The Impact of College Young Teachers Work-family Support on Career Growth: The Mediation of Work Engagement

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Abstract: Young teachers are newcomers in the field of higher education, playing a foundational role in the development of universities. However, the unique nature of universities also limits the development space for young teachers. High school young teachers have a large scale, and their career growth dilemma has increasingly become a prominent issue and research focus in the current field of education management. Based on this, the present study is grounded in the Job Demands-Resources model and, from an "enrichment" pathway perspective, conducted a survey of young teachers at G University to examine the impact mechanism of work-family support on their career growth. Results showed that work-family support has a positive predictive effect on the career growth of young teachers. Work engagement plays a partial mediating role between work-family support and career growth. This study hopes to bring about research breakthroughs in the management of young teachers in universities and the growth of young teachers, and to provide path references and suggestions for cultivating young teachers in universities, helping the development of universities and the growth of young teachers.
Keywords: Young Teachers in High School; Work-Family Support; Work Engagement; Career Growth

1.Introduction

High schools have become a major target for the expansion of higher education enrollment nationwide in recent years. In order to match the rapidly expanding scale of education, high schools have recruited a large number of young teachers to supplement the teaching staff, gradually forming a teaching staff structure dominated by young teachers. According to data released by the Ministry of Education in 2021, there are more than 1. 24 million full-time teachers under the age of 45 in China's higher education system, accounting for 67% of the total number of higher education teachers. With young teachers becoming the main force in the faculty of higher education institutions, the development of young teachers has become a strategic issue in the development of universities. The construction of the faculty team in universities is a key measure for the connotative development of higher education, which is related to promoting the development process of higher education and achieving the overall modernization of education[1].

Young teachers, as newcomers in the field of higher education, bear heavy responsibilities in cultivating students' moral character and promoting the development of educational institutions. At the same time, they also face significant work pressure. Challenges such as limited development opportunities, high work intensity, and low salary have become survival labels for these "young peppers. " In recent years, the personnel system of "promotion or leave" set for young teachers

in many affiliated schools has attracted wide social attention and academic discussion, but there is less concern for young teachers in universities. In the situation of "Slow advancement is regression" inter-school competition, universities must pay attention to the sustainable career growth (CG) of young teachers in order to consolidate the talent team and seek high-quality development[2]. Through past research, scholars have explored the antecedents of young teachers' career growth from both individual factors (gender, study abroad experience, etc.) and organizational factors (university level, academic lineage relationships, academic evaluation system, etc.)[3]. Despite the rich perspectives on career growth, the impact of work-family support on the career growth of young teachers has been overlooked.

Recently, scholars have found that work-family support has a positive impact on individuals. For example, work-family support can facilitate employees' career growth[4], subsequently contributing to improved job performance and creativity[5]. This research finding supports the viewpoint proposed in the Job Demands-Resources model, that sufficient work resources increase employees' work engagement, thereby generating positive effects such as high organizational commitment, high intention to stay, and high job performance[6,7]. In fact, work resources have inherent motivational properties. Increasing work resources, such as work-family support, job autonomy, and feedback, can stimulate employee motivation, improve work involvement, and ultimately have a positive impact[7,8]. Therefore, this study introduces individual characteristics closely related to the Job Demands-Resources model - work engagement as a mediating variable, revealing the mechanism of the impact of work-family support on career growth among young teachers.

In the higher education system, universities play a crucial role; and among universities, young faculty are a large group with frequent issues. This study is based on the Job Demand- Resources model, starting from the perspective of the "gain" path, with the representative university G as the survey object. By using a questionnaire survey, it explores the relationship between work-family support and the career growth of young teachers and investigates the mechanism between the two. Hope to bring breakthroughs in research on the management and growth of young college teachers, and provide paths, references, and suggestions for cultivating young teachers in colleges, to promote the development of colleges and the growth of young teachers.

2.Theory and hypotheses

2.1 Relationship between Work-Family Support and career growth

Scholars have mainly experienced three stages of research on work-family relationships: work-family conflict, work-family balance, and work-family facilitation. The so-called work-family enrichment refers to the individual's experience in one role enhancing their performance in another role, while work-family support - a specific form of work-family enrichment - refers to the individual's experience in one role improving their performance in another role[9]. Research related to work-family support and work-family enrichment is relatively limited, and a unified concept has not yet been formed[10]. Haar (2004) states that work-family support refers to "a series of measures implemented by organizations or employers to safeguard employees' family lives and promote work-life balance, emphasizing that work-family support is a one-way process, meaning support provided by the work domain to the family domain[11]. "Scholars such as Zhao et al. (2008) do not agree with the notion that work-family support is one-sided[9]. They argue that work-family support, like work-family enrichment, should be seen as a bidirectional relationship. Therefore, they define work-family support as "various supports that employees receive from both the work domain and the family domain that benefit their lives. " According to this definition, support from one domain can positively impact an employee's work life in another domain[9].

The basic theoretical concept of career growth can be traced back to 1957, when Argyri (1957) pointed out in a study on the conflict between organizational systems and individuals that career growth is the process in which individuals transition from relative dependence on the organization to relative independence, and it is also the process through which personal development becomes independent and mature. Weng et al (2010) further developed the concept proposed by Loscertales, arguing that career growth is not just the pursuit of growth rate, but should be analyzed from two levels: one is the growth process of career growth in the process of employees changing jobs, and the other is the growth process of career growth internally in employees[12]. Campbe and O'Meara (2013) proposed that the work-life atmosphere[13,14], opportunities provided by the organization, and resources have a significant impact on teachers' professional development[11]. Muhammad and

Faizuniah (2016) found that when the professional rewards in the career growth of university teachers are low, employees' intention to leave increases[15].

Through literature review, it is generally acknowledged by scholars that there are certain obstacles and dilemmas in the professional development of university teachers. Scholars have also analyzed the factors influencing the career growth of university teachers from the personal and environmental levels, focusing on individual motivation, organizational support, interpersonal relationships, and other individual factors. However, these variables are strongly correlated and difficult to separate. Therefore, based on the Job Demands-Resources model, this paper attempts to explore the relationship between work-family support and career growth[16]. Campbell and O'Meara (2013) suggested that the work-life environment and the relevant resources provided by organizations have a significant impact on teachers' career growth[14]. Carmeli et al. (2004) pointed out that organizational fairness enhances teachers' sense of responsibility and enables them to obtain better opportunities for career growth[17]. King et al. (1995) found that organizational support plays a certain role in promoting employees' career growth[17,18]. Based on the above analysis, this study proposes the hypothesis:

Hypothesis 1: Work-family support has a significant positive impact on the career growth of young teachers.

2.2 The relationship between work-family support and work engagement

Schaufeli (2002) proposed that work engagement is a positive, enthusiastic, and energetic state at work, characterized by vigor, dedication, and absorption[19,20]. Dedication refers to employees being willing to sacrifice their own time and energy for work, being passionate about their work; vitality refers to employees having abundant energy in the work process, and being able to maintain a persevering attitude even in the face of difficulties; lastly, it is the level of focus, which refers to the degree to which employees are immersed in their work. Schaufeli also introduced the Job Demands-Resources model into the area of work engagement, which has been widely used as well[20]. Domestic and foreign scholars have conducted relatively mature research on work engagement, but there are few studies focusing on university teachers. Bakker's (2007) study illustrates that leadership support and a relaxed organizational atmosphere can significantly positively influence the work engagement of university teachers[21]. Bert（2014）research suggests that the higher the level of organizational satisfaction among university teachers, the higher their level of work engagement[22]. Xanthopoulou (2013) found through longitudinal studies that leadership support can significantly predict the work engagement of university teachers[23]. Through literature review, it can be observed that: Firstly, the research results on the current level of work engagement among college teachers are inconsistent in academia, and further empirical evidence and extensions are needed. Secondly, work engagement, as a behavioral manifestation of motivation, is often used as a mediator.

Work and family are two important domains in employees' daily lives, and support from these domains is one of the important work resources for employees. According to the Job Demands-Resources model, increasing job resources can stimulate employee motivation, enhance work engagement, and subsequently have a positive impact[8]. Naruse Takashi et al. (2013) found that young teachers exhibit significantly higher levels of work engagement when there is a positive relationship between their work and family, as opposed to young teachers experiencing a negative relationship between work and family. Furthermore, research has shown a significant correlation between support from superiors and work engagement[24]. Similar to this, Othman and Nasurdin (2013) conducted a study on 402 young teachers to explore the impact of social support (supervisory support and colleague support) on work engagement. The results showed a significant positive correlation between supervisory support and work engagement, while colleague support did not have a significant impact on work engagement[25]. Brummelhuis and Bakker (2012) found that when employees engage in high-intensity household labor after work, their levels of psychological detachment and relaxation are lower, and they have a negative impact on their work engagement the next day[26]. This suggests that family life has a significant influence on employees' work engagement. Based on the above analysis, this study proposes the hypothesis:

Hypothesis 2: Work-family support has a significant positive impact on young teachers' work engagement.

2.3 Relationship between work engagement and career growth

High levels of work input can help teachers maintain a positive work attitude, enabling them to actively internalize and acquire new knowledge, complete tasks assigned by universities, and achieve career growth.

Demerouti et al. (2002) argued that employees with high levels of engagement in their work often exhibit enthusiasm and maintain a positive attitude, which can help individuals broaden and increase their occupational resources such as physiological, social, and psychological resources, thereby promoting their career growth[27]. Bakker et al. (2009) study suggests that employees' salary levels will vary with the extent of their job involvement[21]. Gillet et al. (2013) believe that job involvement has a positive impact on individuals' job satisfaction[28]. Kimberley et al. (2015) proposed that a high level of work engagement can increase employees' innovative behavior[29]. Bue et al. (2018) believe that the work engagement of vocational school teachers is significantly positively related to their career growth[30]. Based on the analysis above, this study puts forward the hypothesis:

Hypothesis 3: Work engagement has a significant positive impact on the career growth of young teachers.

2.4 The mediating effect of work engagement

Many scholars have studied the relationship between work-family support and career growth, but little attention has been paid to the underlying impact processes. This study posits that work-family support can be categorized into instrumental and emotional support, which possess both dispositional (stability) and situational (developed) characteristics. Similarly, career growth is not only an emotional state, but also a cognitive process. Work-family support can drive individual work engagement, and the successful experiences brought by work engagement can in turn strengthen career growth. Emotional factors will run through the entire mechanism of career growth. In addition, previous studies have focused more on elementary and middle school teachers, knowledge employees in enterprises, or certain specific occupational groups, such as young teachers, with less exploration on young teachers in universities. Whether the conclusions of these studies can be applied to the career growth of young university teachers remains to be verified. Based on this, this study posits the hypothesis:

Hypothesis 4: The work engagement of young university teachers plays a mediating role between work-family support and career growth.

In conclusion, this study constructs the following conceptual model, intending to explore their mutual relationships through questionnaire method and validate the model.

Figure 1. The conceptual model.
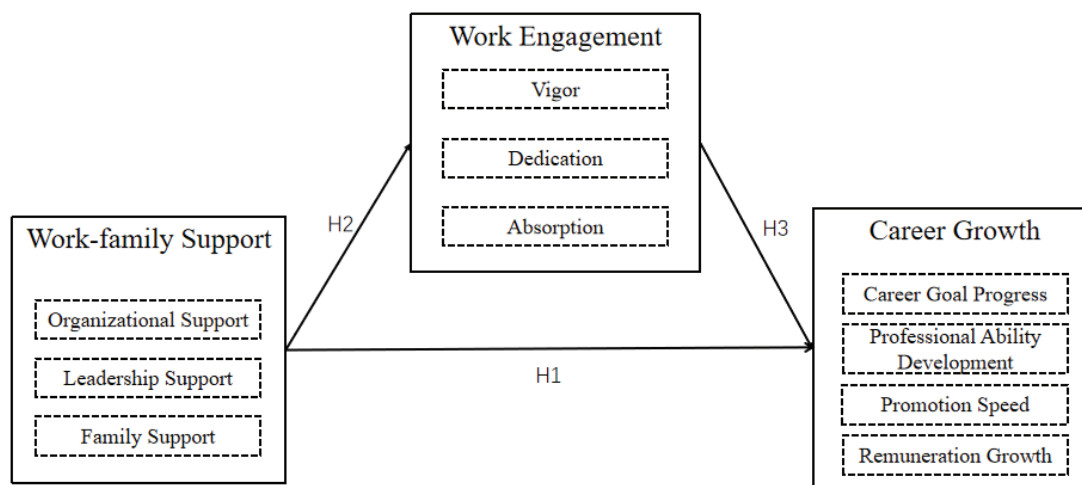
3.Method

3.1 Sample and procedure

This study selected young teachers from G University as research subjects (full-time teachers under the age of 45 at the time of the survey). There are several reasons for selecting young teachers from G University as the research subjects: Firstly, in terms of the level of regional economic development, the funding received by G University is consistent with the majority of universities, representing the financial support in universities with generally limited resources. Secondly, G University has a complete range of disciplines, is a comprehensive high-level institution, which is convenient for this study to conduct research activities on young teachers in various disciplines, ensuring the breadth of the sample. Thirdly, G University has a

large number of teachers, a balanced proportion of young teachers, which is conducive to the collection of samples.

This study collected, organized, and analyzed data through a combination of sampling surveys and online survey questionnaires. The questionnaire was conducted anonymously to allow participating teachers to make more objective judgments. Questionnaires were distributed in February 2024, and collected in early March. A total of 72 questionnaires were sent out in this study, with 70 ultimately collected. After excluding 10 invalid questionnaires, a total of 60 valid questionnaires were collected, resulting in a response rate of 83. 33%. Based on previous research results, this study selected six demographic variables of young teachers: age, gender, education level, years of tenure, marital status, and number of children, for statistical analysis. Among them, 28. 22% are male and 71. 78% are female; in terms of age, 18-25 year olds account for 27. 78% of the respondents, 26-35 year olds account for 33. 13%, and 36-45 year olds account for 39. 09%; in terms of education, the majority of the surveyed individuals have a Ph. D. , accounting for 76. 58%; 47. 41% of respondents have been working for 11-15 years, 23. 90% have been working for 6-10 years, 10. 77% have been working for less than 5 years, and the rest account for 17. 92%.

3.2 Measures

This study selected mature scales commonly used in research to measure the desired constructs. The original English scales were translated in both directions and modified as needed based on the context to ensure accurate and clear linguistic expression. All scales utilized a 5-point Likert scale, with 1 indicating "strongly disagree" and 5 indicating "strongly agree".

3.2.1 Work-Family Support Scale

In order to investigate the current status of work-family support for young faculty members in universities, this study appropriately simplified and adapted the work-family support scale developed by Boyar[31]. The measurement content included three dimensions of organizational support, leadership support, and family member support (each with 10 items), totaling 30 items, such as "My organization strongly considers my goals and values," "My supervisor is understanding of my family responsibilities," and "Family members share family-related ideas and advice with me," etc.

3.2.2 Work Engagement Scale

The measurement of work engagement was conducted using the UWES scale developed by Sdmifeli (2002)[32], which consists of three dimensions: vigor, dedication, and absorption. The vigor and absorption dimensions each include 6 items, while the dedication dimension consists of 5 items, totaling 16 items, such as "When I get up in the morning, I feel like going to work," "My job inspires me," and "Time flies when I am working. "

3.2.3 Career Growth Scale

Using the career growth scale developed by Weng et al. [33], measurements include four aspects: progress in career goals, development of professional skills, speed of promotion, and increase in compensation, with a total of 20 items, such as "My present job moves me closer to my career goals," "My present job encourages me to accumulate richer work experiences," "My promotion speed in the present organization is fast," and "My salary is growing quickly in my present organization. "

4.Results

4.1 Homogeneity of Variance Test

Using Harman single-factor test, the homologous bias interference problem of this study was tested based on the related parameters of characteristic roots. After the test, there are 10 common factors greater than 1 in this study, with the first factor explaining the variation reaching 34. 827%. According to the standard suggested by Podsakoff et al. , which is less than 40%, the homologous bias in this study is within a controllable range[34].

4.2 Examination of the reliability and validity of a questionnaire

4.2.1 Reliability test

This study used Cronbach's alpha coefficient to measure the reliability of the questionnaire. After calculation, the Cronbach's alpha values for work-family support, work engagement, career growth, etc. in this study were 0. 958, 0. 922, 0. 915, respectively. The Cronbach's alpha values for each dimension of work-family support were 0. 961, 0. 951, 0. 959. The Cronbach's alpha values for each dimension of work engagement were 0. 948, 0. 902, 0. 910. The Cronbach's alpha coefficients of various dimensions of career growth are 0. 917, 0. 929, 0. 924, and 0. 920 respectively. The Cronbach's alpha

coefficients of all dimensions reach the standard of 0. 7, indicating that this survey questionnaire is effective.

4.2.2 Validity testing

Through confirmatory factor analysis, the structural validity of questionnaires such as work-family support, work engagement, and career growth was examined. Additionally, a comparison was made between the three-factor model of work-family support (organizational support, leadership support, family member support) and the single-factor model, the three-factor model of work engagement (vigor, dedication, absorption) and the single-factor model, and the four-factor model of career growth (career goal progress, career skill development, promotion speed, and salary growth) and the single-factor model (Table 1). It can be seen from Table 1 that the fit index of the single-factor model of work-family support, work involvement, and career growth is better than that of its multifactor model, but the RMSEA value of work-family support reaches 0. 108, significantly higher than the standard of 0. 09 proposed by Hou Jie Tai and other scholars[35]. Therefore, after deleting a question with low load in work-family support, the RMSEA value of the work-family support model reaches the recommended standard.

Table 1. Results of the confirmatory factor analysis of the Work-Family Support, Work Engagement, and Career Growth Questionnaire.

Questionnaire title	Model	χ^2	DF	χ^2/DF	NFI	IFI	TLI	CFI	RMSEA
Work-family support	Single factor	1408. 93	405	3. 48	0. 38	0. 46	0. 41	0. 45	0. 21
	Three factors	678. 32	402	1. 69	0. 70	0. 85	0. 84	0. 85	0. 11
Work engagement	Single factor	420. 28	104	4. 04	0. 52	0. 59	0. 52	0. 59	0. 23
	Three factors	140. 55	101	1. 39	0. 84	0. 95	0. 94	0. 95	0. 08
Career growth	Single factor	705. 82	170	4. 15	0. 37	0. 43	0. 35	0. 42	0. 23
	Four factors	225. 98	164	1. 38	0. 80	0. 94	0. 92	0. 93	0. 08

4.3 Descriptive statistical results

In this study, SPSS 25.0 software was used to conduct a correlation analysis of all variables, and the correlation coefficients, means, and standard deviations of each variable are shown in Table 2. According to the correlation coefficients of each variable: organizational support is positively correlated with dedication (r=0.44, p<0.01) and focus (r=0.30, p<0.05), and organizational support is also positively correlated with career goal progress (r=0.46, p<0.01), career skills development (r=0.31, p<0.05), promotion speed (r=0.36, p<0.01), and salary growth (r=0.48, p<0.05). Similarly, leadership support and work engagement are positively correlated in all dimensions, while family support is only significantly related to focus, progress in career goals, and promotion speed. At the same time, vitality is not significantly correlated with professional development but is also not significantly related to dedication and promotion speed. All other dimensions show positive correlations with each other. The above results are consistent with the proposed hypotheses, providing initial support for the validation of the research model.

Table 2. Mean, standard deviation, and Pearson correlation coefficients of each variable

FACTORS	1	2	3	4	5	6	7	8	9	10
1. Organizational Support	-									
2. Leadership Support	0. 50**	-								
3. Family Support	0. 40**	0. 41**	-							
4. Vigor	0. 19	0. 58**	0. 42**	-						
5. Dedication	0. 44**	0. 52**	0. 58**	0. 58**	-					

FACTORS	1	2	3	4	5	6	7	8	9	10
6. Absorption	0. 30*	0. 51**	0. 20	0. 37**	0. 27*	-				
7. Career Goal Progress	0. 46**	0. 56**	0. 25	0. 46**	0. 46**	0. 58**	-			
8. Professional Ability Development	0. 31*	0. 35**	0. 29*	0. 20	0. 28*	0. 45**	0. 28*	-		
9. Promotion Speed	0. 36**	0. 27*	0. 20	0. 25	0. 25	0. 27*	0. 33*	0. 28*	-	
10. Remuneration Growth	0. 48**	0. 60**	0. 30*	0. 41**	0. 44**	0. 49**	0. 59**	0. 33*	0. 24	-
Mean	3. 87	3. 78	4. 11	3. 69	3. 52	3. 58	3. 58	3. 83	3. 61	3. 95
SD	1. 04	0. 99	0. 98	1. 23	1. 12	1. 15	1. 05	1. 09	1. 09	1. 02

Note:* $p < 0.05$; ** $p < 0.01$ (two-tailed), the same below.

4.4 Analysis of the mediating role of work commitment

To verify the mediating effects of this study, stepwise hierarchical regression was conducted using SPSS-25. 0 software to build models 5, 7, 9, and 11. The results are shown in Table 3: Model 5 indicates that the mediating effect of the focus dimension of work engagement between work-family support and the career goal progress dimension is significant (B=0.338, p<0.01), while Model 9 shows that the mediating effect of the dedication dimension of work engagement between work-family support and the promotion speed dimension of career growth is significant (B=0.006, p<0.05). Similarly, models 7 and 9 also indicate the mediating effect of work engagement.

To assess the credibility of the results, the predetermined standards of VIF < 5 and Condition Index < 30 were used as references to conduct multicollinearity tests on the predictive variables in the research model. The results show that the tolerance is between 1.00 and 0.52; the VIF is between 1.00 and 2.00; the maximum condition index is 26.39. The results are within the predetermined standards, therefore, it can be preliminarily confirmed that the severe collinearity effects between the predictive variables in this study can be basically ruled out, and the results are relatively reliable. It can be concluded that work engagement plays a partial mediating role between work-family support and career growth of young teachers, confirming hypothesis H4 (Work engagement of young university teachers acts as a mediator between work-family support and career growth). At the same time, hypotheses H1, H2, and H3 are further confirmed.

Table 3. Analysis results of the mediating effect of work engagement

Variables	Vigor	Dedication	Absorption	Career Goal Progress		Professional Ability Development		Promotion Speed		Remuneration Growth	
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11
Independent variable											
Organizational Support	-0. 241	0. 148	0. 069	0. 253	0. 240	0. 150	0. 092	0. 302	0. 330*	0. 235	0. 223
Leadership Support	0. 700**	0. 320*	0. 563**	0. 466**	0. 116	0. 237	0. 079	0. 112	-0. 075	0. 482**	0. 286
Family Support	0. 341*	0. 461**	-0. 026	-0. 032	-0. 154	0. 162	0. 172	0. 049	-0. 005	0. 014	-0. 050
Mediating variable											
Vigor					0. 148		-0. 095		0. 159		0. 068*
Dedication					0. 173		0. 069		0. 006*		0. 101
Absorption					0. 338**		0. 359**		0. 132		0. 206*
R2	0. 403	0. 440	0. 264	0. 353	0. 515	0. 163	0. 268	0. 140	0. 179	0. 400	0. 457

Variables	Vigor	Dedication	Absorption	Career Goal Progress		Professional Ability Development		Promotion Speed		Remuneration Growth	
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11
Adjusted R2	0.371	0.410	0.225	0.318	0.118	0.094	0.368	0.460	0.185	0.086	0.396
R2 change	0.403	0.440	0.264	0.353	0.515	0.163	0.268	0.140	0.179	0.400	0.457
F-value	12.615**	14.644**	6.695**	10.180**	9.371**	3.638*	3.233**	3.043*	1.920	12.427**	7.442**

Note:* $p < 0.05$; ** $p < 0.01$ (two-tailed), the same below.

5.Discussion

5.1 Conclusion

The main conclusions of this study are as follows: firstly, there is a positive correlation between the work-family support and career growth of young teachers. This conclusion indicates that enhancing the level of work-family support for young teachers can promote their career growth, while intrinsic positive outcomes can facilitate the acquisition of good work-family relationships. When young teachers receive work-family support, they often develop a positive work attitude and increase their career growth rate.

Secondly, there is a significant positive correlation between the support from home and the work engagement of young teachers. When organizations provide a series of family-friendly support policies for employees, it can effectively alleviate the conflict between work and family, which plays an important role in promoting the work engagement of young teachers[36].

Thirdly, work engagement has a significant positive impact on career growth. The impact of work engagement on career growth reflects the characteristics of high emotional labor of young university teachers. Emotional labor refers to the individual's need to manage their emotions during the work process and express emotions that comply with organizational rules and interests[37].Through the exploration of the relationship between work engagement and career growth in this study, it is found that emotional labor is a part of teachers' job content. The higher the level of work engagement of young teachers, the more their emotional labor is in place, and their emotional expression and enthusiasm are closer to the needs of the organization, thereby promoting career growth.

Finally, work engagement plays an intermediary role between work-family support and career growth. It can be seen that work-family support can stimulate the dedication, work vitality, and focus of young teachers on teaching and academics, thus achieving personal development and growth.

5.2 Theoretical contributions

Firstly, this study enriches the bidirectional support relationship between work and family by providing more empirical evidence, further enriching the research in the areas of work-family support and career growth. Currently, scholars have started to pay attention to the role of work-family support on employees' work attitudes and behaviors, but there is still a lack of empirical research on this topic. Both support from the family domain and support from the work domain have important influences on employees' career growth, but the underlying mechanisms have not been fully explored. Therefore, this study further examines the impact of work-family support on career growth and its mechanisms.

Secondly, this study established a model of the impact of work-family support on the career growth of young teachers, and introduced the variable of work engagement during the research process to explore its mediating role in the causal mechanism. By adding the mediating variable, a deeper exploration of the mechanism by which work-family support affects career growth was conducted, enriching previous studies with a single perspective.

5.3 Managerial implications

In the higher education system, universities have the largest number and scale, and they accommodate the most students and teachers, making them an important component of higher education. Whether young teachers in high schools can grow into the talents needed for the development of higher education not only affects the growth and success of young teachers

themselves, but also relates to the process of connotative development within universities and the development of the higher education industry. Currently, young teachers in colleges and universities face common challenges in their professional development. This study explores the impact mechanism of work-family support on the professional development of young teachers, providing reference and suggestions for cultivating young teachers in colleges and universities, thereby contributing to the development of universities and the growth of young teachers.

5.4 Limitations and future research

Firstly, due to constraints on conditions, the study utilized a self-report questionnaire, with data sourced from the same participant. Multiple data collection methods were employed in the study, emphasizing anonymity and confidentiality, to some extent compensating for the limitations of common method variance. Future research can collect data on relevant variables through different evaluation objects, making the subjects' responses more objective.

Furthermore, due to constraints such as time, energy, and social networks, this study employed a convenience sampling method and the sample size was not large enough. This may have a negative impact on the research findings, and the study of the conclusions needs to be further examined through more research. Therefore, future studies should seek ways to expand the sampling channels and regions to enhance the applicability and practicality of the research.

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Conflict of Interests

The authors declare that there is no conflict of interest regarding the publication of this paper.

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