increased to have

Variable	Core Dimension	Research Finding	Policy Implication
			heart-to-heart talks and provide support.
Teacher's self-efficacy	Ability; Effect belief	The factor loading for Ability is 0.773 (highest); the factor loading for Effect Belief is 0.751. There is a significant positive correlation between teacher self-efficacy and teacher work engagement. H3.H6.H11.H16.H17 are established.	The "Implementation Plan for Enhancing Teachers' Teaching and Educating Abilities" will be implemented to improve the professional development training system, focusing on teaching, research, and educating abilities, and carrying out targeted thematic training to strengthen teachers' professional competence.

4.9 Verification of Research Results

To ensure the accuracy and reliability of the expert evaluation process, 10 education experts were selected from 9 municipal universities in Henan Province. With professional backgrounds spanning ten senior experts, all participants hold positions such as associate professors, vice deans, or department heads at local universities in Henan Province. They all specialize in education, reflecting the rigor of educational research. The verification was conducted both online and offline. After the semi-structured interviews, each expert received a detailed report summarizing the main discussion points and reflections. Based on this summary, the experts were invited to complete a structured evaluation questionnaire using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree).

The evaluation is divided into three main dimensions: propriety, feasibility, and utility, with each dimension encompassing five specific indicators. Experts independently scored each indicator, and the resulting data was analyzed by calculating the mean score and standard deviation.

Table 4.16 Expert Evaluation of the Model

Criteria	Item	5	4	3	2	1	Expert Rating
Propriety	1. Relevance to research objectives and expected outcomes 1.与研究目标和预期成果相关度 2. Consistency with theoretical framework 2.与理论框架的契合度						

Criteria	Item	5	4	3	2	1	Expert Rating
	3. Clarity of concept definition 3.概念定义的清晰度 4. Applicable to the educational environment of municipal universities in Henan Province 4.适用于河南省市属高校教育环境 5. It comprehensively covers the main factors that affect the phenomenon being studied. 5.全面涵盖了影响所研究现象的主要因素。						
Feasibility	1. It can be practically applied in existing research or practical environments 1.能够在现有研究或实践环境中得到切实应用 2. Applicable to different types of schools 2.适用于不同类型的学校 3.The method design is reasonable and executable 3.方法设计合理且可执行 4. Compatibility with the policy environment 4.与政策环境的兼容性 5. Applicability of resource requirements 5. 资源需求的适用性						
Utility	1.Provide clear guidance for future research or practice 1.为未来的研究或实践提供明确的指导 2.It helps to solve practical problems in related fields 2.有助于解决相关领域中的实际问题 3. The results obtained are of practical significance and operability 3.所得到的结果具有实际意义和可操作性 4. It helps provide a reference for future teacher development planning 4.有助于为未来教师发展规划提供参考 5.The value of policy recommendations 5.政策建议的价值						

Average score: Across all entries, the average value ranges from 4.4 to 4.8 (out of 5), indicating a strongly positive evaluation of the propriety, feasibility, and utility of the conceptual model, as shown in Table 4.17.

Table 4.17 Expert Evaluation Results

Dimension	Item	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	Expert 10	Mean
Propriety	Item1	4	5	4	4	4	5	5	5	5	4	4.5
Propriety	Item2	4	4	4	5	4	4	4	4	5	5	4.3
Propriety	Item3	4	4	5	4	5	5	5	5	5	5	4.7
Propriety	Item4	5	4	5	4	5	5	5	5	4	4	4.6
Propriety	Item5	5	5	5	5	5	5	4	4	4	4	4.6
Feasibility	Item1	5	5	5	5	5	5	5	5	5	5	5
Feasibility	Item2	5	4	4	4	4	4	5	5	4	5	4.4
Feasibility	Item3	5	5	5	5	5	4	4	5	4	4	4.6
Feasibility	Item4	5	5	4	5	4	5	4	4	4	4	4.6
Feasibility	Item5	4	5	5	4	4	4	5	5	5	5	4.6
Utility	Item1	4	4	4	4	4	5	4	5	5	5	4.6
Utility	Item2	5	4	5	5	5	5	5	5	5	4	4.8
Utility	Item3	4	5	4	5	5	5	4	4	4	4	4.6
Utility	Item4	4	5	4	5	4	5	5	4	4	5	4.5
Utility	Item5	4	4	5	4	5	5	4	4	4	4	4.5

Source: The Researcher (2026)

The results presented in Table 4.17 indicate that the overall expert evaluation across all items is relatively high, with mean scores exceeding 4.0, suggesting strong agreement regarding the appropriateness, feasibility, and utility of the scale. However, some variation is observed between specific items.

The expert validation shows all items obtained satisfactory mean scores above 4.5. This confirms the model is appropriate, feasible and useful. Minor differences among items indicate slight revisions may further optimize the instrument.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATION

5.1 Conclusion

5.2 Discussion

5.3 Recommendation

5.4 Future Research

5.1 Conclusion

5.1.1 Importance and Contribution

This study is beneficial for helping local university administrators understand the work engagement status of teachers, analyze their psychological needs, continuously address the issues they encounter in their work, and gradually achieve human-centered management for them. It is also beneficial for understanding the current work engagement status of municipal universities in Henan Province, taking certain measures based on their own situations and combining with reality to adjust their work status and achieve the goal of improving work engagement. Furthermore, it is beneficial for university administrators to grasp the influencing factors of university teachers' work engagement, fully understand the loopholes and deficiencies in school management, and solve problems in a planned and step-by-step manner, which has practical significance for promoting the development of the school.

By applying work engagement theory and positive psychology theory to analyze the work engagement status of teachers in municipal universities in Henan Province, this study enriches the research perspective on work engagement to a certain extent. At the same time, based on the influencing factors of teachers' work engagement, this study utilizes relevant theories of work engagement to explore and propose effective optimization policy suggestions for enhancing teachers' work engagement.

5.1.2 Verification of Hypotheses

This study conducted an empirical investigation focusing on the faculty population of municipal universities in Henan Province, validating 17 core hypotheses. Among them, 15 hypotheses were supported by the data, while 2 hypotheses failed to pass the verification. Overall, it clarified the correlation and influence mechanism between three core antecedent variables: organizational support, psychological capital, and professional identity, two mediating variables: organizational commitment and self-efficacy, as well as the core outcome variable: work engagement. It revealed the internal transmission path of work engagement among teachers in municipal universities in Henan Province. The specific conclusions are as follows:

Firstly, there exists a widespread and significant positive correlation between the core antecedent variables and various other variables. Organizational support, as an important organizational-level resource, not only directly and positively influences the organizational commitment, self-efficacy, and work engagement of teachers in

municipal universities in Henan Province, but also provides solid support for teachers' work development and career advancement. Psychological capital, as the inherent positive psychological potential of teachers, can directly and positively affect teacher self-efficacy and work engagement, highlighting the driving effect of positive psychological qualities on teachers' work status. Professional identity, as teachers' cognition and acceptance of their own profession, can directly and positively correlate with teachers' organizational commitment, self-efficacy, and work engagement, serving as an important intrinsic factor that sustains teachers' professional enthusiasm. At the same time, there is also a significant positive correlation between mediating variables and outcome variables, as well as between mediating variables themselves. Both organizational commitment and self-efficacy can directly and positively influence teachers' work engagement, and self-efficacy exhibits a positive linkage with psychological capital, professional identity, and organizational support, forming a benign correlation pattern of mutual support and synergistic effects.

It should be noted that there is no significant positive correlation between psychological capital and organizational commitment among teachers in municipal universities in Henan. This indicates that the positive psychological potential (psychological capital) of teachers in these universities has not directly translated into emotional, continued, and normative commitment to the school, and there is a lack of direct positive linkage effect between the two.

Secondly, organizational commitment and self-efficacy play a crucial mediating role in the process where core antecedent variables influence teachers' work engagement, establishing a multi-path influence mechanism. However, the mediating effect is targeted. Organizational commitment assumes a mediating role between organizational support, professional identity, and teachers' work engagement, indicating that organizational support needs to be transformed into teachers' work engagement by strengthening teachers' emotional, continuous, and normative commitment to the school, and professional identity needs to be enhanced by deepening teachers' dual identification with their profession and the school, thereby enhancing organizational commitment. Only in this way can external support and internal cognition be more effectively transformed into teachers' work engagement. Self-efficacy assumes multiple mediating functions, playing a mediating role between organizational support, psychological capital, professional identity, and teachers' work engagement. This indicates that the resources and opportunities provided by organizational support, the positive potential contained in psychological capital, and the cognitive support brought by professional identity all need to be transformed into teachers' work engagement by enhancing their self-confidence in teaching and research abilities. Only in this way can teachers' work enthusiasm and initiative be fully stimulated, promoting their wholehearted engagement in work.

Meanwhile, assuming that Hypothesis 13 (organizational commitment plays a significant mediating role between psychological capital and work engagement among teachers in municipal universities in Henan) is not valid, and considering the result that there is no significant positive correlation between psychological capital and organizational commitment, it can be inferred that psychological capital cannot influence teachers' work engagement through the transmission path of organizational commitment. Its positive impact on work engagement can only be achieved through

self-efficacy, further confirming the lack of effective correlation between psychological capital and organizational commitment, making it difficult to form a transmission chain of "psychological capital → organizational commitment → work engagement".

In summary, the work engagement of teachers in municipal universities in Henan is not solely influenced by a single factor. Instead, it is the result of a synergistic and layered transmission effect from multiple factors at the organizational level (organizational support), psychological level (psychological capital, self-efficacy), cognitive level (professional identity), and emotional level (organizational commitment). The correlation between these variables is clearly targeted, and not all expected correlations can be established. Organizational support, psychological capital, and professional identity, as the three core driving factors, can directly empower teachers' work engagement. However, psychological capital cannot directly affect organizational commitment; the indirect impact of the three on work engagement can be achieved through self-efficacy, while organizational commitment can only serve as a mediator for the influence of organizational support and professional identity on work engagement, and cannot transmit the positive effect of psychological capital. This conclusion not only clearly outlines the influence mechanism of teachers' work engagement in municipal universities in Henan, identifies the core reasons for unestablished hypotheses, but also provides a solid empirical basis for formulating targeted policy recommendations to enhance teachers' work engagement and optimizing the path of faculty development. At the same time, it aligns with the practical characteristics of municipal universities in Henan, such as application-oriented education, resource constraints, and urgent needs for faculty development, and has distinct regional pertinence and practical guiding significance.

5.1.3 Policy Implication

Based on the analysis result and the above discussion, policy recommendations for municipal universities in Henan Province are formulated, as shown in Table5.1.

Table 5.1 Policy Implication

Variable	Policy Implication
Organizational Support	1. A "Measures for Supporting Teacher Training Using Special Funds" can be formulated, to encourage teachers to participate in off-campus professional development and academic exchanges, During the training period, teachers will receive their regular salary, and related expenses will be reimbursed.
	2. Implement the "Flexible Work System for Professional Teachers" to streamline non-teaching tasks, ensure that teachers spend no less than 80% of their time on core teaching-related tasks, and promote a flexible work system.

Variable	Policy Implication
Professional Identity	1. An "Implementation Measures for Strengthening Teachers' Ethics and Professional Conduct" will be established. A sound incentive and constraint mechanism will be established, making ethical conduct a primary criterion for performance evaluation, commendation, and promotion, while strictly punishing violations.
	2. The "Measures for Commending and Rewarding Outstanding Teachers" and the "Measures for Distributing Performance-Based Rewards for High-Level Talents" will be improved, expanding their coverage, increasing publicity for outstanding teachers, and fostering an atmosphere that respects teachers and values education.
	3. Establish the "Implementation Measures for Commendation and Condolence for Teachers' Day" to ensure that teachers feel respected and recognized by all parties.
Organizational Commitment	1. Establish a "Campus Democratic Management System," hold regular faculty and staff representative meetings, listen to teachers' opinions, and actively implement reasonable suggestions. 2. Plan to implement "Organized Teaching Research Methods," build a collaborative platform, carry out teaching research and collective lesson preparation activities, establish a team incentive mechanism, and guide teachers to develop a sense of collective responsibility.
Psychological Capital	1. The "Measures for the Management of Teachers' Psychological Counseling" will be implemented, and a campus psychological counseling room for teachers will be established to provide one-on-one counseling, establish a regular psychological counseling system, and guide teachers to master scientific adjustment methods. 2. The "Implementation Plan for Teachers' Mental Health Education" will be implemented, and mental health-themed activities will be carried out regularly. Special attention will be paid to the psychological needs of teachers in special groups, and efforts will be increased to have heart-to-heart talks and provide support.
Teachers' Self-Efficacy	The "Implementation Plan for Enhancing Teachers' Teaching and Educating Abilities" will be implemented to improve the professional development training system, focusing on teaching, research, and educating abilities, and carrying out targeted thematic training to strengthen teachers' professional competence.

5.2 Discussion

Question 1. What is the level of work engagement of teachers at municipal universities in Henan Province?

The minimum value of teachers' work engagement dimension is 1.0, the maximum value is 4.8, and the average value is 3.40. The result is greater than 3, indicating that the overall level of teachers' work engagement in municipal universities in Henan Province is above average, and teachers' work engagement is generally recognized.

This result is basically consistent with the conclusions of most domestic studies on the work engagement of university teachers. For example, Chen et al. (2024) conducted a survey by distributing questionnaires to teachers from 12 universities in Guangdong Province, and the survey results also found that the work engagement of university teachers in Guangdong Province is at a medium to high level. This may be attributed to the country's emphasis on higher education in recent years, as well as the efforts made by universities in teacher team building and improving working environments, which enable teachers to gain a sense of achievement and value from their work to a certain extent. However, there is still a gap between the average value of 3.40 and the theoretical maximum value of 5.0, indicating that there is still room for improvement in the work engagement level of teachers in municipal universities in Henan Province. Especially in some specific dimensions of work engagement, such as vitality or dedication, there may be potential for further optimization, which requires deeper exploration in conjunction with subsequent dimensional analysis.

Question 2. What are the influencing factors of teachers' work engagement in municipal universities in Henan Province?

According to the research findings, the influencing factors of teachers' work engagement in municipal universities in Henan Province include organizational support, organizational commitment, psychological capital, self-efficacy, and professional identity. Among them, organizational support directly affects teachers' perception of the work environment and willingness to engage by providing resource guarantees and paying attention to teachers' development needs. Organizational commitment manifests as teachers' degree of identification with the school's goals and values, and a high level of commitment encourages teachers to engage more actively in their work. Psychological capital, as a positive psychological resource, includes elements such as hope, resilience, and optimism, which can effectively enhance teachers' enthusiasm and persistence in the face of work pressure. Self-efficacy enables teachers to have confidence in their ability to complete teaching and research tasks, thereby driving them to invest more energy in their work. Professional identity allows teachers to recognize the value and significance of the teaching profession from the heart, serving as a deep-seated motivation to maintain long-term work engagement. These factors interact and influence each other, collectively constituting a key element system that affects teachers' work engagement in municipal universities in Henan Province.

Question 3. What are the relationships between influencing factors and teachers' work engagement in municipal universities in Henan Province?

The quantitative results obtained through structural equation modeling analysis indicate that OS (organizational support), PI (professional identity), and PC

(psychological capital) have a significant impact on TSE (teacher self-efficacy), which in turn affects TWE (teachers' work engagement). OS (organizational support) and PI (professional identity) have a significant impact on OC (organizational commitment), which in turn affects TWE (teachers' work engagement). The qualitative results also support this conclusion.

PC (psychological capital) has an insignificant impact on OC (organizational commitment), and OC (organizational commitment) plays an insignificant mediating role between PC (psychological capital) and work engagement among teachers in local universities in Henan. In the research presented in Chapter 2, Huynh & Hua (2020) explored the relationship between task-oriented leadership style, psychological capital, work satisfaction, and organizational commitment in Vietnamese small and medium-sized enterprises, emphasizing the importance of work satisfaction and psychological capital in cultivating organizational commitment. Cao & Zhao (2021) based their study on 452 librarians using psychological capital theory and organizational commitment theory. The results showed that librarians' psychological capital had a significant positive impact on their professional dedication, and librarians' psychological capital had a significant positive impact on their organizational commitment (affective commitment, continued commitment); librarians' organizational commitment had a significant positive impact on their professional dedication, and organizational commitment had a significant mediating effect between psychological capital and professional dedication. The subjects of their study were not university teachers, thus there are differences.

This result does not align with Hypothesis 4 proposed in this study, which posits a significant positive correlation between psychological capital and organizational commitment among teachers in municipal universities in Henan Province. The research findings indicate that the positive correlation between psychological capital and organizational commitment among teachers in these universities is not supported by the data, meaning Hypothesis 4 is not valid. This implies that within the sample scope of this study, psychological capital does not significantly positively influence teachers' organizational commitment levels as expected. This may be due to the specific environment of municipal universities in Henan Province, where teachers' psychological capital elements (such as self-efficacy, resilience, hope, optimism, etc.) primarily directly influence their work attitudes and behavioral performance. The pathway to transforming these elements into emotional attachment, continued commitment, or normative commitment to the organization is not smooth. It may also be because current teacher management practices in municipal universities fail to effectively integrate the cultivation of teachers' psychological capital with organizational goals and organizational culture construction, making it difficult for positive psychological resources at the individual teacher level to be transformed into deep identification and commitment to the organization. Furthermore, there may be other variables not included in this study's model that play a complex interfering or moderating role between psychological capital and organizational commitment, leading to the relationship not exhibiting statistical significance. Simultaneously, the insignificant mediating effect of OC between PC and TWE further suggests that the impact of psychological capital on teachers' work engagement is not primarily achieved through the intermediary bridge of organizational commitment. The mechanism of

action may be more direct, or it may produce effects through other unrevealed mediating variables.

Question 4. What is the university policy implication to improve work engagement of teachers in municipal universities in Henan Province?

Based on the findings of this study, thematic analysis of qualitative data provides rich insights, deepening our understanding of the experiences of teachers and experts in teacher engagement and related professional development. Based on the research results and expert recommendations, policies to enhance teacher engagement have been developed in five areas: In terms of organizational support, a "Special Fund Support Mechanism for Teacher Training" will be established, and a "Flexible Work System for Professional Teachers" will be implemented. Regarding organizational recognition, "Methods for Strengthening Teachers' Professional Ethics and Conduct" will be developed, along with improvements to "Measures for Recognizing and Rewarding Outstanding Teachers" and "Measures for Distributing Performance-Based Rewards for High-Level Talents," and "Measures for Recognizing and Honoring Teachers on Teachers' Day" will be formulated to create an atmosphere of respect for teachers and ensure they feel respected and affirmed. In terms of organizational commitment, a "Campus Democratic Management System" will be established, and "Organized Teaching Research Methods" will be implemented to make teachers feel they have development prospects and growth opportunities within the school, guiding them to cultivate a sense of collective responsibility. Regarding psychological capital, "Teacher Psychological Counseling Management Measures" will be implemented, including establishing a campus teacher psychological counseling room, implementing a "Teacher Psychological Health Education Implementation Plan," and regularly conducting psychological health-themed activities, focusing on the psychological needs of special groups of teachers and guiding them to master scientific psychological adjustment methods. Regarding teacher self-efficacy, an "Implementation Plan for Enhancing Teachers' Teaching and Educational Abilities" can be implemented to improve the teacher professional development training system and carry out targeted thematic training focusing on teaching, teaching research, and educational abilities, thereby strengthening the cultivation of teachers' professional abilities.

Meanwhile, in the interviews, teachers suggested that policy optimization should be approached from three levels: school, department, and individual. At the school level, increased support should be provided, with a series of policies introduced to enhance teachers' work engagement. At the management level, efforts should be focused on strengthening teachers' professional identity. Departments such as academic affairs, human resources, and secondary colleges can strengthen teachers' professional ideals education, guiding them to deeply understand the value and significance of education and closely integrate their personal growth with school development and the educational cause. Simultaneously, improving teachers' career development channels, providing clear promotion paths and professional growth opportunities, allows teachers to gain a sense of accomplishment and belonging in their career development. At the individual level, teachers should participate more in professional training and research seminars to improve their professional competence and problem-solving abilities. Through teacher exchange and cooperation platforms, experience sharing and mutual

learning should be encouraged, and the accumulation of successful experiences can enhance teachers' confidence in their own abilities.

5.3 Recommendation

Based on the above analysis and expert advice, suggestions for optimizing policies to enhance teachers' work engagement are proposed from three aspects: university level, department level, and teacher level.

For university, efforts should focus on introducing policies to increase teachers' engagement, continuously improving organizational support systems, optimizing material and salary support to effectively guarantee teachers' basic needs, strengthening professional development support, optimizing the supply of teaching and research resources, and implementing tiered and categorized teacher training programs. Simultaneously, management and emotional support should be enhanced, and a people-oriented work atmosphere should be created. Based on this, organizational commitment should be strengthened, enhancing teachers' sense of belonging to the school through increased emotional commitment, building a distinctive campus culture, strengthening identity recognition, and paying attention to teachers' mental health to improve organizational identification. Strengthening standardized commitments will cultivate teachers' sense of responsibility, strengthen the construction of professional ethics and institutional norms, and effectively reduce teachers' turnover through consolidated and sustained commitments. Furthermore, it is necessary to improve supporting mechanisms, establish an evaluation and assessment system suitable for local universities, strengthen the supervision and feedback of policy implementation, actively seek policy and resource support from local governments, build teaching and research support platforms, and pay attention to differentiated groups and implement precise support. Simultaneously, it is crucial to improve incentive mechanisms, establish a scientific and reasonable salary incentive system to stimulate teachers' enthusiasm and creativity, optimize performance appraisal and evaluation incentive mechanisms, emphasize the combination of process evaluation and outcome evaluation, and link assessment results with awards, promotions, and further training to improve the precision and effectiveness of incentives. Additionally, it is essential to strengthen non-material incentives such as establishing honorary award systems, and take multiple measures to enhance teachers' work engagement and organizational recognition, thereby promoting the high-quality development of the teaching staff.

For management departments, efforts should focus on reshaping the professional value of teachers, strengthening education on teachers' ethics and professional mission, enhancing positive publicity for the teaching profession, increasing teachers' sense of professional honor, and carrying out special guidance work on professional identity. At the same time, it is necessary to improve career development guidance services, regularly organize career development salons, and build platforms for teacher exchange and interaction to promote the sharing of career development experiences and mutual growth among teachers. Based on this, a diversified incentive mechanism should be improved. Relevant functional departments need to establish a comprehensive incentive system that combines different types of material incentives and spiritual incentives, and establish a tiered incentive model for goal achievement. Immediate incentives should be provided based on the achievement of teachers' phased goals, allowing teachers to persevere in the process of gradually achieving small goals. Establish professional

beliefs and maintain a positive outlook on future career development. Furthermore, conduct targeted skills training, based on the core positioning of municipal universities in serving the local community and cultivating application-oriented talents. Establish a systematic training system covering the entire career of teachers to help them continuously improve their professional abilities and adapt to work requirements. Finally, implement tiered task allocation, abandoning the "one-size-fits-all" task assignment model. Develop differentiated teaching and research task indicators based on teachers' professional strengths, work abilities, and physical and mental conditions to reasonably manage their workload. At the same time, provide sufficient guarantees and create favorable conditions for teachers to efficiently complete various tasks, comprehensively stimulating their work motivation and sense of professional belonging.

For individual teachers, it is essential to enhance their professional capabilities, proactively cultivate a lifelong learning mindset, and actively participate in various high-level academic exchanges, professional skills training, and industry practice activities, in line with their teaching and research directions and career development plans. This will continuously update their knowledge structure and improve their teaching innovation and research capabilities. Simultaneously, they should actively participate in team building, strengthen experience exchange, closely monitor research trends in their disciplines, proactively apply for research projects at all levels, and conduct in-depth collaborative research with peers. Through the transformation and application of research results, they can effectively enhance their professional influence and competitiveness. Furthermore, they should proactively participate in specialized training and guidance in positive psychology, actively engage in lectures and workshops on topics such as cultivating optimism, emotion management, and cognitive restructuring, and continuously improve their psychological adjustment abilities to approach teaching and research with a more positive attitude.

5.4 Future Research

Based on the empirical conclusions of this study, especially the research gaps reflected by the two unfounded hypotheses, combined with the practical needs of faculty construction in Henan municipal universities and the expansion space of academic research, the following future research directions are proposed to further deepen research in related fields, improve the research system of the impact mechanism of teacher work input, and provide more accurate theoretical support and practical guidance for the construction of faculty teams in municipal universities.

1. Deepen research on unverified hypotheses and fill research gaps

To address the unfounded findings in this study that there is no significant positive correlation between psychological capital and organizational commitment, and that organizational commitment cannot mediate the impact of psychological capital on work engagement, a special in-depth study will be conducted. On the one hand, to explore the core causes of the lack of significant correlation between the two, moderating variables (such as school support atmosphere, teacher teaching experience, career development stage, local university transformation pressure, etc.) can be introduced to verify whether there is a moderating effect on the correlation between the two, clarify under what conditions psychological capital can positively affect organizational commitment, and solve the current dilemma of difficulty in converting

psychological capital of teachers in Henan municipal universities into organizational commitment. On the other hand, expanding the research on the transmission path of psychological capital on work engagement, in addition to the single mediator of self-efficacy verified in this study, can explore whether psychological capital affects work engagement through other mediating variables such as occupational identity and work satisfaction, and construct a more comprehensive model of the impact mechanism of psychological capital to compensate for the limitations of the current research on the transmission path of psychological capital.

2. Expand research variables and enrich the research system

This study focuses on three major antecedent variables: organizational support, psychological capital, and professional identity. In the future, the dimensions of these variables can be further expanded to improve the research system. In terms of antecedent variables, organizational variables such as local policy support, university management mode, and depth of school enterprise cooperation can be introduced, as well as personal life variables such as family support and work family conflict, to explore the synergistic effects of multiple factors on the work engagement of teachers in Henan municipal universities; In terms of mediating and moderating variables, variables such as work satisfaction, occupational burnout, and organizational atmosphere can be added to verify their mediating or moderating effects among core variables. In particular, the moderating effect of occupational burnout on self-efficacy, organizational commitment, and work engagement can be studied, which is in line with the prominent work pressure of municipal university teachers; In terms of outcome variables, work input can be further refined into teaching input, research input, and social service input, exploring the differential effects of each core variable on different dimensions of input, and improving the pertinence and refinement level of research.

3. Optimize research design, enhance research scientificity and universality

In terms of research methods, the limitations of cross-sectional surveys were broken through in this study, and a longitudinal tracking survey design was adopted to track the long-term dynamic changes in psychological capital, organizational commitment, self-efficacy, and work engagement among teachers at municipal universities in Henan Province. The stability of the correlation between variables and the long-term impact of policy interventions on each variable were verified, and the causal inference ability of research conclusions was enhanced. In terms of sample selection, expand the sample coverage. In addition to some prefecture level cities and municipal universities in Henan that are currently investigated, teachers with different levels of development and different types of running schools can be included in the sample. At the same time, increase the sample size to further improve the universality of the research conclusions; In addition, mixed research methods can be introduced, combined with questionnaire surveys, in-depth interviews, and case analysis, to deeply explore the real professional demands and psychological states of teachers in Henan municipal universities, especially the real logic behind the unfounded hypotheses, making the research conclusions more convincing in practice.

4. Combining regional and educational characteristics, strengthen the practical orientation of research

Future research should further align with the regional characteristics of Henan and the positioning of applied education in municipal universities, enhancing the practical relevance of research. On the one hand, based on the level of local economic development and educational policy orientation in Henan Province (such as the transformation of applied universities and local talent cultivation plans), this study explores the regional adaptability of variables such as organizational support and psychological capital, and proposes teacher construction suggestions that are more in line with the actual situation in Henan Province; On the other hand, in response to the practical problems of resource constraints, insufficient talent attraction, and high pressure for teacher transformation in Henan municipal universities, based on the conclusions of this study, targeted intervention research will be carried out, such as designing teacher psychological capital enhancement training programs, optimizing organizational support system paths, and cultivating professional identity programs. The intervention effects will be empirically tested to provide practical solutions that can be implemented and promoted for municipal universities. At the same time, it is possible to strengthen the collaborative research between schools and local areas, and work together with the education departments of various cities in Henan, the personnel departments of municipal universities, and the teacher development centers to build a platform for research and practice docking, promote the transformation of research results, and effectively solve the practical problems of increasing the work investment of municipal university teachers.

5. Conduct differentiated group research and pay attention to the needs of special teacher groups

This study did not focus on distinguishing the differences among different groups of teachers. In the future, special research can be conducted on the special group of teachers in Henan municipal universities. For example, targeting different groups such as young teachers (with less than 5 years of teaching experience), teachers introduced from other places, applied transformation professional teachers, and high-level backbone teachers, exploring the differentiated effects of each core variable on their work engagement, clarifying the core needs and shortcomings of different groups of teachers (such as low self-efficacy of young teachers, insufficient professional identity of transformation teachers, etc.); At the same time, by combining the characteristics of different groups, a differentiated impact mechanism model is constructed to provide precise theoretical support for the development of hierarchical and classified teacher incentive policies and support plans for municipal universities, avoiding a "one size fits all" management model and effectively improving the work engagement level of various types of teachers.

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APPENDIX

APPENDIX A: Chinese-English Questionnaire

问卷调查

尊敬的老师！本问卷基于“不同因素对中国河南省地方高校教师工作投入提升研究”的研究课题。问卷由两部分组成，第一部分为受访者个人信息，第二部分为主题量表。您提供的信息完全保密，不会泄露任何个人信息。问卷结果仅用于学术研究，请您放心填写，非常感谢您的参与！

第一部分 A：受访者背景特征

1.您的性别：男；女

2.您的年龄：30 岁以下；31-40 岁；41-50 岁；51-60 岁；60 岁以上

3.您的职称：教授；副教授；讲师；助教

4.您的教育背景：博士生；硕士生；本科生；其他

5.您的工作年限：3-5 年；6-10 年；11-20 年； 21-30 岁；30 岁以上

6.是否是兼职老师：是；否

第二部分：主题量表

以下是一些关于学校管理的描述和您自身情况的描述，请您根据学校实际情况勾选相应的数字，数字越大越符合您学校的实际运营情况，请不要遗漏。	完全不同意	部分不同意	不确定	部分同意	完全同意
	1	2	3	4	5
教师自我效能测量问卷					
1.你能够鼓励对学习不感兴趣的学生。					
2.你能够让学生相信自己能够在学校里取得好的表现。					
3.你能够在授课中向学生提出好的问题。					
4.你能够建立起有效的课堂管理模式。					
5.你能够从多元的视角对学生进行评价。					
组织支持测量问卷					
6.我的学校确实很顾及到我的福利。					

以下是一些关于学校管理的描述和您自身情况的描述，请您根据学校实际情况勾选相应的数字，数字越大越符合您学校的实际运营情况，请不要遗漏。	完全不同意	部分不同意	不确定	部分同意	完全同意
	1	2	3	4	5
7.我的学校很关心我的个人目标和价值实现。					
8.我的学校很重视我科研做出的贡献。					
9.我的学校很重视教师代表提出的观点或意见。					
10.当我工作上有困难时，我的学校会帮助我。					
职业认同测量问卷					
11.从事教师职业能够实现我的价值。					
12.作为一名教师，我时常觉得受人尊重。					
13.我会主动参与学校的教学改革。					
14.我能够认真完成科研工作。					
15.我认为教师应该是学生的榜样。					
16.我认为教师的工作对促进学生的成长与发展很重要。					
组织承诺测量问卷					
17.我对单位有很强的归属感					
18.我愿意忠诚于本单位工作					
19.我担心离开后难以找到同等条件的工作。					
20.我希望长期留在这所学校工作。					
21.我会遵守学校的正式和非正式的制度。					
心理资本测量问卷					
22.我愿意对学校的发展作出贡献。					
23.我经常精力饱满地完成自己的工作目标。					

以下是一些关于学校管理的描述和您自身情况的描述，请您根据学校实际情况勾选相应的数字，数字越大越符合您学校的实际运营情况，请不要遗漏。	完全不同意	部分不同意	不确定	部分同意	完全同意
	1	2	3	4	5
24.我认为自己在工作中能够成长。					
25.我通常对工作中的压力能积极面对。					
26.我总是积极看待自己的工作。					
教师工作投入度测量问卷					
27.上课时我感到自己强大并且充满活力。					
28.做科研时我感到自己充满活力。					
29.我对教学工作富有热情并愿意投入更多时间。					
30.我对科研工作富有热情。					
31.我愿意为工作付出额外的努力。					
32.我在做科研时会达到忘我的境界。					

Questionnaire

Dear teacher:

This questionnaire is based on the research topic of "A Study on Influencing Factors on the Enhancement to the Chinese Teachers' Work Engagement in municipal Universities in Henan Province". The questionnaire consists of two parts: the first part is about the personal information of the respondent, and the second part is the thematic scale. The information you provide is completely confidential, and no personal information will be disclosed. The results of the questionnaire are only used for academic research. Please feel free to complete it, and we greatly appreciate your participation!

Part A: Respondent Background
1.Your gender: Male; Female
2.Your age: Under 30; 31-40 years old; 41-50 years old; 51-60 years old; Over 60 years old
3.Your professional title: Professor; Associate Professor; Lecturer; Teaching Assistant
4.Your educational background: Doctoral student; Master's student; Bachelor's student; Other
5.Your years of work experience: 3-5 years; 6-10 years; 11-20 years; 21-30 years; Over 30 years
6. Are you a part-time teacher? Yes; No
Part 2: Thematic Scale

School Management and your own situation	**Fully disagree**	**partially disagree**	**Un-certain**	**partially agree**	**Fully agree**
	1	**2**	**3**	**4**	**5**
B. Teacher self-efficacy Scale					
1.I can encourage students who are not interested in learning.					
2.I can make students believe that they can achieve good performance in school.					
3.I can pose good questions to students during your teaching.					
4.I can establish an effective classroom management model.					
5.I can evaluate students from diverse perspectives.					
Organizational support Scale					
6. My school truly cares about my welfare.					

School Management and your own situation	**Fully disagree**	**partially disagree**	**Un-certain**	**partially agree**	**Fully agree**
	1	**2**	**3**	**4**	**5**
7. My school is concerned with my personal goals and value realization.					
8. My school values the contributions I make in research.					
9. My school values the opinions or suggestions put forward by teacher representatives.					
10. When I encounter difficulties in my work, my school will help me.					
Professional identity Scale					
11. Being a teacher allows me to realize my value.					
12. As a teacher, I often feel respected.					
13. I will take the initiative to participate in the school's teaching reform.					
14. I can conscientiously complete my research work.					
15. I think teachers should be role models for students.					
16. I believe that the work of a teacher is very important for promoting students' growth and development.					
Organizational Commitment Scale					
17. I have a strong sense of belonging to the organization.					
18. I am willing to be loyal to the organization's work.					
19. I'm worried that it will be difficult to find a job with equivalent conditions after I leave.					
20. I hope to stay in this school and work for a long time.					
21.I conscientiously follow the school's various behavioral norms.					
Psychological Capital Scale					
22. I am willing to contribute to the development of the University.					
23. I often complete my work goals with full energy.					

School Management and your own situation	**Fully disagree**	**partially disagree**	**Un-certain**	**partially agree**	**Fully agree**
	1	**2**	**3**	**4**	**5**
24. I believe that I can grow in my work.					
25. I usually face work pressures positively.					
26. I always have a positive attitude towards my work.					
C. Teacher work engagement Scale					
27. When teaching, I feel strong and full of energy.					
28. When doing research, I feel full of energy.					
29. I am passionate about teaching and willing to invest more time.					
30. I am passionate about research work.					
31. I am willing to put in extra effort for my work.					
32. When doing research, I can reach a state of self-forgetfulness.					

SU 0210.04 / 043.01

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Zhoukou Normal University

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

In this regard, the student researcher has to collect data from the school teachers using the questionnaires. The student will subsequently coordinate with you and provide more details on this matter.

Accordingly, I would like to kindly request for your permission to allow this student researcher to collect data for academic purposes. Your cooperation will be highly appreciated.

Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.02

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Xuchang University

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Shangqiu Normal University

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.03

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Henan Urban Construction University

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.04

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Ping Dingshan University

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.05

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Anyang Institute of Technology

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.06

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Huanghuai University

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.07

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Nanyang Institute of Technology

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.08

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Henan Engineering Institute

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.09

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Luoyang Institute of Technology

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.10

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Xinxiang University

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.11

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Zhengzhou Normal University

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.12

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Henan College of Animal Husbandry and Economics
Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

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

SU 0210.04 / 043.13

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Xinyang Agriculture and Forestry University

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.14

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Henan Institute of Finance and Economics

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.15

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Henan Institute of Technology

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

SU 0210.04 / 043.16

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

4 February 2026

Dear President of Zhengzhou Institute of Engineering Technology

Subject: Request for Cooperation in Data Collection

This is to certify that Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr.Boonmee Nenyod(the advisor) and Dr.Leehsing Lu(the co-advisor). Her contact information is as follows: 53221580@qq.com.

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Yours sincerely,

(Professor Emeritus Dr. Chanita Rukspollmuang)

Dean of Graduate School of Education

Questionnaire Translation Expert Resume

English to Chinese Translator: Sun Manman
Sun Manman:
Graduated from the School of Foreign Languages of Henan University, Master's degree, with English level 8 qualification.
Associate professor at Pingdingshan University, 20 years of teaching experience.
Email: daisysoon@126.com

Chinese to English Translator: Guo Xiaoyan
Guo Xiaoyan:
Graduated from the School of Foreign Languages, Beijing Normal University, Master's degree, with English Level 8 qualification.
Associate professor at Pingdingshan University, with 20 years of teaching experience.
Email: 23588253@qq.com

Yang Yujing Wang Li

SU 0210.04 / 047

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Professor Sun Manman,
Graduated from the School of Foreign Languages, Henan University

Subject: Invitation to be an expert to verify the translation of the research questionnaires.

Since Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr. Boonmee Nenyod (the advisor) and Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to verify the translation of the research questionnaires.

The research questionnaires are an essential tool for researchers to find answers. Ms. Wang Li conducted this research in English, the instrument was designed in English. However, it must be applied to Chinese respondents. Your role as an expert in verifying the translation of the research questionnaire from English into Chinese is of utmost importance for the success of this research. Then, Ms. Wang Li will contact and coordinate all details by herself.

We really appreciate your help.

Yours sincerely,

Asst. Prof. R. Adm.Supathra Urwongse, Ph.D
Acting Dean of Graduate School of Education

SU 0210.04 / 047

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Professor Gao Xiaoyan,
Graduated from the School of Foreign Languages, Beijing Normal University

Subject: Invitation to be an expert to verify the translation of the research questionnaires.

Since Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr. Boonmee Nenyod (the advisor) and Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to verify the translation of the research questionnaires.

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Acting Dean of Graduate School of Education

APPENDIX B: Interview Outline

焦点小组访谈提纲（教师工作投入）
本访谈提纲用于探索高校政策策略对提升教师工作投入的研究，以补充问卷调查无法揭示的个体体验与制度运行过程中的差异性。鉴于中国国情的文化背景，本次访谈采用线上会议介绍相关情况，同时结合参与者的真实想法，再发送他们访谈提纲的方式，希望赢得他们的支持并定时反馈回复的内容。

参与者姓名：_____
参与者签名：_____
时　　间：_____
受访教师编号：T1～T17

访谈导语
一、访谈说明与开场
尊敬的各位老师，大家好！首先非常感谢大家在百忙之中抽出时间参与本次焦点小组访谈。本次访谈的目的是在问卷调查的基础上，更深入了解河南省市属高校教师的工作状态，教师在实际教学和工作过程中的真实感受、面临的困境以及对学校政策措施的反馈。探索影响大家工作投入积极性的相关因素，为后续研究提供真实、鲜活的实践依据。访谈将围绕组织支持、心理资本、职业认同、组织承诺、自我效能感以及教师工作投入政策优化策略等方面展开。请大家根据自己的实际经验畅所欲言或书面回复，您的任何观点都对我们研究非常重要。
我们承诺：所有访谈内容将严格保密，仅用于学术研究，绝不会透露您的个人身份信息。访谈过程中将有研究人员进行记录，如您有任何顾虑也可随时提出，再次感谢各位的参与与支持。

二、核心变量相关问题探讨

组织支持（OS）指的是组织对教师的认可、鼓励以及提供资源，以提升他们的工作投入度和满意度。
1.组织支持在哪些方面需要注意？
2.对河南省地方高校优化组织支持政策有何建议？

心理资本（PC）指的是个体在成长和发展过程中所表现出的积极心理状态。
3.您会通过哪些方式调节自己的工作心态提升工作投入？
4.学校是否有提供相关的心理疏导或支持服务？

职业认同（PI）指的是个体对其所从事职业的积极评价，用于评估职业角色在个人自我认同中的重要性。
5.您对职业认同在哪些方面需要注意？
6.对河南省地方高校优化职业认同政策有何建议？

组织承诺（OC）指的是当大学教师认同组织的目标、价值观和文化时，会对组织产生认同感、归属感和忠诚度。
7.您认为组织承诺影响您的工作投入吗？

教师自我效能感（TS）指的是教师对自己成功组织和实施教育活动的能力的认知和信念，以及对自己能够影响学生学习活动和学校教育成果的能力的主观判断或信心。
8.您认为如何提升教师自我效能感？

教师工作投入（TWE）指的是教师在工作中表现出的充满活力、专注投入、积极投入的心理状态。
9. 您认为提升工作投入具体体现在哪些方面？
10. 对河南省地方高校优化提升工作投入政策有何建议？

三、总结与补充
11. 您认为还有哪些关于高校政策、组织支持、个人心理状态等方面的内容，是我们之前没有提到但对教师工作投入至关重要的？
12. 对于本次研究主题，您是否有其他想补充的观点或建议？

结束语
非常感谢各位老师在本次访谈中的真诚分享与积极参与。大家的宝贵意见和真实经验，为我们深入理解河南省市属高校教师的工作现状、政策需求提供了非常重要的参考。本次访谈的所有信息将严格保密，研究成果也仅用于学术用途。这些内容将极大丰富我们研究的深度与实际价值。如后续还有补充想法，欢迎随时与我们联系。祝各位老师工作顺利、教学顺心！

Outline for Interview (Teacher Work Engagement)

This interview outline is designed to explore the impact of university policies and strategies on enhancing teachers' job engagement, aiming to supplement the individual experiences and differences in the institutional operation process that cannot be revealed through questionnaire surveys. Given the cultural background of China's national conditions, this interview adopts an online meeting to introduce relevant situations, while combining the participants' genuine thoughts and subsequently sending them the interview outline, hoping to win their support and receive timely feedback on the content of their responses.

Participant name: _____

Participant signature: _____

Time: _____

Interviewed teacher numbers: T1 ~ T17

Interview introduction

I. Interview Introduction and Opening

Dear teachers, hello everyone! First of all, I would like to express my sincere gratitude to all of you for taking time out of your busy schedules to participate in this focus group interview. The purpose of this interview is to gain a deeper understanding of the working conditions of teachers in municipal universities in Henan Province, based on the questionnaire survey. We aim to explore teachers' true feelings, difficulties they face in their actual teaching and work processes, and their feedback on school policies and measures. We also seek to explore the relevant factors that affect their work engagement enthusiasm, providing a real and vivid practical basis for subsequent research. The interview will focus on organizational support, psychological capital, professional identity, organizational commitment, self-efficacy, and strategies for optimizing policies related to teachers' work engagement. Please feel free to speak freely or provide written responses based on your actual experiences. Any of your views are very important to our research.

We promise: all interview content will be strictly confidential and used solely for academic research. We will never disclose your

Personal identity information. During the interview, researchers will take notes. If you have any concerns, feel free to raise them at any time. Thank you again for your participation and support.

II. Discussion on issues related to core variables

Organizational support (OS) refers to the recognition, encouragement, and provision of resources by the organization to teachers, aimed at enhancing their job engagement and satisfaction.

1. In what aspects should organizational support be paid attention to?
2. What suggestions do you have for optimizing organizational support policies for local universities in Henan Province?

Psychological capital (PC) refers to the positive psychological state exhibited by individuals during their growth and development process.

3. What methods would you use to adjust your work attitude and enhance your work engagement?
4. Does the school provide relevant psychological counseling or support services?

Professional identity (PI) refers to an individual's positive evaluation of their occupation, and is used to assess the importance of the professional role in personal self-identity.

5. In what aspects should you pay attention to professional identity?

6. What suggestions do you have for optimizing the policy of professional identity in local universities in Henan Province?

Organizational commitment (OC) refers to the sense of identification, belonging, and loyalty that university teachers develop towards the organization when they identify with its goals, values, and culture.

7. Do you think organizational commitment affects your job engagement?

Teacher self-efficacy (TS) refers to teachers' cognition and belief in their ability to successfully organize and implement educational activities, as well as their subjective judgment or confidence in their ability to influence students' learning activities and school educational outcomes.

8. In your opinion, how can teachers' self-efficacy be enhanced?

Teacher Work Engagement (TWE) refers to the psychological state of teachers, characterized by vigor, focused engagement, and active involvement in their work.

9. In your opinion, what specific aspects does the enhancement of job engagement manifest in?

10. What suggestions do you have for the policy on investing in the optimization and improvement of local universities in Henan Province?

III. Summary and Supplement

11. Do you think there are any other aspects related to university policies, organizational support, and personal psychological state that we have not mentioned before but are crucial to teachers' job engagement?

12. Regarding the topic of this study, do you have any additional viewpoints or suggestions to add?

Conclusion

Thank you very much to all the teachers for your sincere sharing and active participation in this interview. Your valuable opinions and real-life experiences have provided us with crucial references for a deeper understanding of the current working conditions and policy needs of teachers in municipal universities in Henan Province. All information from this interview will be strictly confidential, and the research results will only be used for academic purposes. This content will greatly enrich the depth and practical value of our research. If you have any additional thoughts in the future, please feel free to contact us. I wish all the teachers success in their work and teaching!

APPENDIX C:
Index of Item-Objective Congruence (IOC) Rating Form and Result

Dear expert:

I would like to request your assistance in evaluating the validity of each question in the questionnaire to ensure its content validity. Please indicate your assessment in the space provided below.

- If the question effectively measures the intended variable, please select +1.
- If you are uncertain whether the question achieves this goal, please select 0.
- If you think the question does not measure the variable, please select -1.

Additionally, if you have any comments, feel free to include them. Your input would be greatly appreciated.

Table Quantitative Item-Objective Congruence (IOC)

Teacher self-efficacy (TS) Refers to teachers' perception and belief in their ability to successfully organize and implement educational activities, and a subjective judgment or confidence in their ability to influence students' learning activities and school education outcomes.		Expert Opinion			Comment
		+1	0	-1	
TS1	I can encourage students who are not interested in learning.				
TS2	I can make students believe that they can achieve good performance in school.				
TS3	I can pose good questions to students during your teaching.				
TS4	I can establish an effective classroom management model.				
TS5	I can evaluate students from diverse perspectives.				
Organizational Support (OS) Refers to the organization's recognition, encouragement, and provision of resources to teachers to enhance their job engagement and satisfaction.		Expert Opinion			Comment
		+1	0	-1	
OS1	My school truly cares about my welfare.				
OS2	My school is concerned with my personal goals and value realization.				
OS3	My school values the contributions I make in research.				
OS4	My school values the opinions or suggestions put forward by teacher representatives.				

OS5	When I encounter difficulties in my research work, my school will help me.				
Professional Identity (PI) Refers to an individual's positive evaluation of the occupation he or she is engaged in, which assesses the importance of the occupational role in personal self-identity.		Expert Opinion			Comment
		+1	0	-1	
PI1	Being a teacher allows me to realize my value.				
PI2	As a teacher, I often feel respected.				
PI3	I will take the initiative to participate in the school's teaching reform.				
PI4	I can conscientiously complete my research work.				
PI5	I think teachers should be role models for students.				
PI6	I believe that the work of a teacher is very important for promoting students' growth and development.				
Organizational Commitment (OC) Refers to university teachers have a sense of identity, belonging and loyalty to their organization when they identify with the organization's goals, values and culture.		Expert Opinion			Comment
		+1	0	-1	
OC1	I have a strong sense of belonging to the organization.				
OC2	I am willing to be loyal to the organization's work.				
OC3	I'm worried that it will be difficult to find a job with equivalent conditions after I leave.				
OC4	I hope to stay in this school and work for a long time.				
OC5	I conscientiously follow the school's various behavioral norms.				
Psychological Capital (PC) Refers to a positive psychological state that an individual exhibits during the process of growth and development.		Expert Opinion			Comment
		+1	0	-1	
PC1	I am willing to contribute to the development of the University.				
PC2	I often complete my work goals with full energy.				
PC3	I believe that I can grow in my work.				
PC4	I usually face work pressures positively.				
PC5	I always have a positive attitude towards my work.				

Teacher work engagement (WE) Refer to on the premise of recognizing the work tasks of university teaching, scientific research, behavioral norms, etc., college teachers experience a mental and behavioral state of emotional fulfillment and pleasure.		Expert Opinion			Comment
		+1	0	-1	
WE1	When teaching, I feel strong and full of energy.				
WE2	When doing research, I feel full of energy.				
WE3	I am passionate about teaching and willing to invest more time.				
WE4	I am passionate about research work.				
WE5	I am willing to put in extra effort for my work.				
WE6	When doing research, I can reach a state of self-forgetfulness.				

Appendix C
Index of Item-Objective Congruence (IOC) Rating Form And Result
项目-目标一致性（IOC）评分表及结果

Part 1 Demographic information
Remark: Please choose by using ✓ in □ or fill information in the blank

Item	Question	Expert Opinion 专家意见					Total
		1	2	3	4	5	
1	Gender： Male Female 年龄：男 女	1	1	1	1	1	1
2	Age: Under 30; 31-40 years old; 41-50 years old; 51-60 years old; Over 60 years old 30 岁以下；31-40 岁；41-50 岁；51-60 岁；60 岁以上	1	1	1	1	1	1
3	Professional title: Professor; Associate Professor; Lecturer; Teaching Assistant 职称：教授；副教授； 讲师；助教	1	1	1	1	1	1
4	educational background: Doctoral student; Master's student; Bachelor's student; Other 教育背景：	1	1	1	1	1	1

	博士生；硕士生； 本科生；其他						
5	years of work experience: 3-5 years; 6-10 years; 11-20 years; 21-30 years; Over 30 years 工作经验年限： 3-5 年；6-10 年；11-20 年； 21-30 岁；30 岁以上	1	1	1	1	1	1
6	Are you a part-time teacher? 是否是兼职老师？	1	1	1	1	1	1

Part 2 Relational factors

Remark: Please choose by using ✓ in □ or fill information in the blank

Teacher self-efficacy (TSE)		Expert Opinion 专家意见					Total
		1	2	3	4	5	
TSE1	I can encourage students who are not interested in learning. 我可以激发没有学习兴趣的学生。	1	1	1	1	1	1
TSE2	I can make students believe that they can achieve good performance in school. 我可以使学生相信他们在学校可以取得好成绩。	1	1	0	1	1	1
TSE3	I can pose good questions to students during your teaching. 我可以在教学中向学生提出好的问题。	1	1	1	1	1	1
TSE4	I can establish an effective classroom management model. 我可以建立一个有效的课堂管理模式。	0	1	1	1	1	1
TSE5	I can evaluate students from diverse perspectives. 我可以从多角度评价学生。	0	1	1	1	1	1
Organizational Support (OS)		Expert Opinion 专家意见					Total
		1	2	3	4	5	
OS1	My school truly cares about my welfare. 我所在的学校真正关心我的福利。	1	1	0	1	1	0.8

OS2	My school is concerned with my personal goals and value realization. 我所在的学校关心我个人的目标和价值实现。	1	1	1	1	0	0.8
OS3	My school values the contributions I make in research. 我所在的学校重视我在研究中的贡献。	1	1	1	1	1	1
OS4	My school values the opinions or suggestions put forward by teacher representatives. 我所在的学校重视教师代表提出的意见和建议。	0	1	1	1	1	0.8
OS5	When I encounter difficulties in my research work, my school will help me. 当我在研究工作中遇到困难时，我所在的学校会帮助我。	1	1	1	0	1	0.8
Professional Identity (PI)		Expert Opinion 专家意见					Total
		1	2	3	4	5	
PI1	Being a teacher allows me to realize my value. 作为一名教师，我能实现自己的价值。	1	1	1	1	1	1
PI2	As a teacher, I often feel respected. 作为教师，我经常感到被尊重。	1	1	1	1	1	1
PI3	I will take the initiative to participate in the school's teaching reform. 我将主动参与学校的教学改革。	1	1	1	0	1	0.8
PI4	I can conscientiously complete my research work. 我能认真完成我的研究工作。	1	1	1	1	1	1
PI5	I think teachers should be role models for students. 我认为老师应该成为学生的榜样。	1	1	1	1	1	1
PI6	I believe that the work of a teacher is very important for promoting students' growth and development. 我认为教师的工作对于促进学生的成长和发展非常重要。	1	1	1	1	1	1
Organizational Commitment (OC)		Expert Opinion 专家意见					Total
		1	2	3	4	5	

OC1	I have a strong sense of belonging to the organization. 我有很强的归属感。	1	1	1	1	1	1
OC2	I am willing to be loyal to the organization's work. 我愿忠于组织的工作。	1	0	1	1	1	0.8
OC3	I believe it would be difficult to find a position with equivalent conditions if I were to leave this organization. 若我离开该机构，恐怕很难找到条件相当的工作岗位。	1	1	1	0	1	0.8
OC4	I hope to stay in this school and work for a long time. 我希望留在这所学校工作很长时间。	0	1	1	1	1	0.8
OC5	I conscientiously follow the school's various behavioral norms. 我认真遵守学校的各种行为规范。	1	1	1	1	1	1
Psychological Capital (PC)		Expert Opinion 专家意见					Total
		1	2	3	4	5	
PC1	I am willing to contribute to the development of the University. 我愿为学校的发展做贡献。	1	1	1	1	1	1
PC2	I often complete my work goals with full energy. 我常常充满能量地完成工作目标。	1	1	1	0	1	0.8
PC3	I believe that I can grow in my work. 我相信我能在工作中成长。	1	1	1	1	1	1
PC4	I usually face work pressures positively. 我通常积极面对工作压力。	0	1	1	1	1	0.8
PC5	I always have a positive attitude towards my work. 我始终对工作持积极态度。	1	1	1	1	1	1
Teacher work engagement (TWE)		Expert Opinion 专家意见					Total
		1	2	3	4	5	
TWE1	When teaching, I feel strong and full of energy. 在教学时，我感到精力充沛。	1	1	1	1	1	1
TWE2	When doing research, I feel full of energy. 在做研究时，我感到充满活力。	1	1	1	1	1	1

TWE3	I am passionate about teaching and willing to invest more time. 我对教学充满热情，愿意投入更多时间。	1	1	1	0	1	0.8
TWE4	I am passionate about research work. 我对研究工作充满热情。	0	1	1	1	1	0.8
TWE5	I am willing to put in extra effort for my work. 我愿意为工作付出额外的努力。	1	0	1	1	1	0.8
TWE6	When doing research, I can reach a state of self-forgetfulness. 在进行研究时，我能达到忘我的状态。	1	1	1	1	1	1

Wang Xiaohe

Wu Shaowei

张明军
Zhang MingJun

Liao Mengyi

张伟平
zhangweiping

SU 0210.14 / 136.2

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

6 October 2025

Dear Professor Dr. Wang Xiaohe,
Dean of School of Teacher Education, Ping Dingshan University

Subject: Invitation to be an expert in the IOC (the index of item-objective congruence) assessment

Since Mrs. Wang Li, student ID 6419000032, a doctoral student in English program, Graduate School of Education, works on a dissertation *"University Policy Implication for improving teachers work engagement in municipal universities in Henan,China"* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in an IOC assessment.

The IOC assessment is a significant process for assessing content validity. Mrs. Wang Li will contact you and coordinate all details herself in October in Henan province, China.

We really appreciate your help.

Yours sincerely,

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

SU 0210.14 / 135.2

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

6 October 2025

Dear Professor Dr. Wu Shaowei,
Ping Dingshan University

Subject: Invitation to be an expert in the IOC (the index of item-objective congruence) assessment

Since Mrs. Wang Li, student ID 6419000032, a doctoral student in English program, Graduate School of Education, works on a dissertation *"University Policy Implication for improving teachers work engagement in municipal universities in Henan,China"* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in an IOC assessment.

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Yours sincerely,

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

SU 0210.14 / 136.2

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

6 October 2025

Dear Professor Dr. Zhang Weiping,
Tsinghua University

Subject: Invitation to be an expert in the IOC (the index of item-objective congruence) assessment

Since Mrs. Wang Li, student ID 6419000032, a doctoral student in English program, Graduate School of Education, works on a dissertation *"University Policy Implication for improving teachers work engagement in municipal universities in Henan,China"* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in an IOC assessment.

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We really appreciate your help.

Yours sincerely,

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

SU 0210.14 / 136.2

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

6 October 2025

Dear Professor Dr. Zhang Mingjun,
Shanghai Jiao Tong University

Subject: Invitation to be an expert in the IOC (the index of item-objective congruence) assessment

Since Mrs. Wang Li, student ID 6419000032, a doctoral student in English program, Graduate School of Education, works on a dissertation *"University Policy Implication for improving teachers work engagement in municipal universities in Henan,China"* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in an IOC assessment.

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We really appreciate your help.

Yours sincerely,

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

SU 0210.14 / 135.2

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

6 October 2025

Dear Associate Professor Dr. Liao Mengyi,
Ping Dingshan University

Subject: Invitation to be an expert in the IOC (the index of item-objective congruence) assessment

Since Mrs. Wang Li, student ID 6419000032, a doctoral student in English program, Graduate School of Education, works on a dissertation *"University Policy Implication for improving teachers work engagement in municipal universities in Henan,China"* with Assoc. Prof. Dr. Boonmee Nenyod (the advisor) and Dr. LeeHsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to provide your opinion in an IOC assessment.

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We really appreciate your help.

Yours sincerely,

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

APPENDIX D: PIM



ใบรับรองจริยธรรมการวิจัยในมนุษย์
สถาบันการจัดการปัญญาภิวัฒน์

หมายเลขใบรับรอง: PIM-REC 058/2568

ข้อเสนอการวิจัยนี้ และเอกสารประกอบของข้อเสนอการวิจัยตามรายการแสดงด้านล่าง ได้รับการพิจารณาจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันการจัดการปัญญาภิวัฒน์แล้ว คณะกรรมการฯ มีความเห็นว่าข้อเสนอการวิจัยที่จะดำเนินการมีความสอดคล้องกับหลักจริยธรรมสากล ตลอดจนกฎหมาย ข้อบังคับและข้อกำหนดภายในประเทศ จึงเห็นสมควรให้ดำเนินการตามข้อเสนอการวิจัยนี้ได้

ชื่อข้อเสนอโครงการ: University Policy Implication for improving teachers work engagement in municipal universities in Henan, China

รหัสข้อเสนอการวิจัย (ถ้ามี): -

หน่วยงาน: Graduate School of Innovation (Philosophy of Educational Administration program) Siam University

ผู้วิจัยหลัก: Mrs. Wang Li

ลงนาม.....

(อาจารย์ ดร.พิเชษฐ์ มุสิกะโปดก)
ประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์
สถาบันการจัดการปัญญาภิวัฒน์

วันที่รับรอง: 29 ธันวาคม 2568 **วันหมดอายุ:** 29 ธันวาคม 2569

เอกสารที่คณะกรรมการรับรอง
1. โครงร่างการวิจัย
2. ข้อมูลสำหรับชี้แจงกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย และ ใบแสดงความยินยอมจากกลุ่มประชากรหรือผู้มีส่วนร่วมในการวิจัย
3. เครื่องมือที่ใช้ในการวิจัย/เก็บรวบรวมข้อมูล เช่น แบบสอบถาม แบบสัมภาษณ์ ประเด็นในการสนทนากลุ่ม เป็นต้น

เงื่อนไขการรับรอง
1. นักวิจัยดำเนินการวิจัยตามที่ระบุไว้ในโครงร่างการวิจัยอย่างเคร่งครัด
2. นักวิจัยรายงานเหตุการณ์ไม่พึงประสงค์ร้ายแรงที่เกิดขึ้นหรือเปลี่ยนแปลงกิจกรรมวิจัยใดๆ ต่อคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ภายในกำหนด
3. นักวิจัยส่งรายงานความก้าวหน้าต่อคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ตามเวลาที่กำหนดหรือเมื่อได้รับการร้องขอจากคณะกรรมการฯ
4. หากการวิจัยไม่สามารถดำเนินการเสร็จสิ้นภายในกำหนด ผู้วิจัยต้องยื่นขออนุมัติใหม่ก่อนอย่างน้อย 1 เดือน
5. หากการวิจัยเสร็จสมบูรณ์ ผู้วิจัยต้องแจ้งปิดโครงการตามแบบฟอร์มที่กำหนด

APPENDIX E: Validation of Research Outcomes

SU 0210.04 / 052

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Dr. Wang Xiaohe,
Ping Dingshan University

Subject: Invitation to be an expert to evaluate the results.

Since Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr. Boonmee Nenyod (the advisor) and Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Wang Li will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Asst. Prof. R. Adm.Supathra Urwongse, Ph.D
Acting Dean of Graduate School of Education

SU 0210.04 / 052.01

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Dr. Yuan Pei,
Henan Urban Construction University

Subject: Invitation to be an expert to evaluate the results.

Since Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr. Boonmee Nenyod (the advisor) and Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Wang Li will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Asst. Prof. R. Adm.Supathra Urwongse, Ph.D
Acting Dean of Graduate School of Education

SU 0210.04 / 052.02

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Dr. Liao Mengyi,
Ping Dingshan University

Subject: Invitation to be an expert to evaluate the results.

Since Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr. Boonmee Nenyod (the advisor) and Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Wang Li will contact and coordinate all details herself.

We really appreciate your help.

Yours sincerely,

Asst. Prof. R. Adm.Supathra Urwongse, Ph.D
Acting Dean of Graduate School of Education

SU 0210.04 / 052.03

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Dr. Li Yongzhan,
Xuchang University

Subject: Invitation to be an expert to evaluate the results.

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Acting Dean of Graduate School of Education

SU 0210.04 / 052.04

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Dr. Zhou Qingfu,
Nanyang Institute of Technology

Subject: Invitation to be an expert to evaluate the results.

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Acting Dean of Graduate School of Education

SU 0210.04 / 052.05

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Dr. Jing Xianggui,
Shangqiu Normal University

Subject: Invitation to be an expert to evaluate the results.

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Acting Dean of Graduate School of Education

SU 0210.04 / 052.06

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Dr. Yang Hongjun,
Luoyang Normal University

Subject: Invitation to be an expert to evaluate the results.

Since Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr. Boonmee Nenyod (the advisor) and Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Wang Li will contact and coordinate all details herself.

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Asst. Prof. R. Adm.Supathra Urwongse, Ph.D
Acting Dean of Graduate School of Education

SU 0210.04 / 052.07

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Dr. Wu Yang,
Zhengzhou Normal University

Subject: Invitation to be an expert to evaluate the results.

Since Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr. Boonmee Nenyod (the advisor) and Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Wang Li will contact and coordinate all details herself.

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Asst. Prof. R. Adm.Supathra Urwongse, Ph.D
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SU 0210.04 / 052.08

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Dr. Zhao Weijie,
Xinxiang University

Subject: Invitation to be an expert to evaluate the results.

Since Ms.Wang Li, student ID 6419000032, a doctoral student in the English Program, Graduate School of Education, Siam University. She is currently conducting research entitled "*University Policy Implication for improving teachers work engagement in municipal universities in Henan,China*", with Associate Professor Dr. Boonmee Nenyod (the advisor) and Dr. Leehsing Lu (the co-advisor), the Graduate School of Education would like to invite you to be an expert to evaluate the results. Ms. Wang Li will contact and coordinate all details herself.

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Acting Dean of Graduate School of Education

SU 0210.04 / 052.09

Graduate School of Education
Siam University
38 Phet Kasem Rd., Bang Wa,
Phasi Charoen, Bangkok 10160

12th February 2026

Dear Dr. Guan Xiaoming,
Huanghuai University

Subject: Invitation to be an expert to evaluate the results.

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We really appreciate your help.

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Asst. Prof. R. Adm.Supathra Urwongse, Ph.D
Acting Dean of Graduate School of Education

AUTHOR'S BIOGRAPHY

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Year:	2015