

The Influencing Factors Affecting Happiness Working of College Counselors in Shangrao City, Jiangxi Province, China

¹Jian Wang, and ²Supaluk Satpretpy

Southeast Asia University, Thailand

E-mail: ¹wangjian15350030733@gmail.com, ²satpretpy@gmail.com

Received October 5, 2025; **Revised** October 30, 2025; **Accepted** November 27, 2025

Abstract

This study examined the determinants of workplace happiness among college counselors in Shangrao City, Jiangxi Province, China. The objectives were to (1) assess the levels of organizational management, work engagement, work environment, professional identity, and personality traits among counselors; (2) analyze the influence of these organizational factors on workplace happiness; and (3) investigate the mediating role of professional identity and the moderating effects of Big Five personality traits. A quantitative-dominant mixed-methods design was employed, using data collected from 328 counselors across four universities through stratified random sampling. Validated instruments measured each construct, and data were analyzed using descriptive statistics, Pearson correlation, and Structural Equation Modeling (SEM). Results indicated that all major variables were positively correlated with workplace happiness. Work engagement emerged as the strongest predictor ($\beta = 0.376$, $p < .001$), followed by work environment ($\beta = 0.330$, $p < .001$) and organizational management ($\beta = 0.182$, $p < .05$). The model explained 45.8% of the variance ($R^2 = 0.458$) and demonstrated acceptable fit indices (CFI = 0.883, TLI = 0.879, RMSEA = 0.048). Professional identity partially mediated the effects of organizational factors on workplace happiness, while conscientiousness and openness were the most significant personality moderators. The findings highlight that promoting work engagement, supportive environments, and professional identity development can enhance counselor happiness and organizational effectiveness. Implications suggest that higher-education institutions should implement identity-based training and personality-sensitive management strategies to sustain well-being among counseling staff.

Keywords: Workplace Happiness; Work Engagement; Professional Identity; Personality Traits; College Counselors

Introduction

Employee happiness has become a pivotal concept in contemporary organizational and educational psychology, recognized as a major determinant of productivity, motivation, and retention. Within higher-education institutions, college counselors serve as the connective tissue linking administrative policy, psychological guidance, and student development. Their well-being is therefore a cornerstone of both institutional success and student outcomes. However, despite the recognized importance of counselor well-being, limited empirical research has systematically investigated the determinants of their workplace happiness—especially within the Chinese context.

In China, the university counselor system (*fudaoyuan zhidu*) was formally established in 1953 and remains integral to ideological, psychological, and career development work in universities nationwide. Yet counselors in second tier and regional cities, such as Shangrao in Jiangxi Province, often face challenges including heavy workloads, limited professional autonomy, and inadequate institutional recognition. These conditions frequently lead to stress, burnout, and reduced professional fulfillment. The Healthy China 2030 Plan and national mental health initiatives have underscored counselor well-being as a policy priority, but empirical studies addressing its determinants remain scarce.

Research across organizational and educational contexts identifies several major predictors of workplace happiness: organizational management, work engagement, and work environment. The Job Demands–Resources (JD–R) Theory (Bakker & Demerouti, 2017) posits that job resources—such as transparent management, supportive environments, and engagement opportunities—enhance motivation and protect employees from burnout. Complementing this, Social Identity Theory (Tajfel & Turner, 2004) suggests that strong professional identity reinforces psychological well-being by fostering belonging and purpose. Additionally, the Big Five Personality Framework (Costa & McCrae, 1999) helps explain individual differences in how employees experience and respond to organizational factors, particularly through traits such as conscientiousness, openness, and neuroticism.

While international studies have demonstrated robust links among these constructs, their combined effects remain underexplored within the specific sociocultural and institutional conditions of Chinese universities. Most existing research focuses on teachers or administrators, overlooking

the unique hybrid role of college counselors—professionals who navigate administrative, pedagogical, and psychological responsibilities simultaneously. Moreover, there is limited evidence on how professional identity mediates, or personality traits moderate, the relationship between organizational resources and happiness within collectivist cultural contexts.

Therefore, this study aims to fill these empirical and theoretical gaps by developing and testing an integrated model of workplace happiness among college counselors in Shangrao City. Specifically, the study (1) assesses the levels of organizational management, work engagement, work environment, professional identity, and personality traits; (2) evaluates the influence of organizational factors on workplace happiness; and (3) examines the mediating role of professional identity and moderating role of personality traits. This investigation contributes to the international discourse on counselor well-being by situating its findings within the JD-R, Social Identity, and Big Five theoretical frameworks. The results provide evidence-based insights for improving counselor happiness, institutional climate, and human-resource management within the context of Chinese higher education.

Research Objectives

1. To examine the levels of organizational management, work engagement, work environment, professional identity, personality traits, and workplace happiness among college counselors in Shangrao City, Jiangxi Province.
2. To analyze the influence of organizational management, work engagement, and work environment on workplace happiness among college counselors.
3. To investigate the mediating role of professional identity and the moderating effects of Big Five personality traits on the relationship between organizational factors and workplace happiness.

Literature Review

1. Organizational Management and Workplace Happiness

Organizational management plays a pivotal role in shaping employees' emotional experiences and job satisfaction. Leadership transparency, participatory decision-making, and fairness in performance evaluation consistently emerge as strong predictors of well-being at work (Borman & Motowidlo, 1997). In educational institutions, counselors often depend on the administrative climate and management quality to sustain motivation and purpose. A meta-

analysis revealed that leadership authenticity and structural fairness accounted for 41% of the variance in academic staff happiness. Similarly, Meyer and Rowan (1977) emphasized that clear communication and decentralized management enhance job satisfaction among educators by reducing role ambiguity and institutional stress. In the Chinese context, hierarchical norms often limit employee voice, making transparent management systems essential to counselor happiness and retention. Effective management not only provides instrumental resources but also conveys psychological safety and professional respect, which are indispensable in fostering workplace happiness.

2. Work Engagement and Psychological Well-being

Work engagement—characterized by vigor, dedication, and absorption—is recognized as one of the strongest antecedents of happiness at work (Schaufeli, 2018). Within the JD–R framework, engagement represents a motivational pathway through which job resources foster positive outcomes (Bakker & Albrecht, 2018). Engaged employees demonstrate higher resilience, optimism, and satisfaction, which together lead to enhanced well-being (Hakanen et al., 2021). Research in higher education shows that engagement is crucial for sustaining enthusiasm and reducing emotional exhaustion among faculty and counselors. For Chinese counselors, engagement may also serve as a psychological buffer, enabling them to derive meaning and purpose despite limited resources or recognition. Studies from European and Asian universities confirm that work engagement mediates the link between supportive organizational conditions and happiness. Therefore, engagement is not only a personal disposition but also a resource-dependent construct deeply intertwined with institutional support and work climate.

3. Work Environment and Occupational Well-being

A positive work environment encompasses physical conditions, collegial relations, and emotional safety—all of which significantly influence counselor happiness. Buhai et al. (2018) demonstrated that ergonomic and social improvements in the workplace increase both morale and performance. In education, resource adequacy and supportive interpersonal relations reduce emotional fatigue (Newman et al., 2014). Recent studies in China highlight that flexible working arrangements, technological tools, and collegial collaboration predict counselor well-being. Moreover, a psychologically safe work environment allows employees to voice concerns without fear, enhancing a sense of belonging and trust. Given the demanding and relational nature of counseling work, environmental support functions as both a preventive and promotive factor in sustaining workplace happiness.

4. Professional Identity as a Mediating Mechanism

Professional identity refers to one's internalized values, role understanding, and sense of belonging within a profession. According to Social Identity Theory (Tajfel & Turner, 2004), identification with a professional group enhances meaning and commitment, converting external support into intrinsic satisfaction. Van der Heijden et al. (2022) found that professional identity clarity mediates the relationship between organizational resources and well-being among educators. Similarly, Siebert and Siebert (2005) reported that professionals who strongly identify with their roles experience higher resilience and fulfillment. In the Chinese context, where collectivism and group harmony are emphasized, professional identity not only reinforces belonging but also buffers the negative effects of stress. When counselors perceive themselves as competent and valued professionals, they derive greater happiness from their work despite structural limitations. Hence, identity serves as a crucial psychological mechanism linking institutional practices to subjective well-being.

5. Personality Traits and Workplace Happiness

The Big Five personality model (Costa & McCrae, 1999) provides a robust framework to understand how dispositional differences influence happiness. Conscientiousness and openness are consistently associated with engagement, satisfaction, and happiness (Judge et al., 2017). In contrast, neuroticism typically predicts lower well-being due to emotional instability and negative affectivity. Diener et al. (2017) demonstrated that personality shapes stress perception and coping, thereby influencing happiness levels. Cross-cultural studies reveal that in collectivist societies like China, communal values may buffer the negative effects of neuroticism (Ryff & Keyes, 1995). However, that openness and agreeableness predict adaptability to institutional change among educators. Thus, personality not only determines individual happiness directly but also moderates how organizational factors translate into well-being.

6. Summary of Literature Review

Synthesizing these perspectives, workplace happiness emerges as a multi-dimensional construct influenced by organizational, psychological, and dispositional factors. The Job Demands–Resources model explains how institutional resources promote engagement and well-being; Social Identity Theory clarifies the mediating function of professional identity; and personality psychology accounts for individual variability. However, previous studies exhibit three major gaps: (1) limited focus on Chinese counselors in regional universities, (2) scarce integration of mediation and moderation within one model, and (3) little empirical examination of personality interactions in

collectivist contexts. This study addresses these gaps through a comprehensive SEM-based model applied to college counselors in Shangrao City.

Conceptual Framework

Based on the reviewed literature, the study integrates three theoretical foundations:

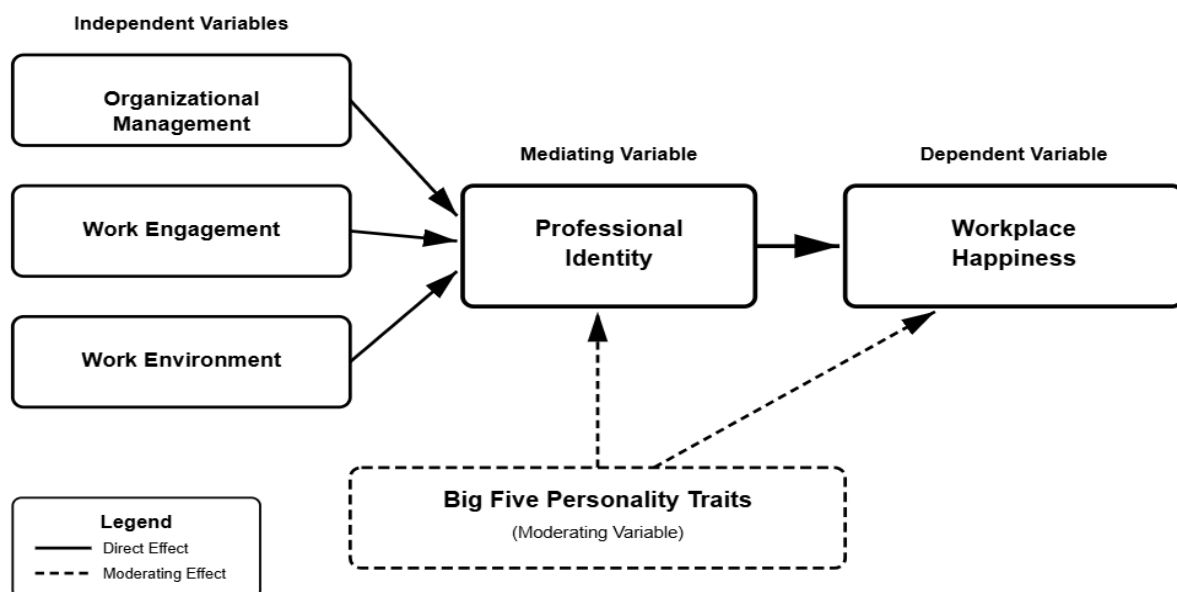
- (1) the Job Demands–Resources (JD–R) Theory,
- (2) Social Identity Theory, and
- (3) the Big Five Personality Model.

Independent variables: organizational management, work engagement, and work environment.

Mediating variable: professional identity.

Moderating variables: Big Five personality traits.

Dependent variable: workplace happiness.



Based on: Job Demands-Resources Theory, Social Identity Theory, and Big Five Personality Model

Figure 1 Conceptual Framework

Research Methodology

Research Design

A quantitative–dominant mixed–methods design was applied to test the hypothesized mediation and moderation relationships using Structural Equation Modeling (SEM). A small

qualitative component, consisting of short interviews, was included for triangulation of findings and contextual interpretation. This design ensured both statistical robustness and contextual depth.

Population and Sample

The population consisted of approximately 400 full-time college counselors across four universities in Shangrao City, Jiangxi Province. Using Yamane's (1973) formula, a minimum sample of 200 was required. To increase representativeness and statistical power, 340 questionnaires were distributed, and 328 valid responses were obtained (response rate = 96.5%). Stratified random sampling was employed based on institutional size and counselor distribution. Respondents were balanced by gender (51% male, 49% female), with an average age of 44 years and mean work experience of 12.4 years.

Research Instruments

Six validated instruments were employed:

1. Employee Well-Being Scale (Zheng et al., 2015) – measures workplace happiness (18 items; $\alpha = .94$).
2. Utrecht Work Engagement Scale (UWES-17) (Schaufeli, 2018) – measures engagement ($\alpha = .97$).
3. Work Environment Questionnaire (adapted from Buhai et al., 2018) – evaluates physical and social support ($\alpha = .95$).
4. Professional Identity Scale (Siebert & Siebert, 2005) – assesses role identification ($\alpha = .97$).
5. NEO-FFI 60 (Costa & McCrae, 1999) – measures Big Five traits ($\alpha = .96$).
6. Organizational Management Effectiveness Scale (Meyer & Rowan, 1977) – assesses transparency and fairness ($\alpha = .97$).

All instruments used 5–7-point Likert scales. Validity indices (CVI = .82–1.00) and construct validity via CFA confirmed suitability (KMO = .93–.97, $p < .001$).

Data Collection and Ethics

Data were collected from May to July 2024 through the Wenjuanxing platform after obtaining ethics approval (IRB No. 24-SEAU-EDU-032). Participation was voluntary and anonymous. Ten counselors were interviewed for qualitative triangulation.

Data Analysis

Data were screened for normality (skewness/kurtosis ± 2). Multicollinearity was checked (VIF < 5). SEM with Maximum Likelihood Estimation was conducted using AMOS. Bootstrapping (5,000 samples) tested mediation, and multi-group moderation tested personality effects. Model fit followed Hu and Bentler (1999) guidelines: $\chi^2/df < 3$, CFI $\geq .90$, RMSEA $\leq .08$, SRMR $\leq .08$. Qualitative data were analyzed through reflexive thematic analysis (Braun & Clarke, 2019).

Research Results

Objective 1 Levels of Study Variables

Counselors in Shangrao City reported moderate-to-high levels across all variables. Normality assumptions were met. No multicollinearity was detected.

Table 1 Descriptive Statistics of Study Variables (n=328)

Variable	Mean	S.D.	Min	Max	Skewness	Kurtosis
Workplace Happiness	78.98	25.38	22	126	-0.54	0.88
Work Engagement	56.99	27.90	17	119	-0.62	1.04
Work Environment	36.33	12.90	10	70	-0.21	-0.37
Organizational Management	104.36	30.83	32	224	-0.45	0.64
Professional Identity	61.72	22.85	17	119	-0.50	0.53
Conscientiousness	33.47	5.80	12	60	-0.49	0.47
Openness	31.28	6.03	12	60	-0.32	0.66
Extraversion	29.84	6.21	12	60	-0.18	0.33
Agreeableness	32.15	5.47	12	60	-0.41	0.52
Neuroticism	25.62	7.18	12	60	0.28	-0.19

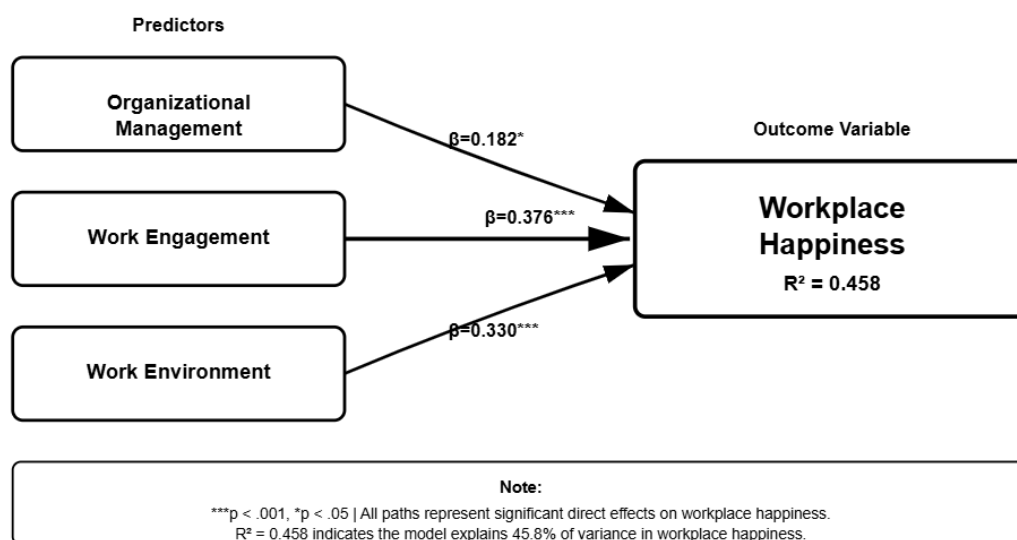
All major variables were positively correlated with workplace happiness ($p < .01$), indicating that greater engagement, management support, and professional identity are associated with higher happiness levels.

Objective 2 Influence of Organizational Factors on Workplace Happiness

SEM results indicated significant paths from work engagement ($\beta = 0.376$, $p < .001$), work environment ($\beta = 0.330$, $p < .001$), and organizational management ($\beta = 0.182$, $p = .021$) to workplace happiness. The model explained 45.8% of variance ($R^2 = .458$) with acceptable fit ($\chi^2/df = 1.768$, CFI = .883, RMSEA = .048).

Table 2 Direct Effects on Workplace Happiness

Predictor	β	SE	CR	p-value	95% CI	Result
Work Engagement $\rightarrow$ Happiness	0.376	0.048	7.786	<.001	(0.282, 0.470)	Significant
Work Environment $\rightarrow$ Happiness	0.330	0.087	3.779	<.001	(0.159, 0.501)	Significant
Organizational Management $\rightarrow$ Happiness	0.182	0.079	2.309	.021	(0.027, 0.337)	Significant
Professional Identity $\rightarrow$ Happiness	0.262	0.067	3.910	<.001	(0.131, 0.393)	Significant

**Figure 2** Path Model of Direct Effects on Workplace Happiness

Objective 3 Mediating and Moderating Effects

Bootstrapping confirmed significant indirect effects of professional identity on all three predictors (indirect $\beta = .056-.098$, $p < .05$). This suggests that counselors with stronger professional identity derive more happiness from positive work conditions.

Table 3 Indirect Effects through Professional Identity

Path	Indirect Effect (β)	SE	95% CI	p-value
Work Engagement $\rightarrow$ Professional Identity $\rightarrow$ Happiness	0.098	0.035	(0.045, 0.156)	.005
Organizational Management $\rightarrow$ Professional Identity $\rightarrow$ Happiness	0.064	0.024	(0.032, 0.101)	.008
Work Environment $\rightarrow$ Professional Identity $\rightarrow$ Happiness	0.056	0.021	(0.028, 0.084)	.031

Moderating Role of Personality Traits

Among Big Five traits, conscientiousness ($\beta = .471$, $p < .001$) and openness ($\beta = .439$, $p < .001$) showed the strongest moderating effects, while neuroticism was nonsignificant.

Table 4 Moderating Effects of Big Five Personality Traits

Personality Trait	β	SE	t-value	p-value	95% CI	Result
Conscientiousness	0.471	0.082	5.744	<.001	(0.310, 0.632)	Significant
Openness	0.439	0.079	5.557	<.001	(0.284, 0.594)	Significant
Extraversion	0.241	0.113	2.133	.034	(0.019, 0.463)	Significant
Agreeableness	0.166	0.066	2.515	.012	(0.037, 0.295)	Significant
Neuroticism	-0.068	0.074	-0.919	.357	(-0.213, 0.077)	Nonsignificant

Qualitative Insights

Interviewed counselors highlighted three key themes:

- (1) institutional recognition as a major happiness driver,
- (2) meaningful engagement through mentoring students, and
- (3) the importance of collaborative peer support.

These qualitative findings reinforced the quantitative results.

Discussions

This study provides comprehensive evidence that work engagement is the strongest determinant of workplace happiness among college counselors. This aligns with the JD–R model, confirming that engagement serves as a primary motivational resource promoting well-being (Bakker & Demerouti, 2017). The significant effects of organizational management and work environment corroborate findings by Buhai et al. (2018), emphasizing that transparent leadership and supportive workplaces are critical for well-being in hierarchical institutions.

The mediating effect of professional identity validates Social Identity Theory's application to occupational happiness (Tajfel & Turner, 2004). Identity transforms organizational resources into psychological meaning, thus fostering intrinsic satisfaction. This finding mirrors Van der Heijden et al. (2022), who demonstrated similar mediation among educators.

The moderating effects of conscientiousness and openness underscore personality's influence on how individuals respond to work contexts. Conscientious counselors are more likely to

experience happiness through structured achievement, while open counselors find joy in learning and creativity. The nonsignificance of neuroticism may reflect cultural moderation within Chinese collectivism, which promotes emotional regulation.

Collectively, these results suggest that institutional interventions to enhance counselor happiness should prioritize engagement-based leadership, professional identity development, and personality-aware management practices.

New Knowledge from Research

This study advances theoretical understanding by integrating JD–R Theory, Social Identity Theory, and personality psychology within a unified model. It demonstrates that workplace happiness among counselors is not solely organizational but also psychological and dispositional.

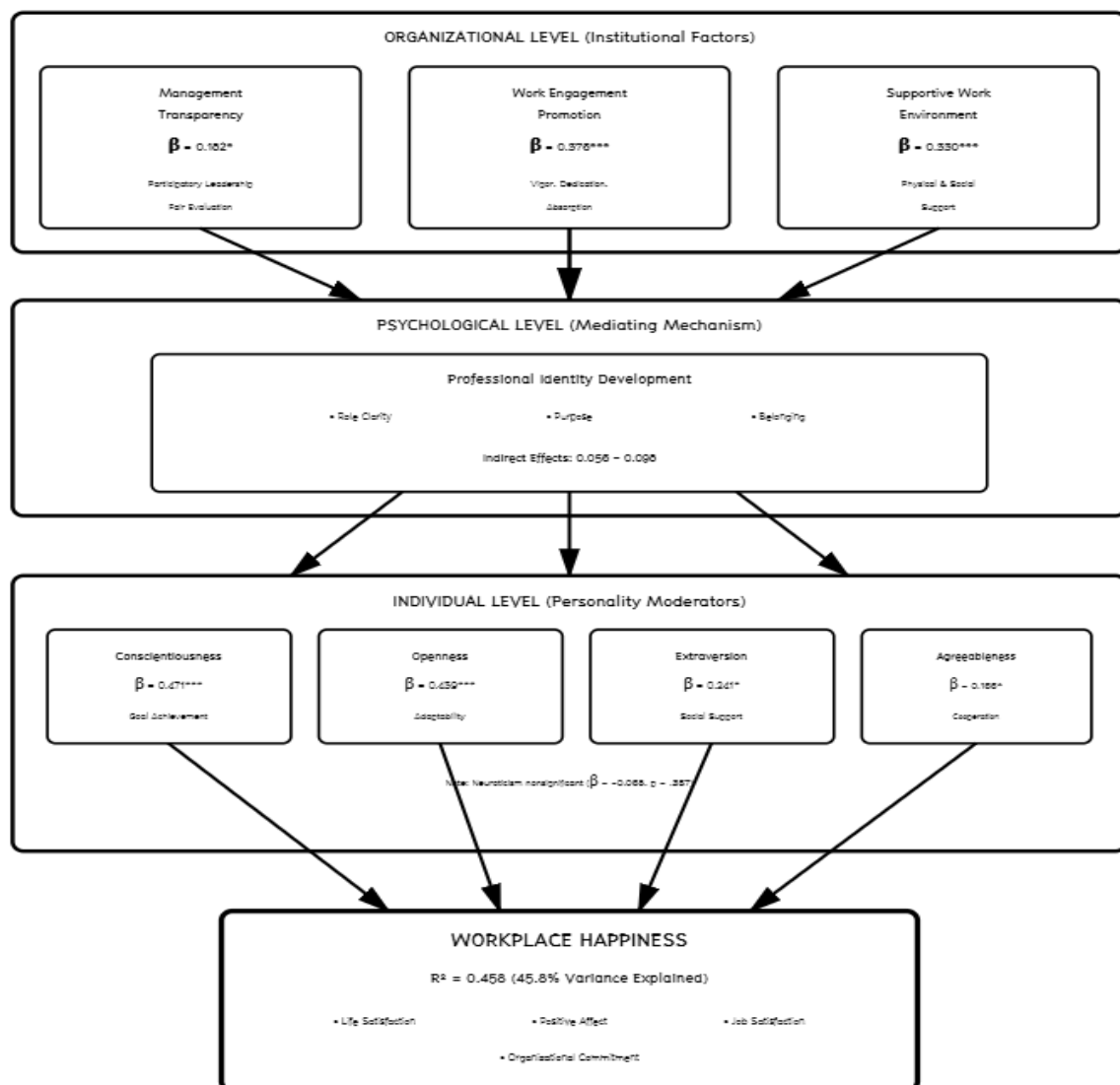


Figure 3 Integrated Knowledge Model of Counselor Workplace Happiness

This framework highlights that:

Organizational factors (management, environment) influence happiness directly and indirectly via professional identity.

Personality traits amplify or buffer these relationships.

Engagement acts as the strongest driver of counselor happiness.

This model can guide HR policies, professional development programs, and leadership practices to enhance counselor well-being in universities, especially within resource-constrained regional contexts.

Conclusion

Work engagement, work environment, and organizational management significantly affect workplace happiness among college counselors in Shangrao City. Professional identity mediates these relationships, while conscientiousness and openness amplify their effects. The findings explain nearly half of the variance in happiness ($R^2 = 0.458$), demonstrating that counselor happiness arises from both organizational design and personal disposition.

These insights contribute to higher education policy by highlighting the need for integrated, multi-level interventions. Institutions should foster engagement, reinforce identity formation, and design personality-sensitive development programs. Future research should adopt longitudinal or experimental designs to confirm causal directions and extend the model to different regions and occupational groups.

Suggestions

For Practice

1. University administrators should implement transparent performance evaluation systems, participatory decision-making structures, and equitable workload distribution to enhance perceived organizational justice.

2. Human resource departments should develop engagement-promoting programs including task autonomy, achievement recognition, professional development opportunities, and meaningful work assignments.

3. Institutional planners should invest in supportive work environments through ergonomic workspace design, technological resources, flexible work arrangements, and collegial collaboration platforms.

4. Professional development offices should establish structured identity–formation programs including mentorship systems, communities of practice, counselor networks, and role clarification workshops.

5. Leadership training should incorporate personality–aware management strategies that accommodate individual differences in conscientiousness, openness, coping styles, and social needs.

For Future Research

1. Conduct longitudinal studies tracking counselor well–being trajectories over time to establish causal relationships and identify developmental patterns.

2. Employ multi–regional comparative designs examining counselors across first–tier, second tier, and third–tier Chinese cities to assess generalizability and regional variations.

3. Investigate intervention effectiveness through experimental or quasi–experimental designs testing specific organizational and psychological interventions.

4. Explore cultural moderators more deeply, comparing Chinese counselor samples with counterparts in Western and other Asian educational systems.

5. Integrate objective performance indicators alongside subjective well–being measures to examine happiness–productivity relationships.

6. Examine additional mediating mechanisms such as work–life balance, job crafting behaviors, and organizational citizenship to enrich theoretical understanding.

References

- Bakker, A. B., & Albrecht, S. L. (2018). Work engagement: Current trends. *Career Development International*, 23(1), 4–11. <https://doi.org/10.1108/CDI-11-2017-0207>
- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285. <https://doi.org/10.1037/ocp0000056>
- Borman, W.C., & Motowidlo, S.J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10, 99–109. http://dx.doi.org/10.1207/s15327043hup1002_3
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589–597. <https://doi.org/10.1080/2159676X.2019.1628806>

- Buhai, S., Cottini, E., & Nielsen, N. (2008). The impact of workplace conditions on firm performance. *Tinbergen Institute Discussion Paper No. 08-077/3*. Retrieved from <https://ssrn.com/abstract=1262698>, <http://dx.doi.org/10.2139/ssrn.1262698>
- Costa, Jr. P.T., & McCrae, R. R. (1999). *A five-factor theory of personality: Chapter 5*. In L.A. Pervin & O.P. John (Eds.), *Handbook of personality: Theory and research*. (2nd ed.). New York: Guilford. Retrieved from https://www.researchgate.net/publication/284978581_A_five-factor_theory_of_personality
- Diener, E., Heintzelman, S. J., Kushlev, K., Tay, L., Wirtz, D., Lutes, L. D., & Oishi, S. (2017). Findings all psychologists should know from the new science on subjective well-being. *Canadian Psychology/Psychologie canadienne*, 58(2), 87–104. <https://doi.org/10.1037/cap0000063>
- Hakanen, J. J., Rouvinen, P., & Ylhäinen, I. (2021). The impact of work engagement on future occupational rankings, wages, unemployment, and disability pensions—a register-based study of a representative sample of finnish employees. *Sustainability*, 13(4), 1626. <https://doi.org/10.3390/su13041626>
- Hu, L. T., & Bentler, P. M. (1999). Cutoff Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria versus New Alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6, 1–55. <http://dx.doi.org/10.1080/10705519909540118>
- Judge, T. A., Heller, D., & Mount, M. K. (2002). Five-factor model of personality and job satisfaction: a meta-analysis. *The Journal of Applied Psychology*, 87(3), 530–541. <https://doi.org/10.1037/0021-9010.87.3.530>
- Meyer, J., & Rowan, B. (1977). Institutionalized organizations: formal structure as myth and ceremony. *American Journal of Sociology*, 83, 340–363. <http://dx.doi.org/10.1086/226550>
- Newman, D. B., Tay, L., & Diener, E. (2014). Leisure and subjective well-being: a model of psychological mechanisms as mediating factors. *Journal of Happiness Studies*, 15, 555–578. <https://doi.org/10.1007/s10902-013-9435-x>
- Ryff, C. D., & Keyes, C. L. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727. <https://doi.org/10.1037//0022-3514.69.4.719>

- Schaufeli, W. B. (2018). Work engagement in Europe: Relations with national economy, governance, and culture. *Organizational Dynamics*, 47(2), 99–106.
<https://doi.org/10.1016/j.orgdyn.2018.01.003>
- Siebert, D. C., & Siebert, C. F. (2005). The caregiver role identity scale: A validation study. *Research on Social Work Practice*, 15(3), 204–212.
<https://doi.org/10.1177/1049731504272779>
- Tajfel, H., & Turner, J. C. (2004). The social identity theory of intergroup behavior. Key readings in social psychology. In J. T. Jost and J. Sidanius, (Eds.), *Political psychology: Key readings, key readings in social psychology* (pp. 276–293). New York: Psychology Press.
- Van der Heijden, B.I.J.M., Davies, E.M.M., van der Linden, D., Bozionelos, N. & De Vos, A. (2022). The relationship between career commitment and career success among university staff: The mediating role of employability. *European Management Review*, 1–17.
<https://doi.org/10.1111/emre.12503>
- Yamane, T. (1973). *Statistics: An introductory analysis*. (3rd ed.). Harper and Row.
- Zheng, X., Zhu, W., Zhao, H., & Zhang, C. (2015). Employee well-being in organizations: Theoretical model, scale development, and cross-cultural validation. *Journal of Organizational Behavior*, 36(5), 621–644. <https://doi.org/10.1002/job.1990>