

The Importance and Shaping Methods of Psychological Capital Management for College Physical Education Teachers

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Abstract

In order to explore the importance and shaping methods of psychological capital management for college physical education teachers. At present, "psychological capital" is becoming more and more popular, and has been applied in human resources, management and other fields. Psychological capital is an important non Physical capital, which can generate a huge driving force for individual attitudes and behaviors. The author conducted a questionnaire survey on university teachers and studied their psychological capital and work engagement. The results of descriptive statistical analysis show that the psychological capital and work engagement of primary school teachers are generally at a low level. Descriptive statistical analysis shows that the psychological capital and work investment of university teachers are generally at a low level. There are significant differences in psychological capital, job engagement, and other aspects among university teachers of different types of schools, professional titles, and monthly salaries. The research results show a significant positive correlation between work engagement and psychological capital. Strengthen incentives for the development of college students' psychological capital, clarify the research content of college students' psychological capital development, and broaden the channels for college students' psychological capital development.

Keywords: Universities, Physical Education Teachers, Psychological Capital, Optimization Strategy.

Introduction

Psychological capital is essentially a psychological state that is positive and upward, referring to a psychological attitude towards problems under specific conditions, and can better manage the situation. Psychological capital is also a process of accumulation. Due to its inherent characteristics, it can be fully utilized in the teaching process of physical education teachers in universities to mobilize the enthusiasm of students in the classroom, drive them to generate positive psychological activities, and achieve more ideal results in classroom teaching.

Analyzing the current psychological capital situation of physical education teachers in a class of undergraduate universities in China, it can be found that there are significant differences in the level of psychological capital among teachers, and there is little data on analyzing the psychological capital of physical education teachers. Due to insufficient theoretical depth, it can also have an impact on teachers' teaching activities in specific practical processes. However, physical education teachers in universities do not have a deep understanding of psychological capital. In addition, the current education system in China advocates quality education, which brings greater pressure to physical education teachers in universities. Therefore, strengthening psychological mediation through psychological capital can greatly

improve the effectiveness of classroom teaching activities for teachers in physical education in universities.

In the increasingly fierce competition for talent in modern society, the best position for human resource management is to maximize the potential of individuals and thus achieve maximum team efficiency. In order to achieve this goal, it is difficult to rely solely on economic capital, social capital, and human capital. The effectiveness and high return of psychological capital, as well as the maximization of personal potential for exploration and management, have provided humanity with a new and effective way to improve competitiveness (Janes et al., 2022).

The theoretical research of psychological capital belongs to the category of positive psychology, which emphasizes the positive power and positive state of individuals. For organizations, psychological capital is based on organizational behavior and focuses on individual psychological state, when exploring the relationship between organizations and individuals, they are not concepts that are mutually unified and directly affect each other. This is because psychological capital does not directly affect the competitive advantage of an organization, for example, the outcome variables between organizational behavior, organizational performance and individual behavior and performance realize the creation and maintenance of competitive advantage through the role of human capital, social capital and other variables (de Bruijn et al., 2022).

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While emphasizing investment and efficiency, psychological capital can be utilized to develop and manage organizational groups, thereby achieving performance expectations. However, psychological capital covers a wide range of contents, and all states and psychology that can have a positive impact on individuals can be included in the category of psychological capital. When exploring the impact of psychological capital on individuals, psychological capital often interacts with human capital and social capital to form a common collaborative model. Due to the significant impact of the three types of capital not only on individual development, but also on the organization's ability to achieve expected management goals, organizations should implement effective management of individual psychological capital through specific channels to gain competitive advantages (Horecký & Smejkal, 2021).

The relevant research results indicate that psychological capital can effectively regulate individuals' cognitive processes, at the same time, it can also guide the positive behavior process of individuals, which not only helps to improve individual and organizational performance, but also enhances the core competitiveness of the organization. More importantly, it can further enhance the overall effectiveness of the organization. From a personal perspective, psychological capital has a certain degree of influence on an individual's psychological resources, which mainly include emotions, thinking, attitudes, etc. At the organizational level, psychological capital is similar to human capital and social capital, it can reflect the overall competitive advantage of the organization by improving the performance of its members within the organization. Psychological capital belongs to the category of internal factors, which can be improved through training, development, and other means, so, the positive changes in psychological capital can be used to regulate an individual's cognitive process, thereby changing their way of thinking and generating positive behavior, when this behavior occurs, it can not only significantly improve work performance, but also improve the overall performance of the organization (Hu et al., 2022).

College physical education teachers are facing severe work pressure and survival and development pressure, they not only need to implement the national guidelines and policies on higher physical education, do a good job in teaching, scientific research, sports training, and sports competitions, but also strive to cultivate primary and intermediate physical education workers who meet the needs of the new era, as well as college students with physical and mental health, at the same time, they also need to keep up with the times, constantly learn and improve their professional and theoretical levels (Vilarino del Castillo & Lopez - Zafra, 2022).

Literature Review

Based on the analysis of educational and teaching practices, the management of psychological capital by college physical education teachers urgently needs to be strengthened. Firstly, it is necessary to have a clear understanding of the importance of psychological capital management, which can be analyzed from the following three aspects.

- (1) Psychological capital management has a good stabilizing effect on the team of physical education teachers in universities. Through psychological capital management, physical education teachers can have a positive impact on teaching activities from a psychological perspective, strengthen their recognition and affirmation of the education industry, intervene in teachers' psychology through psychological capital management, enable them to continuously adjust their own thoughts and actions, meet their career development needs, and enhance the confidence of college physical education teachers. Finding ways to realize one's own value in work and being proud of the teaching profession enhances the stability of the university sports teaching team.
- (2) Psychological capital management can effectively improve the work performance of physical education teachers in universities. Due to the particularity of physical education subjects, although physical education has always been a key content in China's education, the attention given to it in physical education teaching activities in universities is clearly insufficient, which greatly affects the work performance of physical education teachers in universities. Through psychological capital management, physical education teachers can have a more comprehensive understanding of their own development, maintain high enthusiasm in their frontline work, implement more effective psychological adjustments, and thus achieve better results in verification tasks.
- (3) Psychological capital management can enhance the connection between college physical education teachers and schools. In college physical education teaching, college physical education teachers are the main body that imparts sports knowledge to students, and also the main body that schools carry out physical education teaching activities. These teachers hope to reflect their personal value in teaching activities, and hope that their physical education teaching can be recognized. Through

psychological capital management, college physical education teachers can achieve the goals they pursue in their lives. The goal is closer, which is conducive to making college physical education teachers have higher enthusiasm and creative thinking in their work, promoting the improvement of their comprehensive quality, and consolidating their teaching level.

Zhang, T et al. studied and concluded that: In recent years, universities have been overly one-sided in pursuing the maximization of teachers' teaching and research work, neglecting the health status of teachers' psychological factors and neglecting the continuous development of teachers' psychological abilities, resulting in many teachers' psychological damage, this has to some extent affected the subjective initiative of college physical education teachers and the healthy development of school physical education. From existing data, there is little research on the characteristics and influencing factors of psychological capital of college physical education teachers. So, how to enhance the personal potential of physical education teachers in universities and maximize team efficiency, and improve the level of human resource management in universities, has become one of the urgent problems that need to be solved at present (Zhang et al., 2023).

Research Methods

Research Assumptions

H1: There is a positive relationship between university teachers' psychological well-being and their overall work engagement.

H2: There is a positive relationship between various psychological aspects of university teachers and their work engagement.

H3: Multiple aspects of psychological resources are positively related to college faculty engagement.

Explanation of Questionnaire Design and Distribution

The questionnaire is divided into two parts: The first part contains the personal information of the respondents, such as gender, age, education, education, school level, professional level, and monthly income. The second part is searching for questions and there are 36 questions. The first 19 questions are a measure of psychological resources, and the last 17 questions are a measure of cooperation. A psychological test obtained by a research scientist is designed for college teachers. This scale combines the quality of the psychological questionnaire (PCQ-24) with the psychological characteristics of the teacher. This scale includes four dimensions: self-confidence (self-efficacy), optimism, hope, and resilience. The cooperative work used by the author is the Utrecht Cooperative Work (UWES),

which includes different groups and nations. This scale includes three dimensions: importance, purpose, and focus, and is currently the most widely used tool for measuring teamwork (Mikus & Teoh, 2022).

The author used the Cronbach's coefficient technique to test the reliability of occupational mental health work and work participation. According to the results of the analysis, as shown in Figure 1 and 2, the a-coefficient of brain capital, labor, and multiple dimensions is greater than 0.7. It turns out that the questionnaires are reliable and stable.

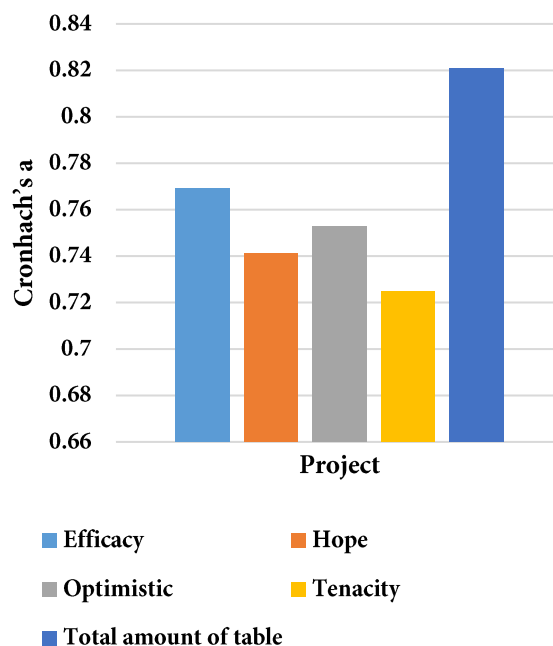


Figure 1: Confidence analysis results of the Psychological Capital Scale.

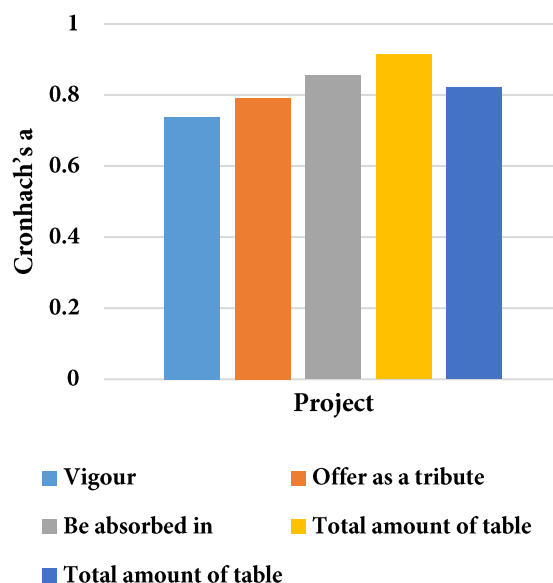


Figure 2: Reliability Analysis Results of the Work Input Scale.

This study adopts a sampling survey method, with a total of 150 questionnaires distributed and 113 valid questionnaires collected, with a valid questionnaire recovery rate of 75.3%. The sample being surveyed is teachers from several universities in a certain province. The proportion of male and female university teachers participating in this survey tends to be balanced, with slightly more women than men. Like age, the distribution of samples across school categories is relatively balanced, with general (regular) schools slightly exceeding experimental demonstration schools (Hou & Xu, 2021). In terms of age, the sample is mainly concentrated between 31 and 40 years old, accounting for 54.9% of the total sample size, among them, the number of samples under 25 years old and over 51 years old is significantly lower than other age groups. In terms of education, 89.4% of university teachers surveyed have a bachelor's degree or above, among them, 86.7% have a bachelor's degree, which is the vast majority. In terms of teaching experience, the sample distribution is relatively scattered, with the highest being 11 to 15 years and over 21 years. In terms of professional title level, the top tier teachers surveyed accounted for 44.2% of the total sample size, the sample size for other levels starts from the first level teacher and spreads towards both levels. In terms of monthly income, 97.2% of teachers earn less than 4000 yuan, with the highest number of people between 2000 and 3000 yuan, accounting for 53.1% of the total number (Zhang, 2021).

Research Results

Descriptive Statistical Analysis

The author documents the mental resources, meaning of work arrangements, different models, and multiple dimensions to look at all cases of psychological and collaborative damage of university teachers. Table 1 shows that the average total resource of university teachers is 3.95 and the standard deviation is 0.47. It can be seen that the total emotional reserve of college teachers is not high, it belongs to the upper middle level, and the difference is not significant. In the other four dimensions of mental capital, self-confidence (self-belief), hope, and ability have very small differences, while the value of hope is lower than the other three. This result shows that the level of positive mental health of university teachers is lower than other dimensions.

The data in Table 2 shows that the overall average work engagement of university teachers is 3.65, with a standard deviation of 0.62. Among the three dimensions of work engagement, the average of dedication is the highest, while the average of focus is the lowest, with values of 3.92 and

3.49, respectively. Visible, the overall level of work engagement among university teachers is not high, only above average. Among them, the level of dedication in this dimension is relatively higher than the other two dimensions.

Table 1

List of Psychological Capital and the Means and Standard Deviations of Each Dimension

	N	Mean	Std. Deviation
Self-efficacy (self-confidence)	113	4.1504	0.72313
Hope	113	4.0177	0.58603
Optimistic	113	3.6496	0.63332
Tenacity	113	4.0383	0.47088
Psychological capital	113	3.9553	0.47375
Valid N(listwise)	113		

Table 2

List of Work Input and The Mean Value and Standard Deviation of Each Dimension

	N	Mean	Std. Deviation
Vigour	113	3.6032	0.62849
Offer as a tribute	113	3.9221	0.65978
Be absorbed in	113	3.4926	0.78849
Job involvement	113	3.6580	0.62716
Valid N(listwise)	113		

Regression Analysis

With the four dimensions of college teachers' psychological capital: Self-efficacy (self-confidence), hope, optimism and resilience as explanatory variables, and college teachers' focus as dependent variables, the regression analysis was conducted by means of stepwise regression, the analysis results are shown in Table 3, Table 4, and Table 5 (Alshebami, 2021).

According to the data in Table 3, after stepwise regression, only self-efficacy (self-confidence) is a variable entering the regression model. Therefore, the Goodness of fit is tested by referring to the decision coefficient (R Square). The decision coefficient is 0.284, which shows that the Goodness of fit is low, and only a small part of the explained variables can be explained by the model.

Table 3

Overview of the Models Table Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.533	0.284	0.278	0.67012

From the analysis of variance results in Table 4, it can be seen that the F-value of the model is 44.062, with a significance probability of 0.000. That is, to test the hypothesis: the probability of "Ho: regression coefficient B=0" being true is 0.000, so Ho is rejected.

Table 4

ANOVA Table ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	19.787	1	19.787	44.062	0.000
Residual	49.846	111	0.449		
Total	69.633	112			

Table 5

Model Coefficients Table Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Model					
(Constant)	1.080	0.369		2.929	0.004
Self-efficacy (self-confidence)	0.581	0.088	0.533	6.639	0.000

By analyzing the above measures, it can be seen that the intellectual capacity of university teachers and its diversity has a significant impact on their employment and is influenced by many dimensions. The higher the level of psychology of university teachers, the higher their level of cooperation. It is possible to improve the level of cooperation of schoolteachers.

Strategies for Shaping Psychological Capital of College Physical Education Teachers

Improving the incentive mechanism for the development of psychological capital for physical education teachers in universities

College physical education teachers must prioritize psychological development, strive to improve their academic standards, and invest in the development of available resources. create an accurate view of life and values, and actively participate in higher education. University institutions should take into account the current lifestyle of university physical education teachers, take various health protection measures established by the government, and actively study the psychology of university physical education teachers from many aspects and use them in all ways of work in the field. Also, the Ministry of Education should develop a way to manage the mental health of physical education teachers in universities and colleges, pay attention to the current lifestyle of experts teaching physical education in colleges, provide effective support to college physical education teachers, and establish fairness and justice in the education sector to bring education, research and intellectual development to a new level (Roubalová et al., 2021).

Table 5 shows that the standardized beta coefficient of college teachers' self-efficacy (self-confidence) is 0.533, indicating that the influence of explanatory variables on focus is positive. In addition, the significance probability of the regression coefficient is 0.000, which means that the linear relationship between variables is significant, and the established regression equation is valid. Based on the data in Table 5, the corresponding regression equation can be established: College teachers' concentration=1.080+0.581 * self-efficacy (self-confidence). It can be seen that college teachers' self-efficacy (self-confidence) plays a very important role in improving their focus in work engagement (Edelman, 2021).

At the same time, physical education teachers in universities should also pay attention to the role of their own subjective initiative in the process of shaping psychological capital, they should also have an understanding of the role and impact of differences on the formation of psychological capital, in order to alleviate the pressure caused by wage differences due to factors such as academic qualifications and professional titles. On the basis of a clear understanding of these differences in factors, self-regulation should be carried out in response to work to enhance one's professional abilities and apply them in daily teaching. Through shaping one's own psychological capital, the integration of educational theory and teaching practice should be strengthened, so that physical education teaching activities in universities can achieve more ideal results (M et al., 2022).

Clarify the Content of Research on the Development of Psychological Capital in Universities

Based on different occupational attributes, there are also differences in the content of psychological capital among occupational groups. In the research on psychological capital conducted by physical education teachers in universities, Luthans' viewpoint is the most representative and has been unanimously recognized by the academic community, he explains the content of psychological capital from four dimensions, namely self-efficacy, optimism, hope, and resilience.

First of all, promote the promotion of self-efficacy of college PE teachers. Encourage physical education teachers in universities to accumulate experience in practice and create a platform for communication with other teachers,

in order to guide their psychology and improve their teaching ability and quality, fully unleash self-efficacy; Secondly, promote the optimistic and upward mindset of college physical education teachers. College physical education teachers face significant pressure and encounter many difficulties in both work and life; therefore, it is necessary to always maintain a calm heart, maintain a correct attitude towards life, and use a positive attitude to explore the causes of difficulties and effectively resolve them; Furthermore, physical education teachers in universities are full of confidence and hope in their work. College physical education teachers should have the correct values, possess the qualities and abilities of judgment and discrimination, pay attention to the realization of personal values, not waver in financial interests, possess good professional ethics and conduct during the teaching process, have a high level of professional ethics, bravely overcome difficulties, effectively regulate their own psychological pressure, strengthen communication and exchange with others, especially in terms of emotions, by effectively transferring and releasing pressure, possessing a strong physique, and effectively improving the efficiency of physical education teaching activities in universities; Finally, promote the improvement of work resilience of physical education teachers in universities. College physical education teachers should fully respect and support the various resolutions of university organizations, and universities should also implement more humane management for college physical education teachers, so that their personal value goals are consistent with those of university organizations, deepen mutual trust and cooperation, and enthusiastically participate in college physical education teaching activities (Hu et al., 2022).

Enriching the Forms of Psychological Capital Development for College Physical Education Teachers

The relationship between psychological capital and development forms is very close, and college physical education teachers need to recognize the importance of psychological capital development forms. The development forms are often carried out within universities, and university organizations can establish corresponding psychological counseling institutions based on the universal development of mental health. For university physical education teachers facing difficulties, timely psychological counseling should be provided, and a training mechanism for university physical education teachers should be established, enable physical education teachers in universities to have a more comprehensive and comprehensive understanding of psychological capital,

enabling them to actively participate in the research of psychological capital; At the same time, for college physical education teachers, a series of incentive documents based on the development of psychological capital should be implemented, and a portion of funds should be allocated for the development of psychological capital. Contributing to teachers should be rewarded from both spiritual and material aspects, so that they can feel the enthusiastic attention of the collective and form a stronger sense of belonging to the organization. In addition, regular meetings, activities, etc. can also be organized between universities to conduct deeper exchanges on the research results on the psychological capital of university physical education teachers (Aydin Sünbül & Aslan Gördesli, 2021).

The shaping of psychological capital for college physical education teachers can greatly promote the improvement of their own abilities and qualities, thereby having a positive impact on college physical education teaching activities. For physical education teachers in universities, their educational background, professional title, salary, and other factors can all have an impact on their psychological capital shaping. In this regard, the author takes the shaping of psychological capital of college physical education teachers as the research object and conducts in-depth discussions on the impact of the shaping of psychological capital of college physical education teachers, so as to increase the proportion of effective shaping of psychological capital of college physical education teachers and better invest it in college physical education teaching activities.

The relationship between psychological capital and development forms is very close, and college physical education teachers need to recognize the importance of psychological capital development forms. The development forms are often carried out within universities, and university organizations can establish corresponding psychological counseling institutions based on the standard of universal development of mental health. For university physical education teachers facing difficulties, timely psychological counseling should be provided, and a training mechanism for university physical education teachers should be established to enable them to have a more comprehensive and sufficient understanding of psychological capital and actively participate in the research of psychological capital; At the same time, for college physical education teachers, a series of incentive documents based on the development of psychological capital should be implemented, and a portion of funds should be allocated for the development of psychological capital. Contributing to teachers should be rewarded from both

spiritual and material aspects, so that they can feel the enthusiastic attention of the collective and form a stronger sense of belonging to the organization. In addition, regular meetings, activities, etc. can also be organized between universities to conduct deeper exchanges on the research results on the psychological capital of university physical education teachers.

Conclusion

Physical education teachers in colleges and universities should first pay attention to the importance of psychological capital development, strive to improve their academic level, invest in academic capacity building, and strengthen the cultivation of their own psychological quality, establish a correct outlook on life and values, and actively participate in college education. College organizations should fully consider the living situation of college physical education teachers, deploy and implement various welfare guarantees stipulated by the state, actively carry out research on the psychological capital of college physical education teachers through many aspects, and implement all aspects of the work in place. The Ministry of Education should also build a corresponding system for the psychological capital management of physical education teachers in colleges and universities, pay great attention to the living situation of physical education teachers in colleges and universities, and create good promotion channels for physical education teachers in colleges and universities, achieve fairness and justice in the education system, and promote the research and development of psychological capital to a new level. At the same time, college physical education teachers should pay attention to the role of their own subjective initiative in the process of shaping psychological capital and understand the role and

influence of differences on the formation of psychological capital, so as to alleviate the problems caused by academic qualifications. The pressure brought about by the difference in salary level caused by professional title and other factors. On the basis of a clear understanding of these different factors, I can self-regulate my work to improve my professional ability and apply it in daily teaching. By shaping my own psychological capital, I can strengthen the combination of educational theory and teaching practice, so that college physical education teaching activities can achieve more ideal results.

The author's analysis of variance shows differences in intellectual resources, work, various dimensions, professional titles, and monthly income of university teachers in different schools. There were no differences in intellectual resources, collaboration, or other dimensions among college teachers of different teaching years. There are significant differences in the quality, concentration, and work activity of university teachers with different educational backgrounds. College teachers of different ages have different levels of self-confidence (self-confidence), expectations, skills, engagement, and other dimensions. Expectations of college faculty of different genders vary greatly. Correlation analysis showed a positive relationship between university teachers' psychology and teamwork, psychology and different dimensions of work engagement, and different dimensions of capital and work engagement. In other words, university teachers' self-confidence (self-confidence), high work engagement, and multiple dimensions; The higher the technology of university faculty, the higher the collaboration and diversity; University faculty are better, more collaborative, and more diverse; The higher the expectations of university teachers, the higher and more extensive the level of cooperation. University teachers' self-confidence (self-confidence), hope, high level of technology, their resources, participation, high level of manual labor, all dimensions.

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