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A Research on Influence of Psychological Capital of Chinese (mainland area) University Teachers upon performance---Based on Motivational Work Behavior and working thriving as an Intermediary Variable

Xiaoxia Liu, Ph.D. Candidate in the Business Administration Program,

Chinese Graduate School, Panyapiwat Institute of Management,

email: 419776065@qq.com

Haijun Lu, Lecturer in Chinese Graduate School,

Panyapiwat Institute of Management

Abstract

With the continuous advancement of information technology, the way people acquire knowledge and teaching are also changing. The relationship between teaching and learning in colleges have also undergone revolutionary changes. Colleges need to enhance their own competitiveness, that means Teachers need to increase scientific research and teaching output. This puts new and higher requirements on the ability of teachers. How to inspire teachers' job thriving, and increased performance, It has become an important issue in current organizational behavior. From the perspective of psychological capital in college organizations, the author constructs a model with psychological capital as an antecedent variable and individual motivational work behavior to influence teacher performance through the job thriving. From the mainland China, 600 teachers are selected as data samples, and 519 valid samples are received, and using SPSS24 and AMOS24 testing and analysis data.

The empirical results show that: (1) individual psychological capital is related to the job thriving but does not have a direct relationship, need to use the motivational work behavior as a mediator; (2) motivational work behavior positively predict the performance of teachers through the job thriving; (3) Through the integration of models, psychological capital is used as an antecedent variable in the process of the job thriving influenced teachers' performance.

Keywords: *The teachers of university in china psychological capital job thriving, Motivational work behavior performance*

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Introduction

In recent years, as China's science and technology has become increasingly prominent on the international stage, the competition mechanism of universities has also changed, paying more attention to performance, and teachers also need to constantly change themselves to meet the new change and bear new pressure. In terms of the specific professional characteristics of university teachers, first of all, it is the level of knowledge. The proportion of doctoral degree of university teachers increases year by year, which not only requires new teachers to have doctoral degree, but also requires in-service teachers to improve their academic level and update their knowledge through further study. Secondly, work characteristics, in terms of the working time and working process, university teachers' work has great freedom and autonomy, in order to get a high level of performance, the main also need to rely on their own sense of responsibility and the dedication to work, only through the assessment of teaching process and assess the number of teaching and scientific research, Maybe unfair; Finally, in terms of college teachers' emphasis on self-value realization, this group has high self-management ability and relies on system or evaluation and assessment to urge them to complete teaching and research tasks, but it is easy to suppress their creative consciousness and cause slack.

Through background analysis, it can be seen that university teachers pay more attention to the challenges of their work, pay more attention to personal progress and knowledge accumulation, and constantly pursue their own career development and enrich their personal growth. According to the theory of self-determination and Maslow's, under the premise of satisfying the current survival needs, the motivation of improving performance of university teachers is more from the high-level needs of self-realization, which means that university teachers should be more motivated and have a positive desire to create output. How to make teachers have more enthusiasm for work and achieve a high level of work prosperity with a positive attitude has become an important issue in the field of organizational behavior and human resources.

Based on the theories It's found that psychological capital research began in 2004, is prevalent in China started in 2007, in the field of performance, psychological capital study has been relatively mature and as the fourth capital affect the performance, and job thriving in western research group focuses on nurses, community, white-collar, etc., from 2012, China has began to study, but the studies are confined to the enterprise staff, to some extent, the college teachers can also be referred to as knowledge workers, but has its own distinctive group characteristics, the group psychology and work were also need to pay attention to. Therefore, it is necessary to deeply discuss the relationship between the job thriving and teachers'

performance. In addition, studies on the influence of psychological capital on performance are mainly focused on its role as independent variable, intermediary variable or moderating variable, and studies on its role as an antecedent variable are rare.

Research purpose

Since the concept of job thriving was put forward, foreign scholars have verified and expanded their empirical models to different degrees, but there are few relevant researches in China. After reading a large number of related journals, books and literatures, this paper will take psychological capital as the entry point to introduce a new field of positive organizational behavior -- job thriving for research, and explore the relationship between variables, the role of variables and the impact of variables on performance. Purpose of this study is that, through the actual survey to understand Chinese university teachers' psychological capital, motivation work behavior, job thriving and performance, and verify the dimensions of job thriving the applicability of the existing scale under the background of China, to explore and discuss the psychological capital, job thriving and work performance of the internal mechanism and the influence of population attribute variables for each, and according to the research conclusion humanistic management puts forward related suggestions for Chinese universities.

Literature review

The analysis of existing studies in China is summarized, mainly including the following points: (1) The preliminary study of psychological capital is mainly a simple theoretical introduction, followed by the application analysis in the field of human resources. Then, some scholars modified the scale, conducted adaptive verification in the context of Chinese culture, and conducted empirical research on relevant work variables. (2) From professional field to non-professional field. In the early study of the relationship between psychological capital and outcome variables, the samples mainly selected employees in the general sense, and then selected medical personnel in a specific working environment as the research objects, and analyzed the specific psychological capital. The effects of population employment, entrepreneurship and individual mental health status; (3) From direct effect to indirect effect. The initial empirical research is generally the main impact paradigm, which focuses on the direct impact of psychological capital on outcome variables. In the following study, the mechanism of action is discussed in depth, and mediating variables and moderating variables that play a buffer role in the relationship between them are sought. At present, although the empirical research related to psychological capital has increased a lot, most scholars and managers still do not fully understand psychological capital. Therefore, workplace psychological capital theory should be further studied and applied in practice.

The development of psychological capital theory is becoming more and more perfect. On the basis of exploring the structure and measurement of psychological capital content, scholars pay attention to the role of psychological capital in the organization of individual employees, so as to pay attention to and recognize the value of psychological capital in organizational management. A large number of studies regard psychological capital as a new resource to improve the performance of employees in organizations. Through investment and development of personal psychological capital, employees' job satisfaction, organizational commitment, professional identity, organizational citizenship behavior and other benign work attitudes and behaviors can be improved. Reduce employee's job burnout, work pressure and other bad work attitude and behavior, and ultimately reflect the improvement of employee performance. According to the classic study of Luthans (2008) and other scholars, psychological capital is the intangible capital that needs to be paid attention to after human capital and social capital. Investing and developing employees' psychological capital will improve individual performance and form the key source of competitiveness of the organization. The concept of job thriving was proposed relatively early, but it is still in the initial stage of research, and relevant research, especially empirical research, is relatively lacking. Combined with the above literature review, the research on the relationship between psychological capital and job thriving has just started in 2014, and is rarely involved in China. There are few studies on the antecedent variables of the job thriving in China. Most of the studies are theoretical descriptions, which are to explain the development process of the job thriving. In addition, the relevant scales used in the current study are also measured by foreign scholars, and their use in the context of China also needs further verification and verification.

According to the related contents of the performance of Chinese university teachers, scholars have discussed the evaluation of the performance of university teachers and the factors that affect the performance from different angles. In the existing research, the results related to performance appraisal and appraisal account for a large proportion. The purpose of this study is to improve the evaluation and evaluation method of university teachers' work performance by adjusting the index setting and index weight. In the final analysis, scholars regard evaluation and evaluation as measures and means to improve the performance of university teachers. The investigation of factors affecting job performance currently involves different perspectives, including age, title, teaching age, education and other university teachers' population variables. Personal work attitude, such as job satisfaction and job stress. Scholars' research on the work performance of university teachers makes this issue more important, which leads to the importance of subsequent research on influencing factors and provides a research basis for improving the work performance of university teachers.

In short, the concept of psychological capital and job thriving was first proposed in the context of western culture. In the theoretical research, quite a part of the research is based on enterprise organization. Since Chinese culture has its own particularity and universities have unique attributes compared with general enterprise organizations, it is necessary to continue to study these theories in the context of university organizations, and further explore psychological capital, job thriving, relevant variables and the mechanism of behavior expression of university teachers. Reviewing the existing literature, there is no study on the effect of psychological capital as antecedent variable on performance through job thriving.

Theoretical hypothesis

Psychological capital including hope, self-efficacy, toughness and optimistic (Luthans, Youssef, 2007), and on the concept and experience proved to be binary structure, the core structure prediction beyond the above four separate components (Luthans, Avolio, 2007, and, more recently, and the concept of psychological measurement comments, see Dawkins, Martin, Scott and Sanderson, 2013). Psychological capital is "a positive evaluation based on positive effort and persistence and probability of success" (Luthans, Avolio et al. 2007, p. 550), and a recent analysis shows that it has a significant impact on required work attitudes, behavior and performance (Avey, Reichard, Luthans, & Mhatre, 2011). We suggest that this "positive evaluation" may also lead to motivational work behavior. When employees consider whether they are fully focused on the outcome of a task, a key determinant may be the likelihood of successfully completing the task. People with high levels of psychological capital are confident that they can achieve success in task completion (efficacy), harness goal-oriented energy and proactively plan alternative approaches to task completion (hope), persist in facing obstacles (resilience), and attribute positive outcomes of self and negative outcomes to the environment (optimism). All these factors combine to make employees with high levels of psychological capital likely to exhibit task focus because they expect it to result in successful completion of the task.

For individuals to be able to contribute to the group, they must understand how their individual contributions are reflected in the group and submit to subordination for the benefit of the group (i.e., note the relevant components). Individuals must recognize that doing like that will have positive results for them. All four components of psychological capital will play a role in this, but self-efficacy seems particularly important in group efforts. Bandura (2001) concluded that empirical evidence for efficacy in developmental research is as follows: "highly effective feelings promote pro-social oriented characterized by cooperation, helpfulness and sharing, with vested interests in each others' welfare".

According to Paterson's research, the relationship between psychological capital and job thriving is connected by two dimensions element: task focus and relevance focus, and the subsequent empirical model confirmed that psychological capital has an impact on work attitude, behavior and performance (Avey,

Reichard, Luthans, & Mhatre, 2011). In the specific work mode, the author focuses on two kinds of motivational work behaviors proposed by Spreitzer et al. (2005): task focus and relevant attention. Based on the theoretical basis, the following hypotheses are obtained : (figure 1)

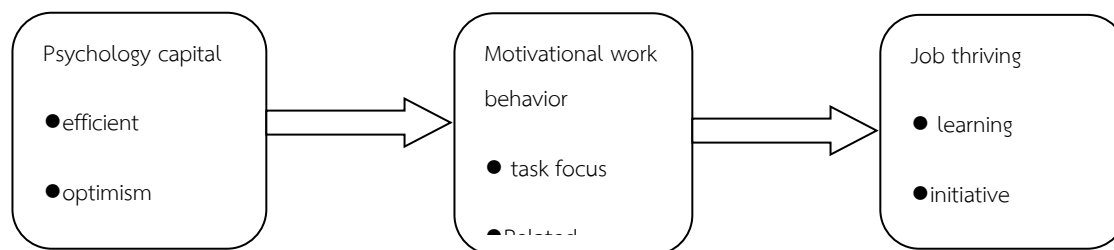


Figure 1: model 1

H1: psychological capital has a positive impact on motivational work behavior.

H2: psychological capital is correlated with job thriving but not directly.

H3: motivational work behavior has a positive impact on job thriving

H4: motivational work behavior acts as an intermediary between psychological capital and job thriving.

According to the study, job thriving had a greater impact on performance than other attitude variables, such as job satisfaction and organizational commitment. (Porath et al., 2012; Spreitzer et al., 2012) another study shows that job thriving can effectively enhance employees' career development and health status, and can also increase the performance to reduce medical costs and make the organization benefit more, which confirms the correlation between job thriving and performance. (Porath et al., 2012) when Spreitzer et al. investigated different types of enterprises in 2012, they found that employees' job thriving was one standard deviation above the mean, and their performance would be 16 percentage points higher than that of employees below the mean. Later, Paterson and Luthans (2014) also verified that job thriving can predict performance, with a regression coefficient of 0.28. However, I found that the research on the relationship between job thriving and performance has not been verified in the context of Chinese universities, so this paper proposed (figure 2 model 2) the following hypothesis:

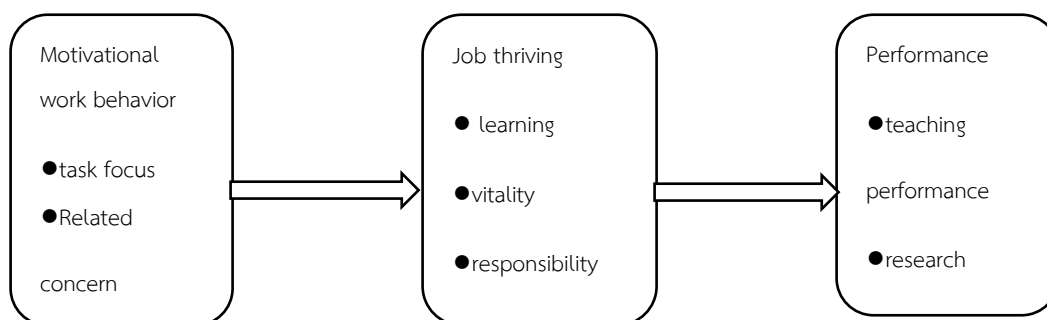


Figure 2: model 2

H1: job thriving has a positive impact on performance.

H2: motivational work behavior has no effect on performance.

H3: job thriving plays an intermediary role in motivational work behavior and performance.

Research methods

Measurement of variables

The variables involved in this paper are all referred to the existing mature scales from domestic and abroad, based on which made appropriate revisions. The psychological capital scale adopts the psychological capital questionnaire developed by Luthans et al., which is composed of confidence, hope, optimism and resilience. Each dimension includes 6 items. Motivated work behaviors refer to the four questions proposed by Rothbard (2001) to measure task focus, so as to measure the related concerns, For concern, a scale developed by Bijlsma-Frankema, Rosendaal and van DE Bun (2005) was used. It's made up of five questions. The job thriving scale combines the 16 items of the dimensions of learning initiative, vitality and sense of responsibility proposed by porath (in 2012) and professor Hui Qingshan(in 2014) through a large sample survey. Based on the above scale increases the personal information, and uses the Richter scale at 6 point. this article preliminary investigation questionnaire, preliminary research lasted for a month, totally collected 70 questionnaires, and validation criteria for CITC value is more than 0.5, the scale reliability coefficient is more than 0.7, after stripping out,and cancel the do not conform to the requirement of options and dimension,at last, formed the formal questionnaire (including psychological capital variable hope dimensions are excluded), the psychological capital scale contains 14 item ,motivated work behavior have nine item,job thriving scale have 7 item and performance scale have 10 item.

Formal investigation and the sample

This sample of the paper all from China (mainland China) as the sample source, and the research object is the in-service teachers in universities, taking both researching and teaching tasks into consideration. The data covers the eastern area, western area, northern area, southern area and central, in the selection of universities in mainland China universities classified as standard, each category of universities have been covered, the selection of research object is in strict accordance with the actual situation of mainland China consists of teachers, administrators and “ShuangJianTiao” workers. The questionnaire was distributed in the form of electronic questionnaire, and 600 questionnaires were distributed through person-to-person and point-to-point distribution, and 519 questionnaires were recovered. All the data were effective, and the recovery rate was 86.5%. Descriptive statistical analysis was conducted on the sample data as follows: male proportion accounted for 43.7%, female proportion accounted for 56.3%; Teachers under 30 years old account for 9.2%, teachers between 30 and 40 years old account for 59.2%, teachers between 41 and 50

years old account for 22.9%, and teachers over 50 years old account for 8.7%. 16.0% of teachers have worked for less than 5 years, 24.3% have worked for 5-10 years, 41.0% have worked for 11-20 years, and 18.7% have worked for more than 20 years. 13.7% of the teachers have the title of teaching assistant, 49.5% of the teachers have the title of lecturer, 27% of the teachers have the title of associate professor and 9.8% of the teachers have the title of professor. Teachers holding management posts accounted for 14.1%, those holding only professional and technical posts accounted for 65.5%, and teachers carrying professional and technical posts at the same time accounted for 20.4%. Among all majors, literature and history accounted for 41.3%, science and engineering 50.2%, and art 8.5%. Among the surveyed schools, comprehensive schools accounted for 29.7%, science and engineering schools 16.05%, finance and economics schools 12.5%, normal schools 22.0%, language schools 0.4%, politics and law schools 0.6%, military schools 3.3%, agriculture and forestry schools 1.3%, medicine schools 10.8%, art schools 2.7% and sports schools 0.8%. The proportion of teachers in universities and colleges is 67.1%, 21.6% in high level universities and 11.4% in normal colleges. Teachers generally have master's degree or above, accounting for 83.4% of the total.

Data analysis and hypothesis testing

The correlation between motivated work behavior and psychological capital, motivated work behavior and performance was analyzed to determine the correlation between psychological capital and motivated work behavior. This includes testing the overall correlation of variables, as well as studying the correlation intensity between three dimensions of psychological capital (confidence, optimism and resilience) (which are expected to be purified in the pre-investigation stage) and two dimensions of motivational work behavior (task focus and relevant attention).

The correlation between psychological capital and motivational work behavior

Correlation analysis was conducted on psychological capital and three dimensions (confidence, optimism and resilience), motivational work behavior and two dimensions (task focus and relevant attention), and the results were shown in table 1.

Table 1: Bellsman Correlation Analysis

	Psy.cap ital	efficient	resil ient	opt imi st	w o r k behavi or	T a s k focus	Related concern	J o b thri ving	initiati ve	Res ilie nt	vita lity
efficient	.808**	1.000									
Resilient	.921**	.668**	1.000								
Optimist	.843**	.512**	.695**	1.000							
W o r k behavior	.565**	.454**	.542**	.486**	1.000						
T a s k focus	.466**	.417**	.430**	.387**	.844**	1.000					
Relatedc oncern	.509**	.380**	.502**	.447**	.852**	.465*	1.000				

*

Table 1 shows that there is a significant positive correlation between psychological capital and motivational work behavior. Optimism and resilience of sub-dimensions were positively correlated with task focus and relevant attention respectively.

correlation analysis of motivational work behavior and job thriving.

correlation analysis was conducted between motivational work behavior and two dimensions (task focus and relevant attention), job thriving and three dimensions (learning, responsibility and vitality), and the results were shown in table 2.

Table 2: Analysis of Correlation between Motivational Work Behavior and Job Thriving

	motivational work behavior	Task focus	Related concerns	Job thriving	learning	responsibility	vitality
Motivational workbehavior	1.000						
Task focus	.844**	1.000					
Related concerns	.852**	.465**	1.000				
Job thriving	.545**	.492**	.447**	1.000			
learning	.443**	.413**	.342**	.850**	1.000		
responsibility	.400**	.311**	.401**	.613**	.330**	1.000	

vitality	.415**	.396**	.327**	.751**	.411**	.374**	1.000	A s c a n
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be seen from table 2, there is a significant positive correlation between motivational work behavior and job thriving, in which task focus and related attention are significantly correlated with learning, responsibility and vitality.

The mediating role of motivational work behavior in the influence of psychological capital on job thriving

Through the structural model, this paper examines the mediating effect of motivated work behavior on the relationship between psychological capital and job thriving. The fitting results showed that the model had an ideal fit, with a chi-square /df value of 3.109, less than the standard value of 5. Therefore, the null hypothesis was accepted. RMSEA was 0.064, less than the standard value of 0.08. The values of NFI, IFI, TLI and CFI are all in the range of 0-1. A value of 1 indicates that the model is fully fitted. The GFI and AGFI values were greater than the standard value of 0.8, indicating that the actual data and the theoretical model fit well.

Through the path coefficient of statistical model structure model (table 3), between the psychological capital and job thriving path coefficient was 0.175 ($p = 0.189$), therefore, psychological capital on job thriving does not produce direct path, but the two correlation, through the work of motivation behavior affect this job thriving, with path coefficient of psychological capital on the path of the work of motivation behavior standard parameter was 0.794 ($p = 0.793$), between the motivation work behavior and job thriving path parameter is 0.782, the motivation work behavior between psychological capital and job thriving play intermediary effect completely. Verify hypothesis H2: psychological capital has no impact on the job thriving; H4: motivational work behavior plays an intermediary role between psychological capital and job thriving.

Table 3: the psychological capital and job thriving path

			Nonstandard parameter	S.E.	C.R.	P	parameter
Motivation work behavior	<-	psychological capital	0.738	0.074	9.991	***	0.794
Job thriving	<-	Motivation work behavior	0.861	0.182	4.720	***	0.782
Job thriving	-	psychological capital	0.179	0.136	1.315	0.189	0.175

In order to further verify the mediating effect of motivational work behavior between psychological capital and job thriving, whether it belongs to partial mediating or complete mediating, bootstrap in AMOS was further analyzed, and the conclusion was drawn that the P value of indirect effect was 0.001, while the direct effect was not significant and it was complete mediating effect.

correlation analysis between job thriving and performance

According to the data analysis in table4, there is a significant correlation between job thriving and performance. Verify hypothesis 2 of the model: H1: job thriving has a positive impact on performance.

Table 4: Correlation analysis between job thriving and job performance

	Job thriving	study	responsibility	vitality	performance	research
Job thriving	1.000					
study	.850**	1.000				
responsibility	.613**	.330**	1.000			
vitality	.751**	.411**	.374**	1.000		
performance	.510**	.494**	.216**	.378**	1.000	
research	.458**	.483**	.100*	.326**	.920**	1.000
teaching	.408**	.314**	.349**	.333**	.715**	.409**

5.3.5 job thriving in the intermediary role between motivational work behavior and performance

The construction of structural model diagrams to verify the intermediary role of the motivational work behavior and performance. The fitting results showed that the model had a relatively ideal fit, with a chi-square /df value of 2.926, less than the standard value of 5. Therefore, the null hypothesis was accepted. RMSEA was 0.061, less than the standard value of 0.08. The values of NFI, IFI, TLI and CFI are all in the range of 0-1. A value of 1 indicates that the model is fully fitted. The GFI and AGFI values were greater than the standard value of 0.8, indicating that the actual data and the theoretical model fit well.

According to the path analysis figure in table5, it can be concluded that motivational work behavior does not directly affect performance, and P value is not significant.

table 5: job thriving in the intermediary role between motivational work behavior and performance

			Nonstandard parameter	S.E.	C.R.	P	parameter
Job thriving	<---	Motivation work behavior	0.945	0.106	8.897	***	0.901
performance	<---	Job thriving	0.882	0.349	2.526	*	0.804
performance	<---	Motivation work behavior	-0.096	0.358	-0.268	0.789	-0.083

Therefore, motivational work behavior has a significant impact on job thriving. The path coefficient of job thriving on performance is $p < 0.05$, indicating that job thriving has a significant impact on performance. The path coefficient of motivational work behavior to performance is 0.789 ($p = 0.789$), indicating that there is no direct effect relationship between motivational work behavior and performance. Through the above verification, it can be proved that job thriving plays a complete mediating effect between motivated work behavior and performance. Hypothesis H1: job thriving has a positive impact on performance. H2 motivational work behavior has no impact on performance; H3: job thriving plays an intermediary role between motivational work behavior and performance.

In order to further verify the mediating effect of job thriving on motivational work behavior and performance, the bootstrap in AMOS was further analyzed to further test whether the mediating effect of job thriving was significant. The P value of direct effect is more than 0.05, and the P value of indirect effect is less than 0.05, so it is also a complete mediating effect.

Discussion and conclusion

(1) according to the verification of model 1, the psychological capital of university teachers cannot directly affect job thriving. Through data analysis, psychological capital has no direct impact on the job thriving of university teachers' work. The self-efficacy, optimism and endurance contained in psychological capital also have no direct effect on the sub-dimension contained in job thriving. According to the review of previous studies and the review of relevant theories, psychological capital must act through motivational work behaviors affect job thriving, and the theoretical model has been confirmed. Compared with previous studies, this conclusion has similarities and differences. Commonality mainly proves that psychological capital influences the job thriving by empirical method, and reveals that psychological capital of university teachers plays a positive role in the job thriving, which have great significance to the development and cultivation of psychological capital of teachers in the future. The differences in the model of this study is that domestic and international research in a separate test by four dimensions of psychological capital effects on the job thriving,

because of the different demographic characteristics, four dimensions are common, and conform to the basic requirements of project measure, and in this study, the author found hope dimension does not conform to the requirements of the dimensions and was overall purification, this has certain discrepancy and predecessors' studying. The reason for this phenomenon may be related to the difference in the nature of work in the organizational environment of universities. In other words, different dimensions of psychological capital have different effects on work with different attributes.

(2) motivational work behavior acts as an intermediary variable between the psychological capital of university teachers and job thriving, and plays an intermediary role. The previous theoretical researches on motivated work behavior is mostly social embedding theory, but this paper points out that psychological capital can more directly influence the job thriving through motivated work behavior. At present, some studies have tested its influence on job thriving from an empirical perspective. The conclusion of this paper confirms that motivational work behavior has a significant positive effect on job thriving and each sub-dimension. Based on this, the relations between psychological capital and university teachers' job thriving, motivation work behavior has a strong initiative and high intensity focus, if there is no positive self-efficacy, optimism and strong will can be difficult to achieve, high levels of teachers' psychological capital, will take the initiative to put more effort to achieve goals, more willing to imitate and learn the team all useful work behavior to improve individual work. Through the verification of the mediating effect of motivational work behavior between psychological capital and the job thriving, this paper finds that high level of psychological capital promotes the generation of motivational work behavior and can promote the job thriving in teachers' work. Specifically, there are two dimensions of motivational work behavior, namely task focus and relevant attention, which are mediating roles between psychological capital and job thriving respectively. The results show that the task focus has a partial mediating effect between psychological capital and the four dimensions and the two dimensions of job thriving. Relevant concerns also play a part of intermediary role between the sub-dimensions of psychological capital and the job thriving. It can be seen that the mediating role of motivational work behavior has different effects on the promotion of different components of psychological capital affecting the job thriving.

(3) the mediating effect of job thriving on the relationship between motivational work behavior and performance is mainly manifested as a positive impact on the relationship between research performance and teaching performance. Specifically, the three dimensions of job thriving, that is, learning, responsibility and vitality support, respectively mediate between motivational work behavior and performance. The conclusion is that the continuous learning of university teachers in the process of work has a part of mediating effect on the relationship between motivational work behavior and research performance. Learning plays a part in

mediating the relationship between motivational work behavior and teaching performance. Responsibility has a part mediating effect on the relationship between motivated work behavior, research performance and teaching performance. Vitality mediates the relationship between motivational work behavior and performance. Among them, vitality has a completely mediating effect on the relationship between relevant concerns and research performance. Through verification, it can be deduced that the more energetic the teacher's work is, the more attention will be paid to the work, which will result in stronger scientific research efficiency and higher scientific research output of the teacher.

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