

Job resources, psychological capital and work engagement among university teachers: Inputs to human resource management model

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Abstract

With the development of globalization and information technology, higher education is facing more and more competitive pressure, and teachers are an important force to promote the development of education, which puts forward higher requirements for teachers' innovative ability and working ability. The purpose of this study is to evaluate the job resources, psychological capital and work engagement of university teachers, and to propose an effective human resource management model. A descriptive research design was used to help interpret the collected data, and a modified questionnaire was used as the primary tool for data collection. The participants were mainly university teachers, a total of 300 people. Using SPSS analysis software to conduct empirical research, further demonstrate the relationship between job resources, psychological capital and work engagement. This study shows that job resources are manifested in job feedback, job autonomy and social support. Psychological capital has three dimensions: emotional intelligence, self-efficacy and optimism. Work engagement is studied in terms of vigor, dedication and absorption. The results show that job resources, psychological capital and work engagement have a highly significant relationship. There is a highly significant relationship between job resources and psychological capital. There is a highly significant relationship between job resources and work engagement. There is a highly significant relationship between psychological capital and work engagement. Therefore, managers can effectively promote human resource management by improving the job resources, psychological capital and work engagement. Finally, a human resource management model and suggestions are put forward.

Keywords: job resources, psychological capital, work engagement, human resource management model

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1. Introduction

The International Covenant on Economic, Social and Cultural Rights calls for greater access to higher education, which is essential for the "full development of the human personality and the protection of human dignity". By 2030, ensure that women and men have equal access to affordable and quality technical, vocational and higher education, including universities. Higher education enables individuals to broaden their knowledge, develop skills, articulate ideas orally and in writing, master abstract concepts and theories, and enhance their understanding of the world and community. Higher education can also improve an individual's quality of life.

In recent years, with the development of globalization and information technology, various countries attach importance to higher education, and higher education is facing more and more competitive pressure. At the same time, teachers are an important force to promote the development of education. Higher education has increasing requirements for university teachers, and the tasks they face are getting heavier and heavier, including teaching, scientific research and education. At the same time, people have paid more and more attention to the group of university teachers. These bring more and more pressure and challenge to university teachers. From the macro level, the quality of higher education is related to the national higher education policy and institutional arrangement, resource allocation system, and information technology development environment. From the middle level, the quality of higher education is related to the school personnel management system, teaching supervision system and teaching infrastructure environment. At the micro level, the quality of higher education is related to individual teachers' attitudes and concepts, emotional intelligence, ability level, and engagement behavior (Chen, 2020), but there are few researches in the micro field.

At present, university teachers are faced with the pressure of lack of job resources, and the definition of job resources is broad. Job resources refer to psychological, social or organizational resources obtained by individuals from work, including job resources with the connotation of job autonomy, organizational resources with the connotation of career development and social resources with the connotation of good interaction and communication with colleagues. Such as career development opportunities, support from leaders and colleagues, team atmosphere, participation in decision-making, importance of work and autonomy (Preez & Emiljo, 2017). Job resources are considered to have motivational potential, which can either promote the achievement of employees' work goals, or stimulate employees' personal growth, learning and development, so that employees can generate organizational commitment or work engagement. The job requirement-resource model can explain the relationship between job resources and work engagement. The job requirement-resource model is widely recognized and adopted as the mechanism of work engagement generation. The basic premise of this model is to divide the characteristics of work environment into two basic categories: work requirements and job resources. The research shows that, using the conservation of resources theory, job resources especially affect work engagement when teachers are faced with serious student misconduct. In particular, the supportive, innovative, appreciative, and organizational climate of supervisors is an important working resource that can help teachers cope with demanding interactions with students (Bakker & Demerouti, 2017). The research results of Li and Gong (2022) show that there is a significant positive correlation between job resources and investment, and a significant negative correlation between job resources and turnover intention. In addition, job resources have been found to play a dual role in employee well-being. Job resources help employees manage and process their work demands more effectively, thereby buffering them from the adverse effects of work stress and health. The availability of job resources contributes to the achievement of goals, which increases employee motivation, work engagement, and performance (Bakker & Demerouti, 2017). In short, working resources have an impact on people's working status.

Organizations will face many challenging tasks and tasks in the process of work, and will encounter many setbacks, if the psychological quality is not strong, it is easy to be defeated by setbacks. Luthans (2017), an American psychologist, proposed the concept of psychological capital, believing that positive psychological capital can enhance employees' enthusiasm for work, and thus stimulate the best working state of employees. In addition, in the process, it will strengthen the confidence of self-efficacy, enhance the perception of hope for the future and hold an optimistic attitude, and believe that all obstacles will be solved eventually. Therefore, in the work process of university teachers, psychological capital plays a crucial role and is regarded as a key means for organizations to win competitive advantages (Tang, 2021). With the rise of positive psychology research, the modern psychology research orientation has begun to turn to the study of human's positive psychological function. The research criteria of positive psychology are positive emotional experience, personality characteristics and strength. Individual positive subjective experience has also attracted wide attention (Li, 2016). Studies have shown that when individuals have sufficient positive psychological resources, they can inject "positive work motivation" into them (Wang, et al., 2019).

If university teachers do not devote their best energy to teaching, the power of education cannot be achieved. As a positive work attitude, work engagement is an important evaluation index of individual work potential development and work effect optimization. Work engagement is a unique, positive, satisfying, work-related mindset characterized by energy, dedication, and absorption that ultimately leads to positive outcomes, such as job performance (Zulhasmi et al., 2021). When formulating incentive and professional title promotion policies, many universities tend to encourage teachers to produce high-level scientific research achievements, and the incentive policies for teaching achievements are relatively small, resulting in many university teachers paying more attention to scientific research and seriously insufficient investment in teaching work (Cao, et al., 2021). Relevant studies have shown that high work engagement has a positive impact on both individuals and organizations. For individuals, high levels of work engagement often correspond to good levels of physical and mental health. For organizations, a high level of work engagement often leads to a high level of work performance, a high level of work engagement, a high level of job satisfaction, and a low level of turnover rate. The research of Chen (2020) shows that in recent years, some universities have invested a lot of time, energy and financial resources, but they are faced with either insufficient enthusiasm and enthusiasm of teachers for training activities; Or teachers do not use it at all in actual teaching, affecting the work commitment.

In practice, modern organizations gradually realize that in the face of the pressure to improve performance, meet the diverse needs of employees and the trend of economic globalization, in order to maintain the competitiveness of the organization, it is necessary to obtain the only competitive advantage - human resources. Because all the other potential competitive advantages (e.g., technology, capital) can be bought or copied. If organizations want to achieve optimal performance, they need to unleash all the talents and motivations of their employees. Galt reports that a "Towers Perrin" study in Canada found that only 17% of employees surveyed were engaged in their jobs. Therefore, in actual management practice, how to increase employees' work engagement and improve management performance has become the primary problem to be solved. Therefore, research work engagement is of great significance.

According to the above literature review, the research on work engagement at home and abroad is gradually improving, but there are few studies on the relationship between university teachers' job resources, psychological capital and work engagement, which mainly focus on one or two aspects, and most of them are nurses, police and other fields. As for the relevant factors, the research is relatively simple, and most of them are individual factors of teachers, such as teacher professional identity, emotional intelligence, etc. (Li, 2016a, 2018b). Due to the complexity of work and heterogeneity of teaching objects, university teachers differ greatly from other professions in work content and difficulty, so it is necessary to study the relationship between university teachers' job resources, psychological capital and work engagement.

This is why the researchers wanted to conduct this study to fill the research gap on the relationship between university teachers' job resources, psychological capital and work engagement. It is also highly relevant for the

researcher to conduct this study, as the researcher himself works in the field of management expertise. It is important to address how to improve human resource management to ensure better development of the school. Since the researcher is a university teacher and lawyer, the insights gained along the way can give her enough power to incorporate her business into it. She can also share ideas with students who are more likely to work at universities in the near future, as well as the necessity of studying human resource management.

The purpose of this research work is to propose a model. The results of this study can not only help us better evaluate the working status and psychological state of university teachers, understand the relevant influencing factors, and provide suggestions for the strategic plan of human resource management. At the same time, as the input of effective human resource management, to ensure that employees in the job resources, psychological capital and work investment continue to improve, in order to promote the university teachers' self-cognition and career development. It also enriches the theory of human resource management for university teachers.

Objectives of the Study - This study aims to assess the job resources, psychological capital and work engagement among university teachers in China and will be the basis in developing a Human Resource Management Model. Specifically, it will determine the job resources as to job feedback, job autonomy and social support; Assess the psychological capital as to emotional intelligence, self-efficacy and optimism; Describe their work engagement as to vigor, dedication and absorption; Test the relationships among job resources, psychological capital and work engagement and Develop a Human Resource Management Model.

2. Methods

Research Design - A descriptive study design was adopted in this study. In order to collect the information needed for this investigation, the researchers have used descriptive research methods to determine the relationship between the three variables in this study and provide a full and accurate explanation of the study results. According to Rahi (2017), a descriptive research approach is one that obtains current relevant facts, data, and information and provides an accurate overview of a situation, person, or event. It is a generalization of various theories and is more about explaining the arguments of others, but it is essential in scientific research. It can be targeted to ask questions, reveal shortcomings, describe phenomena, introduce experiences. Specifically, this study applies descriptive research methods to assess situations in which there is an association or relationship between three variables: job resources, psychological capital, and work engagement. Researchers have collected information from respondents by sending questionnaires online via email and questionnaire ratings. This description is used to effectively collect data on respondents. The relationship among the three variables of job resources, psychological capital and work engagement is obtained.

Participants of the Study - Participants in the study were faculty at five universities in Anhui Province, China. Since the researcher is located in Anhui Province, China, most of the researcher's colleagues and friends are in Anhui Province. This study intentionally chose 5 universities in Anhui Province, China. As Anhui province is the central region of China, the development of economy and education is balanced, the research of this paper is typical and representative. 300 questionnaires were distributed via the Internet, with 300 valid samples. A limitation encountered in the study was that some potential respondents refused to participate in the study. However, researchers did their best to cover reasonable areas to improve the study.

Data Gathering Instrument - The study used questionnaire as the major mechanism in collecting the necessary data. According to Likert's four-point scale design, the higher the score, the higher the degree of agreement, the lower the score and the lower the degree of agreement: "4" means strong agreement (SA) and "3" means agreement (A); "2" means disagreeing with (d); "1" means strongly disagree (SD). An improved survey tool was used to gather the information needed to meet the objectives of this study. Finally, the reliability and validity of university teachers are good, and it is suitable to be used as a measurement tool for university teachers' job resources, psychological capital and work engagement. The questionnaire is divided into parts: job resources, psychological capital and work engagement.

The Job Resources, Psychological Capital, and Work Engagement Instrument has an excellent consistency as exhibited by the Cronbach's Alpha value of (.988). This was validated by the Excellent remarks from Job Resources (.966); it was confirmed by the Excellent results from Job Anatomy (.930) and Social Support (.925), and Good result from Job Feedback (.855). Also, it was validated by the Excellent remarks from Psychological Capital (.961); it was confirmed by the good result from Emotional Intelligence (.870), and Excellent results from Self Efficacy (.903), and Optimism (.953). Moreover, it was further validated by the results from Work Engagement (.980); it was confirmed by the excellent result from Vigor (.961), Dedication (.945), and Absorption (.940), which shows that the instrument at hand passed the reliability index test. Thus, the researcher can now proceed to the actual survey using the aforementioned instrument.

Data Gathering Procedure - Because the content of the questionnaire is a survey of university teachers' job resources, psychological capital and work engagement. The researchers also prepared a request letter asking for permission to investigate and guaranteeing confidentiality to respondents. The questionnaires were issued by the researchers in person or through the online questionnaire Star, and respondents were given ample time to respond. The distribution and collection of questionnaires lasted for 1 month, and a total of 300 questionnaires were collected, of which 300 were valid, with an effective rate of 100%. The teachers voluntarily completed the questionnaire and were collected. After the researcher completed the responses and filed them, the researcher immediately retrieved the data, counted the results, analyzed and interpreted the tables.

Ethical Considerations - Researcher already consider ethical factors such as disclosure and informed consent when conducting research. In the prominent position of the questionnaire, it is clearly explained to the respondents that this survey is only used for academic research, in order to maintain the quality and integrity of the questionnaire recovery. Before respondents answered the questionnaire, the researchers also provided a letter to the surveyed universities asking if faculty members could participate in the study. Participants have every right to refuse to participate or answer questions that make them feel uncomfortable. In order to disclose information, it is not necessary to enter a name or personal identity on the questionnaire. At the same time, we will ensure that the dignity of the interviewees is not violated, and their safety and security is the highest priority.

Data Analysis - The required documents and figures were counted and analyzed using various statistical methods. Data analysis tools were used to interpret and analyze the collected results. First, use weighted averages and rankings to identify job resources in terms of job feedback, job autonomy and social support; Second, assess emotional intelligence, self-efficacy and optimistic psychological capital. Third, describe engagement as energy, dedication, and absorption. The results of Shapiro-Wilk test show that the p-values of all variables are less than 0.05, indicating that the data set is not normally distributed. Therefore, Spearman rho was used as part of a non-parametric test to determine a significant relationship. All analyses were performed using SPSS version 28.

3. Results and Discussion

Table 1 shows the summary results of the job resources. It expounds the relevant indicators of job resources from three aspects: job feedback, job autonomy and social support. The average comprehensive score of the index is 3.16, which means that all are approved. The results show that these three aspects explain the relevant indicators of knowledge management properly. Empirical studies show that job resources are conducive to promoting high levels of work engagement and motivation (He, 2020). This is consistent with the research results of Wang, et al., (2023), which shows that job resources have a significant role in promoting job performance.

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Table 1

Job Resources

Indicator	Weighted Mean	Verbal Interpretation	Rank
Job Feedback	3.17	Agree	2
Job Autonomy	3.09	Agree	3
Social Support	3.23	Agree	1
Composite Mean		3.16	Agree

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The results show that according to the data analysis in Table 4, through the assessment of university teachers in terms of social support. In terms of job resources, the most agreed on social support. As a result, the social support score was 3.23, ranking first. This study shows that university teachers believe that social support is very important in job resources, and social support can provide teachers with positive feedback and encouragement, relieve work pressure, improve self-efficacy, and promote personal learning and development. Similar to this result, Li (2016) found that social support significantly positively predicted the level of work engagement. Social support reflects the close connection between individuals, helps to enhance the sense of belonging to the organization of medical personnel, and stimulates their enthusiasm and commitment to work (Chen, 2013).

The weighted average score of job feedback is 3.17, which indicates that most respondents agree with the status quo of job feedback and think that job feedback is important. Job feedback can improve work performance, enhance work motivation, build positive working relationships, and promote personal growth and career development. According to the research of Zhu (2022), communication of job feedback is essential, and the contents of communication mainly include: affirming employees' work achievements, helping them to understand their own advantages, and encouraging them to keep it; Point out employee problems and deficiencies, discuss with employees and provide support and assistance.

Job autonomy scored lowest at 3.09. Although most of the interviewees agree that university teachers have autonomy in their work, some teachers still have negative views on it, indicating that some schools have not implemented the measures in place, and there is still room for improvement. It is hoped that relevant schools can pay attention to and make continuous improvements to enhance teachers' autonomy in their work. The promotion of job autonomy helps to improve job satisfaction and job performance. Saragih (2015) used structural equation model (SEM) to test the impact of job autonomy on job outcomes, the impact of job satisfaction on job performance, and the impact of job stress on job performance. The structural relationship shows that job autonomy is significantly correlated with job satisfaction and job performance. It is suggested that enterprises can help employees achieve work prosperity by giving them job autonomy (Li, 2019).

Table 2 summarizes the results of respondents' evaluation of psychological capital. The composite average of 3.24, interpreted as agreed, indicates that respondents have a moderate level of psychological capital, with optimism topping the list (3.28). Emotional intelligence (3.25) and self-efficacy (3.20), while rated positively, had lower averages and the lowest scores. It shows that the majority of respondents agree with these views, but still have negative views on them, indicating that the level of psychological capital of individual university teachers is low, especially in the aspects of emotional intelligence and self-efficacy, and it still needs to be improved through various ways. Schools and administrative departments also need to pay more attention to and recognize the psychological capital of university teachers, provide corresponding training and support for teachers, formulate more scientific evaluation standards and promotion mechanisms, and promote the professional development of teachers. Similar to this study, Li, et al. (2018) found that emotional intelligence, self-esteem and optimism, as positive psychological capital, all positively predicted work engagement, which is of great significance in maintaining the physical and mental health of professional people and improving positive organizational behavior.

Table 2

Psychological Capital

Indicators	Weighted Mean	Verbal Interpretation	Rank
Emotional Intelligence	3.25	Agree	2
Self-Efficacy	3.20	Agree	3
Optimism	3.28	Agree	1
Composite Mean	3.24	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Overall, the results of studies that consider the psychological capital of university teachers produce modest evidence in teacher evaluations. Because the psychological capital of university teachers is easy to be ignored or underestimated, there are different evaluation indicators of psychological capital, but no matter what the indicators are, it is very important to evaluate and study the psychological capital of university teachers. Zhang and Xiang (2023) showed that positive quality advantages in the process of personal growth and development, whether it is psychological capital such as self-efficacy, optimism, resilience or hope, can promote individuals to face work and life more positively. Teachers should actively exert their psychological advantages, try to find fun in work, have a positive impact on students and education work, and realize the value and significance of their work.

Table 3

Work Engagement

Indicators	Weighted Mean	Verbal Interpretation	Rank
Vigor	3.07	Agree	3
Dedication	3.18	Agree	1
Absorption	3.12	Agree	2
Composite Mean	3.12	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 summarizes the results of the respondents' assessment of their work engagement level. It expounds the relevant indicators of work engagement from three aspects: vigor, dedication and absorption. The average comprehensive score of this index is 3.12, which is interpreted as being agreed. The research shows that respondents have a moderate level of work engagement, among which dedication ranks first (3.18). absorption (3.12) and vigor (3.07) received positive reviews, but their mean values were lower, with vigor (3.07) being the lowest. Studies show that most of the interviewees agree with these views, but still have negative opinions on them. This indicates that individual university teachers' work engagement levels are relatively low, especially in terms of absorption and vigor, which still need to be further improved through various means, such as cultivating a positive and healthy working attitude. Make clear work goals and plans. Schools and administrative departments also need to strengthen the emphasis and research on the work engagement of university teachers, provide teachers with appropriate resources, provide work support and feedback, and provide career development opportunities. Similar to the results of this study, regression analysis showed that the three dimensions of focus, vigor, and toughness can effectively predict work engagement (Yang ,et al.,2023).

Overall, the findings that consider the work engagement of university teachers produce modest evidence in the evaluation of university teachers. There are different evaluation indicators for university teachers' work engagement, but no matter what the indicators are, it is very important to evaluate and study the psychological capital of university teachers. Managers should pay attention to the work engagement of double-qualified teachers, provide them with a good working environment, relieve their work pressure, release their work vigor, improve their absorption, and make them devote more energy to teaching work and improve teaching quality (Shan et al., 2023). Table 4 shows the relationship between job resources and psychological capital. As seen in the table, the computed rho-values ranging from 0.653 to 0.796 indicate a strong to very strong direct relationship among sub variables of job resources and psychological capital. There was statistically significant relationship between job resources and psychological capital because the obtained p-values were less than 0.01.

Table 4*Relationship Between Job Resources and Psychological Capital*

Variables	rho-value	p-value	Interpretation
Job Feedback			
Emotional Intelligence	0.690**	0.000	Highly Significant
Self-Efficacy	0.739**	0.000	Highly Significant
Optimism	0.653**	0.000	Highly Significant
Job Autonomy			
Emotional Intelligence	0.731**	0.000	Highly Significant
Self-Efficacy	0.791**	0.000	Highly Significant
Optimism	0.733**	0.000	Highly Significant
Social Support			
Emotional Intelligence	0.796**	0.000	Highly Significant
Self-Efficacy	0.729**	0.000	Highly Significant
Optimism	0.718**	0.000	Highly Significant

** . Correlation is significant at the 0.01 level

We actually found an important relationship, which means providing quality job resources that can help teachers develop psychological capital. School administrators can improve teachers' psychological capital, such as emotional intelligence, self-efficacy and optimism, by improving their job autonomy, increasing work support and feedback, and creating a good working atmosphere. The findings of this study appear to be consistent with those of other studies looking at the link between job resources and psychological capital. Relevant research results show that supportive human resource practice has a significant positive impact on psychological capital, and psychological capital partially mediates the impact of supportive human resource practice on work engagement (Fang, 2019).

Table 5 shows the relationship between job resources and work engagement. As seen in the table, the computed rho-values ranging from 0.681 to 0.842 indicate a strong to very strong direct relationship among sub variables of job resources and work engagement. There was statistically significant relationship between job resources and work engagement because the obtained p-values were less than 0.01. In fact, we found an important relationship, which means that providing quality job resources can promote teacher work engagement. School administrators can improve teachers' work vigor, dedication and absorption by improving their job autonomy, increasing work support and feedback, and providing training opportunities and promotion opportunities. The results of this study appear to be consistent with those of other studies looking at the link between job resources and work engagement. Some research results show that in some mediation models, job resources can directly affect work engagement on the one hand, and indirectly affect work engagement through psychological capital on the other hand (Jiang, et al., 2012). According to the study of Li and Gong (2022), there is a significant positive correlation between job resources and work engagement, and teachers' turnover intention can be reduced by improving their work engagement.

Table 5*Relationship Between Job Resources and Psychological Capital*

Variables	rho-value	p-value	Interpretation
Job Feedback			
Vigor	0.681**	0.000	Highly Significant
Dedication	0.727**	0.000	Highly Significant
Absorption	0.681**	0.000	Highly Significant
Job Autonomy			
Vigor	0.842**	0.000	Highly Significant
Dedication	0.773**	0.000	Highly Significant
Absorption	0.823**	0.000	Highly Significant
Social Support			
Vigor	0.733**	0.000	Highly Significant
Dedication	0.752**	0.000	Highly Significant
Absorption	0.762**	0.000	Highly Significant

** . Correlation is significant at the 0.01 level

Table 6*Relationship Between Psychological Capital and Work Engagement*

Variables	rho-value	p-value	Interpretation
Emotional Intelligence			
Vigor	0.644**	0.000	Highly Significant
Dedication	0.680**	0.000	Highly Significant
Absorption	0.680**	0.000	Highly Significant
Self-Efficacy			
Vigor	0.800**	0.000	Highly Significant
Dedication	0.743**	0.000	Highly Significant
Absorption	0.806**	0.000	Highly Significant
Optimism			
Vigor	0.721**	0.000	Highly Significant
Dedication	0.715**	0.000	Highly Significant
Absorption	0.814**	0.000	Highly Significant

** . Correlation is significant at the 0.01 level

Table 6 shows the relationship between psychological capital and work engagement. As seen in the table, the computed rho-values ranging from 0.644 to 0.814 indicate a strong to very strong direct relationship among sub variables of psychological capital and work engagement. There was statistically significant relationship between psychological capital and work engagement because the obtained p-values were less than 0.01.

In fact, we found an important relationship, which means that teachers with higher levels of psychological capital also have higher levels of work engagement. University teachers can increase emotional intelligence, self-efficacy and optimism through various ways to promote work vigor, dedication and focus, so as to improve the degree of teacher work engagement. The findings of this study appear to be consistent with those of other research looking at the link between psychological capital and work engagement. There is a significant positive correlation between psychological capital and work engagement of grassroots police. The psychological capital of grass-roots police can positively affect their work engagement, and enhancing the psychological capital of grass-roots police can help improve their work engagement level (Yang, et al.,2023).

According to the research results of Zhang and Xiang (2023), the correlation coefficient between psychological capital and work engagement is 0.562, indicating that psychological capital is positively correlated with work engagement. Organizations should not only pay attention to the explicit factors, but also pay attention to the development of teachers' psychological capital when motivating teachers, so that teachers can obtain the psychological strength of continuous growth through internalization. Therefore, we should treat education work more enthusiastically and firmly, and promote teachers' work engagement.

Proposed HR Management Model

A human resources management model was developed. To study the experiences of university teachers in terms of job resources, psychological capital and work engagement in order to promote and encourage every university teacher to work and teach more actively in the university.

As can be seen from the figure below, there is a highly significant relationship between job resources, psychological capital and work engagement, which means that these three variables influence each other. Job resources, psychological capital and work engagement are necessary for effective human resource management.

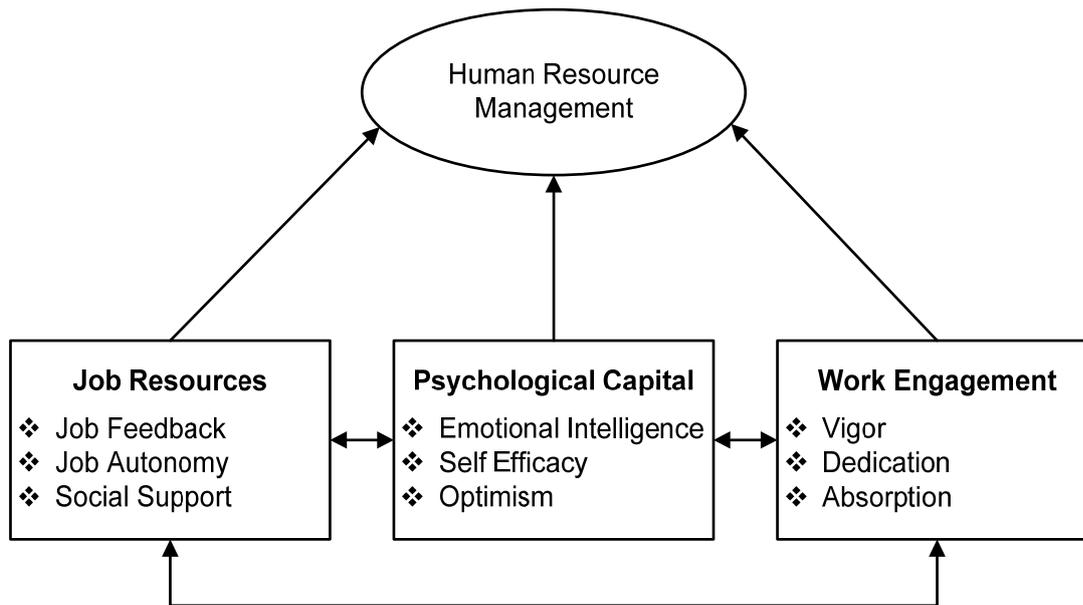


Figure 1. Proposed Model for a Human Resource Management of University Teacher

4. Conclusions and Recommendations

Based on findings, the researcher came that here is moderate evidence on job resources of university teachers in terms of job feedback, job autonomy and social support. University teachers show moderate evidence of psychological capital in three dimensions of emotional intelligence, self-efficacy and optimism. University teachers show moderate evidence in terms of vigor, dedication and absorption of work engagement. Research shows that there is a highly significant relationship between job resources, psychological capital and work engagement. There is a highly significant relationship between job resources and psychological capital. There is a highly significant relationship between job resources and work engagement. There is a highly significant relationship between psychological capital and work engagement. The better the job resources and psychological capital, the higher the work engagement. A human resource management model is proposed. Managers can effectively promote human resource management by improving the job resources, psychological capital and work engagement.

Schools can provide university teachers with appropriate and sufficient job resources, strengthen job feedback and support, create a harmonious and relaxed working atmosphere, enhance team cohesion and sense of belonging, and improve teachers' organizational commitment and work performance. Administrators can give university teachers more autonomy in their work, allocate job-related resources by themselves, allow teachers to undertake challenging and interesting work, enhance the sense of work significance, and promote teachers' work engagement. Managers should pay full attention to the role of teachers' psychological capital, take various ways to guide teachers' psychological state, stimulate work enthusiasm and confidence, and enhance sense of self-efficacy. The model can be used to evaluate the effective human resource management of university teachers and improve their work performance from the aspects of job resources, psychological capital and work engagement. Finally, future researchers may use other variables, such as job demands and job happiness.

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