


The impact of a teacher's professional identity on his/her occupational happiness: The mediating role of psychological capital

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ABSTRACT

Purpose This paper is to explore the factors that influence the professional identity of university teachers on their occupational happiness, and to understand and study the mediating role of psychological capital between a teacher's professional identity and a teacher's occupational happiness.

Design/Methodology/Approach: This paper uses a quantitative approach to testing. And this paper randomly selected 209 teachers (including full-time teachers and managers) from the Hebei Academy of Fine Arts located in Shijiazhuang, Hebei Province, as the research subjects.

Findings: There exists a positive correlation between a teacher's professional identity and their occupational happiness. Additionally, a positive association can be observed between a teacher's professional individuality and their psychological capital. Furthermore, a positive relationship can be identified between a teacher's psychological capital and their professional happiness. Psychological capital plays a mediating role between a teacher's professional identity and occupational happiness.

Conclusion: Professional happiness is a manifestation of happiness at work, and psychological capital and professional happiness have the same theoretical basis and research orientation. The higher their sense of professional identity, the better their attitude towards work, and the higher their sense of professional happiness.

Research Limitations/Implications: The sampling only comes from the Hebei Academy of Fine Arts located in Shijiazhuang, Hebei Province, China. The conclusion may not fit all levels of education and teachers' situations.

Practical Implications: Universities could focus on improving the teacher's professional identity to improve their occupational Happiness, and universities could train teachers to gain psychological capital to help them keep a positive attitude towards their job to improve their occupational Happiness.

Contribution to Literature: This study provides a structural framework for the relationship between psychological capital and occupational happiness that future researchers may use in their studies. The subsequent research could examine this model's applicability to the professional satisfaction of high school teachers or primary school teachers.

Keywords: Mediating role, Occupational happiness, Psychological capital, Teacher professional identity.

1. INTRODUCTION

Education serves as the fundamental basis for a long-term strategic vision spanning a century. The 19th National Congress of the Communist Party of China was successfully held in the Great Hall of Beijing at 9:00 a.m. on October 18, 2017. After the successful convening of the 19th National Congress of the Communist Party of China, China actively promoted the level of national education, and society showed great concern for people's "sense of happiness", which quickly soared to the height of hot words. This is the only way to achieve the Chinese Dream, prioritize the cause in this field, and truly satisfy the people. The concept of "happiness" was introduced six times before and after the 19th National Congress, which means enhancing the happiness of the people has become an important strategy of the government. In fact, the people's yearning for a happy life has been the unremitting pursuit

and consistent vision of the masses in different eras. Mr. Baosheng Chen, then Minister of Education, pointed out in 2018 that teachers should actively enhance their sense of happiness, improve their treatment, enhance their status, and create an environment that respects teachers in society. In the entire education system of China, higher education is clearly a key component, with significant effectiveness in enhancing social sustainability and also being a key space for cultivating talents. Furthermore, university teachers, based on the three-foot podium, provide guidance to students. They are not only a key driving force for the steady development of universities but also valuable educational resources. The majority of them balance the demanding combined roles of scientific research and teaching. Emerging as a significant asset for both the Party and the nation. In the minds of the vast majority of the Chinese people, there is no doubt that the profession of teaching is sacred and has a high social status. Moreover, many teachers are mostly knowledgeable and should have a higher income in terms of economic sources and income. At the same time, they should also be able to enjoy longer holidays (winter vacation, summer vacation). Therefore, the teaching profession, it often has a high sense of happiness and should also be a source of pride for many teachers.

However, as early as 2016, when Tencent Education conducted a survey on teachers' survival and development, it was found that the current development status of Chinese teachers was not very optimistic. It can even be said that teachers often face extremely high work pressure, their social status is not satisfactory, their income level is relatively low, and they lack a higher sense of belonging. The survey results are significantly different from the common impression in people's minds, which naturally surprises people. Teachers are engineers of the human soul, and this profession is glorious and sacred. However, in the research results of Tencent Education, they have become a vulnerable group, which is truly alarming and also makes more people pay close attention to the professional happiness of teachers as a group. In recent years, the Chinese government and competent education departments have actively provided significant support for education in terms of funding, policies, and other aspects, and the intensity of reform has continued to increase. However, why are there such poor survey results? Why is the happiness of teachers so inadequate and lacking? In this context, further lock in the faculty of universities. Deeply investigate their professional happiness. Finding the root cause of the lack of happiness, promoting their stable development, enhancing the cohesion of universities, and enhancing social harmony have significant positive significance. In order to ensure the implementation of the sense of professional happiness of teachers, the Communist Party of China Hebei Provincial Committee and Hebei Provincial People's Government issued the "Implementation Opinions of the Communist Party of China Hebei Provincial Committee and Hebei Provincial People's Government on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era" (hereinafter referred to as the "Opinions") in 2018, which provides more in-depth reform opinions. Opinion points out that by 2035, we will actively improve the level of the teacher management system so that the governance ability and system of the team can truly keep up with the times. Moreover, the comprehensive ability and innovation ability of teachers in the province can be significantly enhanced, and we will cultivate a large number of educator-oriented expert teachers, thousands of famous teachers and scholars, and tens of thousands of excellent backbone teachers. We need to create a good environment for all of society. Which is significant to enhance the social status of teachers and generate a higher sense of happiness in specific positions, as well as a higher sense of honor, making them an enviable profession for others. So far, there have been limited studies focusing on the mediating role of psychological capital in the impact of university teachers' professional identity on their occupational happiness. To further explore the interactions between them, this study selected 209 teachers (including full-time teachers and managers) from the Hebei Academy of Fine Arts located in Shijiazhuang, Hebei Province, as the research subjects.

2. LITERATURE REVIEW

The professional identity of university teachers significantly impacts their job satisfaction (Guo, 2020). When teachers identify strongly with their profession, they have a greater understanding of the significance and impact of their work (Sun, 2018). This strong professional identity leads to increased motivation and psychological capital, which encourages teachers to strive for self-improvement and boosts their job satisfaction (Wang, Bai, & Jiang, 2021). Psychological capital is closely linked to happiness, with individuals possessing higher levels of psychological capital experiencing greater happiness (Xu, Shao, & Xu, 2018). Positive psychological capital can guide teachers towards greater professional happiness (Li, 2020). This study highlights the relationship between professional identity, psychological capital, and teacher happiness, with psychological capital mediating the effect of professional identity

on job satisfaction. The following outlines the definitions of the three variables: teacher professional identity, psychological capital, and teacher professional happiness.

2.1. The Connotation of Teacher Professional Identity

Many foreign scholars believe that the professional identity of teachers can be divided into two perspectives: "process theory" and "state theory". Based on foreign researches, most Chinese scholars generally believe that teacher professional identity cannot be defined solely, as it is both a process and a state (Song & Wei, 2006). Goldsmith, Veum, and Darity Jr. (1997), two scholars, proposed that the professional image of teachers largely reflects the professional role of teachers, which is relatively complex and a dynamic process. The formation process of teachers' professional roles is the formation process of teachers' professional identity.

The professional identity of teachers has a profound impact on them, as it can promote their rapid growth and healthy development, thereby enhancing their sense of happiness. The characteristics, requirements, and development prospects of the profession itself, as well as factors like cultural climate and supportive rewards at workplaces, are just a few of the factors that have an impact on the formation of professional identity. Teachers' professional identity refers to their understanding and perception of various aspects of their profession. Experts and scholars believe that a teacher's professional identity refers to the process of reflecting on one's own positioning during the working process and thus viewing this unique profession as a whole. When an individual's view of the profession they are engaged in is consistent with society's view and evaluation of the profession, this is a wonderful resonance process.

Psychological measurement experts and scholars believe that the dimensions of teacher professional identity include three perspectives: single dimension, dual dimension, and triple dimension. Blau (1988) proposed a single perspective on the dimensions of occupational identity based on attitude theory, pointing out that occupational identity is a psychological concept that is essentially a single element. Elaborate and explain professional identity from the perspective of professional emotions, that is, the willingness to retain and the degree of preference for the current profession. Based on the motivation theory of organizational behavior, experts and scholars represented by London (1993) believe that professional identity has a dual structure. They divide professional motivation into two dimensions: management motivation and work motivation, and apply their measurement methods to relevant research on professional identity and professional commitment. Once again, Meyer, Allen, and Smith (1993) divided professional identity into three dimensions: emotional identity, normative identity, and sustained identity in a three-dimensional model. Summarizing existing research on the structure of teacher professional identity, it can be found that there are differences and controversies in understanding its structure, lacking uniformity. Therefore, research on the structure of professional teacher identity in this field is relatively weak. Currently, existing research results are mostly based on literature analysis and theoretical inference and are rarely based on strict statistical analysis and testing.

2.2. The Connotation of Psychological Capital

Psychological capital is referred to as the fourth largest capital that has a profound impact on organizational development beyond human capital, social capital, and economic capital. The concept of psychological capital has been around for a long time, initially mainly used in various studies in economics, investment, and sociology. Psychological capital belongs to a type of personality characteristic that affects individual productivity, mainly including cognition of related perspectives such as life attitude, work attitude, and self-awareness. Luthans, Avolio, Walumbwa, and Li (2005) further explored the concept of psychological capital and defined it as "a highly integrated concept covering positive mental attitude and emotion, personal ability, social support, and other factors, surpassing human capital and social capital, and can gain competitive advantage through investment and development of" who are you " Wang et al. (2021) This core construct conceptually integrates states that meet the POB standard into a higher level. There is a divergence between the definitions of state class and trait class in the field of psychological capital. In response to this phenomenon, the term 'quasi-state' was consciously used in subsequent research to avoid being limited to the dichotomy of state and trait and to view it as a continuum. Additionally, conceptual development suggests that there are commonalities between the four individual positive abilities, such as emphasizing positivity and advantages. Empirical research also provides reliable evidence to support the aggregate validity of these four abilities. Therefore, the connotation of psychological capital is expanded to a "second-order core structure composed of positive psychological abilities in a 'quasi-state'". Xu et al. (2018) found that scholars' understanding of

the concept and connotation of psychological capital in the workplace is gradually converging. This article draws on the views of scholars such as Luthans and defines psychological capital as a positive psychological state exhibited by university teachers during their growth and development.

For the study of the dimensional composition of psychological capital, due to different research perspectives, foreign scholars have gone through a process of changing the structure of psychological capital from a single dimension to multiple dimensions. Goldsmith et al. (1997), a scholar who holds a trait theory perspective, first pointed out that self-esteem, a single factor, is the main content of psychological capital. Foreign scholar Letcher (2004) pointed out that psychological capital refers to the Big Five personality traits, including sense of responsibility, degree of extroversion, emotional stability, openness, and agreeableness (Song & Wei, 2006). As representative scholars of "state theory", Judge, Thoresen, Bono, and Patton (2001) proposed that psychological capital includes four dimensions: self-esteem, self-efficacy, locus of control, and emotional stability (Coldron & Smith, 1999). After the concept of 'quasi-state' emerged, Luthans et al. (2005) proposed that psychological capital includes four elements: confidence, hope, optimism, and resilience, which has been widely recognized in the academic community (Xu et al., 2018).

Domestic scholars actively introduce and test the theory of psychological capital, but the cultural differences between East and West make it difficult for this construct to conform to China's national conditions. Therefore, Ke, Sun, and Li (2009) conducted a cross-cultural background study on psychological capital based on Grounded theory, and the results showed that transactional psychological capital and interpersonal psychological capital are the organic components of local psychological capital. Among them, transactional psychological capital is similar to western psychological capital, which reflects the effectiveness of cross-cultural studies. However, modesty, honesty, stability, enterprising spirit, and interpersonal psychological capital are special factors that can transform isolated individual affairs into interactive decision-making in groups with strong local characteristics (Luthans et al., 2005). Tian (2009) pointed out that with the deepening of research on psychological capital, elements related to emotional orientation (such as creativity, intelligence, etc.) and abilities related to social orientation (such as emotional intelligence, gratitude, etc.) will become new contents of psychological capital. Dou (2011) developed a survey questionnaire to measure the psychological capital of Chinese enterprise managers and proposed that the psychological capital of Chinese enterprise managers includes six aspects: optimism, unity and cooperation, sense of responsibility, resilience, confidence, and hope (Goldsmith et al., 1997). Liu (2021) proposed that the psychological capital of ideological and political teachers in universities includes cognitive capital, communication capital, and willpower capital. From this, it can be seen that Chinese employees have a strong collective concept, promoting a spirit of dedication where collective interests are above all else and also placing greater emphasis on the harmony and equality of interpersonal relationships. Interpersonal capital is an essential element of psychological capital.

2.3. The Connotation of Teacher's Occupational Happiness

The theory of teachers' occupational happiness demonstrates that the satisfaction, pleasure, and sense of achievement they feel at work are subjective psychological states that include both the profound experience of individual subjective happiness and the satisfaction brought by the realization of self-worth. The emphasis on life's importance and the factors that affect this sense of satisfaction are both present. Career happiness not only has a positive impact on personal physical and mental health, work efficiency, and creativity but also has significant implications for organizational development and social progress. The occupational happiness of teachers refers to the sense of success and pleasure that individuals experience in engaging in the education industry and conducting educational activities. Teachers demonstrate their own value, enhance their abilities, and enjoy a relaxed and enjoyable state of meeting personal needs in both work and life. The particularity of the teaching profession determines the objects, methods, and processes of its labor, thus endowing the sense of occupational happiness of teachers with unique value. Through education and cultivation, individual happiness can be achieved. Teacher's occupational happiness refers to the subjective feelings and survival state of teachers in achieving their professional values and ideals in their educational and teaching work (Tan, 2002). Huang (2003) believed that the occupational happiness of teachers comes from their cultivation of students through a series of labor, such as education and teaching, and from obtaining spiritual satisfaction and pleasure after achieving their ideal goals. He further pointed out that creative work was one of the main sources of occupational happiness for teachers, as it could earn social respect, understanding, and support (2003). This article defines teachers' occupational happiness as a joyful subjective psychological experience that satisfies their own growth, emotions, needs, and values in the process of

teaching and educating people. The level of occupational happiness for teachers has a profound impact on their career planning. When teachers have a high sense of happiness, they will exhibit a positive, confident, optimistic, and passionate state in their educational and teaching activities. This not only promotes closer relationships with students but also creates a dynamic and passionate classroom atmosphere, ultimately improving the overall quality of education and teaching.

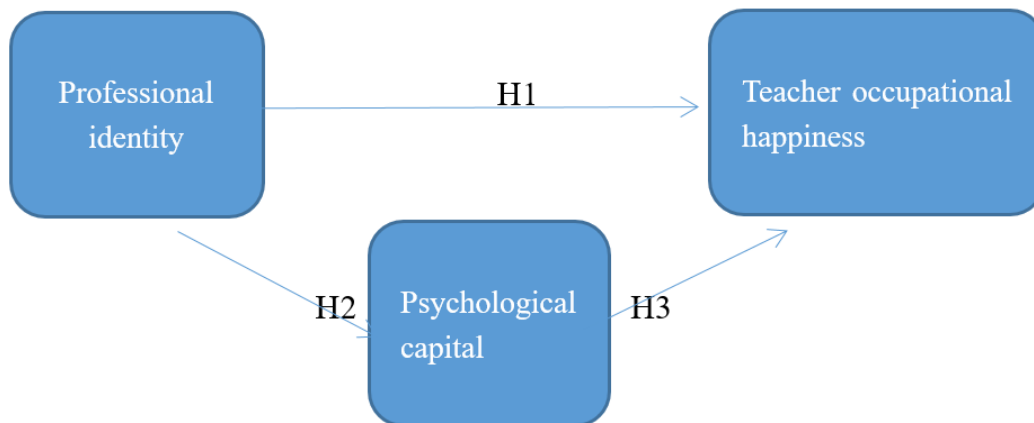


Figure 1. Research framework diagram.

3. RESEARCH FRAMEWORK, OBJECTS, TOOLS AND PROCEDURES

3.1. Research Framework

This article constructs a research framework as shown in Figure 1, with professional identity as the independent variable, teacher professional happiness as the dependent variable, and psychological capital as the mediating variable.

3.2. Research Subjects

The research object of this article is 209 teachers (including full-time teachers and managers) from the Hebei Academy of Fine Arts located in Shijiazhuang, Hebei Province. The school is a private, full-time, ordinary undergraduate art college approved by the Ministry of Education. It was founded in 2002. At present, it has eight secondary colleges, including a plastic arts College, a Calligraphy College, an Architecture and Art Design College, a Design Art College, a Film and Television Art College, an Animation digital art College, a Sculpture and Public Art College, and an International Education College. There are 24,258 full-time students and 1781 full-time teachers. There are 538 teachers with senior professional titles, 549 teachers with dual qualifications and dual abilities, and 1514 teachers with a master's degree or above. In addition to art, the school also includes teachers from different disciplines and majors, and the teachers come from all over the country, with a certain degree of representativeness.

3.3. Research Assumptions

According to scholar Zhang Qing's research, the role positioning of teachers is an internal factor that affects their professional identity. Teachers' professional positioning directly affects their level of professional happiness. Only when their personal emotions and needs are met in their work and their personal life value is realized, can teachers experience professional happiness. External social support will increase teachers' expectations and respect for their professional identity. An increased sense of professional happiness among teachers (Tian, 2009) and (Wang et al., 2021) pointed out using the meta-analysis method that there is a strong positive correlation between psychological capital and teacher happiness. In the subgroup analysis of various dimensions of psychological capital and happiness, it was found that there is a correlation of different intensities between psychological capital and teacher happiness. (Dou, 2011) and (Jiang, 2020) research shows that the professional happiness of female teachers in universities is at a high level but lower than the overall happiness standards of universities. Developing psychological capital can enhance the professional happiness of female teachers. (Liu, 2021) and (Wang & Zhang, 2014) found through research that psychological capital composed of self-efficacy, hope, optimism, and resilience not only contributes to the recognition and acceptance of early childhood teachers' profession but also increases their positive behavior

(Tan, 2002). Based on the review and analysis of previous studies, this study proposes the following hypothesis: H1: Professional identity has a positive impact on teachers' professional happiness. H2: Professional identity has a positive impact on psychological capital. H3: Psychological capital has a positive impact on teachers' professional happiness. H4: Psychological capital plays a mediating role in the relationship between professional identity and professional happiness.

3.4. Research Tools

3.4.1. Occupational Identity Scale

Experts and scholars from China and other countries have varying interpretations of the structure of occupational identity dimensions in existing research, ranging from single-dimensional to multi-dimensional structures. The professional identity of university teachers is a dynamic process influenced by their environment and context, as well as their voluntary adjustment to specific professional behaviors. The Teacher Professional Identity Scale is based on previous research by Blau (1988), Wei (2008), and Tang (2011). The scale was revised by Zhang and Zhu (2011) and later used by Pan (2014) as a single-dimensional scale with six items. Empirical research by experts and scholars demonstrated strong reliability with a Cronbach's Alpha value greater than 0.8. The scale uses a 5-point scoring system, ranging from complete non-compliance to complete compliance. So this paper has the following questions about occupational identity: See Table 1.

Table 1. Occupational identity scale.

Variable question	Number	Scale item
Professional identity	A1	As a university teacher, I often feel respected by others
	A2	I am proud to be a university teacher
	A3	When someone unjustly accuses the teacher community, I feel insulted
	A4	Engaging in the teaching profession at universities can help me realize my life's value
	A5	When I see or hear words praising the teaching profession, I feel very happy
	A6	I am willing to mention to others that I am a university teacher

Source: Based on the research results of scholars such as Blau (1988), Wei (2008), and Tang (2011), and revised by Zhang and Zhu(2011) and Pan (2014) used the Occupational Identity Scale.

3.4.2. Scale of Psychological Capital

There are three methods for measuring psychological capital: the experimental method, the self-test method, and other evaluation methods. This study adopts the self-test method. With the in-depth research of experts and scholars, they put forward their own unique views and tried to examine a variety of psychological states and elements that meet the criteria of positive organizational behavior as a new dimension of psychological capital. Many academics today acknowledge Luthans' four-dimensional perspective, and many experts and academics have also adopted this four-dimensional scale in the study of psychological capital. This study also referred to the psychological capital questionnaire developed by Luthans et al., and used the psychological capital scale used by Chen (2016), As shown in Table 2. The scale comprises four distinct dimensions, namely the confidence dimension, hope dimension, optimism dimension, and resilience dimension. Each dimension is composed of six items, resulting in a total of 24 items for the psychological capital scale. Through empirical research by experts and scholars, it can be concluded that the Cronbach's Alpha value of the Psychological Capital Scale is greater than 0.8, indicating high reliability. Using a 5-point scoring system, 1 represents complete non-compliance, 2 represents comparative non-compliance, 3 represents uncertainty, 4 represents comparative compliance, and 5 represents complete compliance.

3.4.3. Teacher Professional Happiness Scale

The Teacher Professional Happiness Scale is based on the realization theory and philosophy of happiness. The scale, originally developed by Chen (2012), is shown in Table 3. The scale comprises four dimensions: emotional, professional, interpersonal, and physical and mental happiness. The scale includes a total of 19 items, with 5 items for emotional and professional happiness dimensions, 4 items for interpersonal happiness, and 5 items for physical and mental happiness. Empirical research by experts and scholars demonstrated strong reliability, with a Cronbach's Alpha value greater than 0.8. The scale uses a 5-point scoring system, ranging from complete non-compliance to complete compliance.

Table 2. Psychological capital scale.

Variable dimension	Number	Scale item
Confidence	BZ1	I believe I can analyze complex problems and find solutions
	BZ2	I am very confident when talking about my research and teaching work
	BZ3	I believe I have made contributions to the scientific research and teaching work of the department
	BZ4	I believe I can set research and teaching goals
	BZ5	I am able to contact and solve problems with external colleagues or partners at universities
	BZ6	I believe I can present information to a group of colleagues
Expectation	BX7	I can come up with many ways to get rid of the difficulties that arise in my work
	BX8	I am fully energetic about achieving my work goals
	BX9	There are many solutions to any work problem
	BX10	I think I am currently quite successful in my work
	BX11	I can come up with many ways to achieve my current work goals
	BX12	I am achieving the work goals I have set for myself
Optimism	BL13	I always quickly recover from work setbacks and continue to work hard
	BL14	I will try my best to solve the difficulties encountered in my work
	BL15	I am able to handle work tasks that I have to do independently
	BL16	I usually handle the pressure of my work calmly
	BL17	Because I have experienced many hardships, I am now able to cope with work difficulties
	BL18	I feel like I can handle many things at work at the same time
Toughness	BR19	I usually expect the best outcome for uncertain things in my work
	BR20	I think the difficulties at work are temporary and solvable
	BR21	I always see the smooth side of work
	BR22	I think my job prospects are optimistic
	BR23	My current work progress is consistent with my expected development
	BR24	When working, I always believe that 'behind the darkness is light; there is no need to be pessimistic

Source: The psychological capital questionnaire developed by [Luthans et al. \(2005\)](#) uses the psychological capital scale used by [W. Chen \(2016\)](#).

In summary, the three scales used in this study are relatively mature and widely used, with Cronbach's Alpha values greater than 0.8. The basic information on the three scales is as follows: The Teacher Professional Identity Scale is based on the research results of scholars such as [Blau \(1988\)](#), [Wei \(2008\)](#), and [Tang \(2011\)](#). After revision by [Zhang and Zhu \(2011\)](#) and [Pan \(2014\)](#), the Professional Identity Scale, which is a single-dimensional scale with 6 items, adopted the psychological capital questionnaire developed by Luthans et al.; some language and project descriptions were modified in combination with university research scenarios.

The Psychological Capital Scale used by [Chen \(2016\)](#) was used, resulting in a total of 24 items. The Professional Happiness Scale for Teachers mainly refers to three standards: [Ryff \(1995\)](#) Psychological Happiness Scale, [Warr \(1990\)](#) Work Happiness Scale, and [Van Horn et al. \(2004\)](#) Dutch Professional Happiness Scale for Teachers. Based on [Van Horn et al. \(2004\)](#), occupational happiness was divided into four dimensions: emotional, professional, interpersonal, and physical and mental. Relevant items were selected from [Warr \(1990\)](#) and [Ryff \(1995\)](#) for modification. [Chen \(2012\)](#) used the scale. Among them, 5 questions are selected for the emotional dimension, 5 questions for each of the professional and physical dimensions, and 4 questions for the interpersonal dimension. There are a total of 19 questions. The above three scales all adopt a 5-point scoring method, where 1 represents complete non-compliance, 2 represents comparative non-compliance, 3 represents uncertainty, 4 represents comparative compliance, and 5 represents complete compliance.

Table 3. Teacher professional happiness scale.

Variable dimension	Number	Scale item
Emotional happiness	DQ1	Most of the time, I am passionate about my work
	DQ2	I think my job is a pleasure
	DQ3	The daily work seems endless and tiring (R)
	DQ4	I think my job is very enjoyable
	DQ5	I am very satisfied with my current job
Professional happiness	DZ6	I can do anything in my job well
	DZ7	I like to set challenging work goals for myself
	DZ8	When dealing with work difficulties, I feel that I am better than most people
	DZ9	I am very interested in my job
	DZ10	I dare to express my own thoughts on controversial matters
Interpersonal happiness	DR11	In our work, my colleagues and I trust each other.
	DR12	My colleagues and I have worked well together to complete the work
	DR13	My superiors have full trust in me
	DR14	I am quite satisfied with the way my superiors work
Physical and mental happiness	DR15	Work makes me feel physically and mentally exhausted (R)
	DR16	I often feel unwell at work, such as with headaches, insomnia, and other symptoms (R)
	DR17	I often find it difficult to concentrate on my work (R)
	DR18	The exhaustion of work often makes it difficult for me to think about complex problems (R)
	DR19	I often feel powerless to handle my work (R)

Source: Mainly referring to three standards: Ryff (1995) "Psychological Happiness Scale", Warr (1990) "Work Happiness Scale", and Van Horn, Taris, Schaufeli, and Schreurs (2004) "Dutch Teacher's Professional Happiness Scale". Based on Van Horn et al. (2004), occupational happiness was divided into four dimensions: emotional, professional, interpersonal, and physical and mental. Relevant items were selected from Ryff (1995) for modification. Chen (2012) used the scale.

3.5. Research Procedures

This survey was conducted using a questionnaire. I work at Hebei Academy of Fine Arts and am familiar with the school's situation. We randomly contacted 220 people by phone, and in the end, 209 people filled out the questionnaire, with an effective response rate of 95%. We used SPSS 25.0 for statistical analysis, including correlation analysis, regression analysis, and mesomeric effect tests.

Table 4. Reliability analysis results of teacher professional identity.

Reliability statistics	
Cronbach alpha	Number of items
0.872	6

3.6. Research and Analysis of Results

3.6.1 Analysis of the Reliability and Validity of the Variables of Teacher Professional Identity, Teacher Occupational Happiness, and Psychological Capital

From the results in Table 4, it can be seen that the Cronbach's Alpha coefficient of the Teacher Professional Identity Scale is 0.872, which is greater than 0.8. This indicates that the scale of teacher professional identity has high internal reliability and has passed the reliability test.

Table 5. Validity analysis results of teacher professional identity.

KMO and Bartlett inspection		
KMO sampling suitability quantity		0.852
Bartlett sphericity test	Approximate chi square	733.258
	Degree of freedom	15
	Significance	0.000

It can be seen from the results in Table 5 that the KMO (Kaiser-Meyer-Olkin) test statistic is used to compare simple correlation coefficients and partial correlation coefficients between variables. of the teacher professional identity scale is 0.852, greater than 0.8, and further factor analysis can be done. The approximate chi square value of Bartlett's sphericity test is 733.258, the probability of significance is 0, and the significance level is less than 0.05. There is a significant difference between the available correlation coefficient matrix and the identity matrix, indicating that the data obtained from the survey are relevant.

Table 6. Reliability analysis results of psychological capital.

Reliability statistics	
Cronbach alpha	Number of items
0.979	24

Table 6 results show that the psychological capital scale's Cronbach's Alpha coefficient is 0.979, which is greater than 0.8. This mean that the psychological capital scale has a high level of internal consistency and has passed the reliability test.

Table 7. Validity analysis results of psychological capital.

KMO and Bartlett inspection		
KMO sampling suitability quantity		0.965
Bartlett sphericity test	Approximate chi square	5503.768
	Degree of freedom	276
	Significance	0.000

It can be seen from the results in Table 7 that the KMO value of the scale of psychological capital is 0.965, which can be further used for factor analysis. The approximate chi square value of Bartlett's sphericity test is 5503.768, and the significance probability is 0, which is less than the significance level of 0.05. It can be seen that there is a significant difference between the correlation coefficient matrix and the identity matrix, indicating that the data obtained from the survey are relevant.

Table 8. Reliability analysis results of teachers' occupational happiness.

Reliability statistics	
Cronbach alpha	Number of items
0.950	32

According to the results in Table 8, it can be seen that the Cronbach's Alpha coefficient of the Teacher's occupational happiness Scale is 0.950, which is greater than 0.8, indicating that the Teacher's occupational happiness Scale has a high internal reliability and has passed the reliability test.

Table 9. Validity analysis results of teacher's occupational happiness.

KMO and Bartlett inspection		
KMO sampling suitability quantity		0.913
Bartlett sphericity test	Approximate chi square	3700.838
	Degree of freedom	171
	Significance	0.000

It can be seen from the results in Table 9 that the gram KMO value of the teachers' occupational well-being scale is 0.913, which can be further used for factor analysis.

The approximate chi square value of Bartlett's sphericity test is 3700.838, and the significance probability is 0, which is less than the significance level of 0.05. It can be seen that there is a significant difference between the correlation coefficient matrix and the identity matrix, indicating that the data obtained from the survey are relevant.

Table 10. Analysis of linear regression results on teacher professional identity and teacher occupational happiness.

Occupational happiness of teachers			
	B	SE B	β
Constant	1.798	0.174	
Teachers professional identity	0.435	0.044	0.571
R2	0.326		
Adj R2	0.322		
F	99.991**		
Df	(1, 207)		

Note: **p<0.01.

3.6.2. Analysis of the Impact of Teacher Professional Identity on Teacher Occupational Happiness

From the results of Table 10, it can be seen that there is a correlation between teacher professional identity and occupational happiness, as verified through regression analysis. It can be further known that teacher professional identity has a significant positive relationship with teacher occupational happiness $\beta = 0.571$, $t = 10.00$, $P < 0.01$, indicating that the higher the professional identity of teachers, the stronger their sense of occupational happiness. The more college teachers identify with their profession, the more inclined they are to engage in behaviors that benefit the professional group. Therefore, this study infers that the professional identity of university teachers will be conducive to their professional happiness.

Table 11. Regression analysis results of the mediating effect of "teacher professional identity \rightarrow psychological capital on teacher occupational happiness".

	Psychological capital M	Occupational happiness Y		
	Model 1	Model 2	Model 3	Model 4
Professional identity X	0.731** (t=15.396)	0.571** (t=10.00)		0.05 (t=0.74)
psychological capital M			0.749** (t=16.277)	0.713** (t=10.56)
R2	0.534	0.326	0.561	0.563
Adj R2	0.532	0.322	0.559	0.558
F	237.042**	99.991**	264.935**	132.452**
Degree of freedom	(1,207)	(1,207)	(1,207)	(2,206)

Note: The values in the table are standardized regression coefficients (β).
 ** Correlation is significant at the 0.01 level. *** Correlation is significant at the 0.001 level.

3.6.3. Analysis of the Impact of Psychological Capital on the Relationship between Teacher Professional Identity and Teacher Occupational Happiness

From the results in Table 11, it can be seen that regression analysis verifies the mediating effect of psychological capital on teacher professional identity and teacher occupational happiness. The above results show that teacher professional identity has a significant positive correlation with psychological capital ($\beta = 0.731$, $p < 0.01$), there is a significant positive correlation between teacher professional identity and occupational happiness ($\beta = 0.571$, $p < 0.01$), there is a significant positive correlation between psychological capital and teachers' occupational happiness ($\beta = 0.749$, $p < 0.01$), while considering the significance of teacher professional identity and psychological capital on teacher occupational happiness ($\beta = 0.05$, $p > 0.01$), the significance of psychological capital is more significant ($\beta = 0.713$, $p < 0.01$), the mediating effect of psychological capital is established, and psychological capital is a complete mediator.

4. CONCLUSION

4.1 The Relationship between a Teacher's Professional Identity and Occupational Happiness

This research shows that there is a significant link between a teacher's professional identity and their happiness in their job. How much university teachers identify with their profession has a significant impact on their level of

happiness. Professional identity refers to a teacher's acceptance and recognition of their career in society. When a teacher has a strong professional identity, they are more motivated, dedicated, and fulfilled by their work. The more teachers identify with their profession, the happier they are in their university jobs. This study supports the idea that having a strong professional identity positively affects a teacher's happiness in their job.

4.2. The Relationship between Teacher Professional Identity and Psychological Capital

This research demonstrates a clear positive relationship between a teacher's professional identity and their level of psychological capital. Psychological capital is a constructive mindset that fosters goal attainment and success, motivating individuals to engage in behaviors that promote achievement. This positive mental framework can lead to beneficial outcomes within an organization, and as a resource, psychological capital can enhance an individual's professional identity. Consequently, teachers who possess high levels of psychological capital tend to have a stronger connection to their profession. The hypothesis of this study is that professional identity positively influences psychological capital.

4.3. The Relationship between Psychological Capital and Teachers' Professional Happiness

The findings of this study highlight a noteworthy positive association between psychological capital and the professional happiness of teachers. Psychological capital, which encompasses the strengths and advantages of a teacher's positive psychological state, shares the same theoretical foundation and research focus as professional happiness. A positive outlook can enhance and promote a teacher's professional happiness. The premise of this study suggests that psychological capital exerts a positive influence on the professional happiness of teachers.

4.4. The Impact of Psychological Capital in Universities on the Relationship between Teacher Professional Identity and Teacher Professional Happiness

This study indicates that the psychological capital of university teachers has a mediating effect between professional identity and teachers' professional happiness. Teacher professional identity largely determines the level of professional happiness of university teachers. Professional identity can improve job satisfaction. The higher their sense of professional identity, the better their attitude towards work, and the higher their sense of professional happiness. There is a correlation between psychological capital and teachers' professional happiness, and psychological capital can have a certain impact on professional happiness. A positive mindset can improve teachers' professional happiness, which is a positive force of psychological capital. The psychological capital composed of self-efficacy, hope, optimism, and resilience helps to recognize and accept the profession of university teachers and increases their positive behavior.

There is a significant positive correlation between teacher professional identity and teacher occupational happiness, while psychological capital plays a complete mediating role between teacher professional identity and teacher occupational happiness.

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INSTITUTIONAL REVIEW BOARD STATEMENT

The Ethical Committee of the International College, Krirk University, Thailand has granted approval for this study on 16 May 2022 (Ref. No. 2022-0516).

DATA AVAILABILITY STATEMENT

The corresponding author may provide study data upon reasonable request.

CONFLICT OF INTEREST

The authors declare that they have no competing interests.

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