



A Study on the Influence of Supervisor-Subordinate Secure Attachment on the Career Development of Vocational College Class Advisors

Chaodui Shang^{1a*}, Ling Wu^{2b}, Jianli Guo^{1c}

¹Dehong Vocational College, Mangshi, Yunnan, 678400, China

²Mangshi Housing and Urban-Rural Development Bureau, Mangshi, Yunnan, 678400, China

^a875843456@qq.com, ^b894515220@qq.com, ^c592895050@qq.com

Abstract. Against the backdrop of dynamic evolution in social structures and occupational systems, individual upward mobility and career development paths are closely intertwined, constituting a core issue concerning personal value realization and social vitality. As key actors in cultivating skilled talents, the career development of vocational college class advisors not only relates to personal achievement but also influences the healthy development of the vocational education ecosystem. From the perspective of attachment theory, this study aims to explore how the "secure attachment relationship" constructed between vocational college class advisors and their direct supervisors affects their career prospects. Through a questionnaire survey of 125 vocational college class advisors, the results indicate: (1) There is a significant positive correlation between class advisor-supervisor secure attachment and the class advisors' promotion opportunities. (2) Organizational trust plays a partial mediating role between class advisor-supervisor secure attachment and promotion opportunities. This research not only provides a theoretical explanation based on the attachment perspective for understanding the mechanisms through which interpersonal relationships within educational organizations influence career development, but also offers practical insights for vocational colleges to optimize management practices and foster the professional growth and career development of class advisors by constructing supportive leadership relationships.

Keywords: Head teacher - Secure leadership attachment; organizational trust; promotion opportunities; Professional growth

1 Introduction

Within the contemporary context of deepening vocational education reform, the role of class advisors in higher vocational colleges has extended far beyond that of traditional classroom managers or administrative coordinators. They serve as shapers of students' professional competence, guides of technical skills, guardians of psychological well-being, and crucial bridges connecting the campus with society as well as theory with

practice. The professional well-being and developmental momentum of this group directly influence the quality of skilled talent cultivation and the overall ecosystem of vocational education. However, in practice, vocational college class advisors commonly face multiple pressures, including heavy role burdens, ambiguous professional identity, unclear career pathways, and high risks of emotional exhaustion, making the issue of their sustainable career development increasingly prominent.

Traditional teacher development research has long emphasized professional knowledge [1], pedagogical skills [2], and institutional incentives [3], laying a crucial foundation for enhancing teachers' professional competence. However, this perspective often treats teachers as "individual technical executors," overlooking the growth potential inherent in teachers as "relational beings." Teacher development does not occur in a vacuum but is realized through complex interactions with students, colleagues, school leaders, parents, and even the wider community. Recent studies have increasingly shown that the quality of relationships and the emotional experiences embedded within these interactions profoundly influence teachers' professional beliefs, sense of teaching efficacy, willingness to innovate, and long-term retention [4].

Relational experiences centered on safety, trust, and support can profoundly shape the professional psychology and behavioral trajectories of vocational college class advisors. On one hand, such experiences can alleviate role-related stress, enhance organizational trust, strengthen professional identity, and increase work engagement. On the other hand, they can stimulate greater innovative attempts and pedagogical exploration, rather than confining advisors to defensive, task-oriented coping. Simultaneously, they provide a stable emotional and resource "secure base" for career development, empowering advisors to plan and pursue longer-term professional growth pathways. Conversely, the absence of such secure attachment relationships may lead class advisors to feel isolated, anxious, and defensive, thereby depleting their professional enthusiasm and diminishing their developmental drive. Therefore, this study aims to examine the concept of "leader secure attachment"—a notion rich in humanistic concern and psychological depth—within the specific context of Chinese higher vocational education, exploring its implications for the career development pathways of vocational college class advisors and offering practical strategies for their professional growth.

2 Theoretical Foundation

Promotion opportunities refer to the extent to which individuals have the chance to advance within an organizational hierarchy [5]. When organizations provide career development opportunities for class advisors, it enhances their sense of responsibility. Simultaneously, class advisors expect organizations to offer positions with higher levels of challenge [6], which increases their work motivation, further strengthens organizational trust, and contributes to organizational development—forming a cyclical, upward spiral. For class advisors, promotion opportunities similarly represent the potential for enhanced capabilities and career advancement, significantly impacting their salary and benefits. Consequently, an increasing number of organizations and individuals are focusing on the promotion opportunities available to class advisors. In recent years,

most studies have regarded promotion opportunities as a key factor influencing class advisors' turnover intentions [7], job satisfaction [8], and organizational identification [9]. However, empirical research examining the factors affecting the career development of class advisors remains relatively scarce. Therefore, exploring the mechanisms influencing class advisors' promotion opportunities holds considerable practical significance.

Class advisor–leader secure attachment refers to a specific attachment relationship formed during interactions between class advisors and leaders within the organizational context of higher vocational colleges, which becomes internalized as an internal working model [10]. As central figures in higher vocational colleges, leaders are regarded by class advisors as significant social interaction partners within the organization. Given that leaders hold substantial authority over resource allocation and administrative power, a considerable disparity in resources and status exists between leaders and class advisors, making it easy for a class advisor–leader attachment relationship to form [11]. When leaders respond to and support the needs of class advisors in a timely manner, it facilitates communication between advisors and leaders. Moreover, when class advisors perceive their leaders as trustworthy and capable of providing help and support in times of difficulty, a secure attachment relationship is likely to develop. Under such an attachment relationship, class advisors often exhibit positive self-perceptions and engage in effective interactions with leaders, the organization, and other members within the organization. They are also more willing to approach leaders, initiate communication, adapt to the work environment, and establish harmonious interpersonal relationships, thereby potentially increasing their promotion opportunities. Currently, research on the impact of class advisor–leader secure attachment on promotion opportunities is extremely limited. Therefore, this study aims to explore the mechanism through which class advisor–leader secure attachment influences promotion opportunities, thereby promoting the career development of class advisors, which in turn benefits the development of higher vocational colleges and advances the cultivation of highly skilled talents. Based on the above analysis, Hypothesis 1 is proposed: Class advisor–leader secure attachment positively influences the career development of class advisors, that is, there is a significant positive correlation between class advisor–leader secure attachment and promotion opportunities.

Organizational trust, as derived from previous research, can be categorized into inter-organizational trust [12] and intra-organizational trust [13]. Inter-organizational trust refers to the reciprocal trust relationship established between organizations through frequent cooperation and communication [14]. Intra-organizational trust can be further subdivided, within the work context, into system trust and interpersonal trust [15]. Interpersonal trust refers to the trust among internal members of an organization, such as between leaders and superiors, leaders and class advisors, class advisors and leaders, and among class advisors themselves [16]. It is a psychological state formed through interpersonal interactions that foster cognitive understanding, emphasizing the interactive nature of organizational trust. Defined from both individual and organizational perspectives, organizational trust manifests as two dimensions: cognitive trust and affective trust [17]. From the perspective of class advisor–leader secure attachment, organizational trust primarily refers to interpersonal trust between class advisors and

leaders within the organization, directly influencing the behaviors and attitudes of class advisors. Higher levels of organizational trust indicate greater trust in leaders, whom class advisors perceive as reliable, thereby facilitating effective communication between advisors and leaders. When class advisors require assistance and support, timely feedback from leaders can be obtained, which helps sustain a stable, long-term class advisor–leader secure attachment relationship. Furthermore, this fosters positive behaviors among class advisors, enhancing work performance [18] and organizational performance [19], thereby earning greater recognition from leaders. Consequently, class advisors gain access to more career development pathways, promoting career advancement and increasing promotion opportunities. Organizational trust serves as one of the crucial conditions for class advisors to obtain support and authority [20]. Based on the above analysis, Hypothesis 2 is proposed: Organizational trust plays a mediating role in the relationship between class advisor–leader secure attachment and promotion opportunities, meaning that organizational trust enhances the predictive effect of class advisor–leader secure attachment on promotion opportunities.

3 Research Instruments and Participants

3.1 Research Instruments

The study includes three latent variables: secure attachment, organizational trust, and promotion opportunities. Accordingly, the measurement scales primarily comprise these three components. The class advisor–leader secure attachment scale, developed by scholar Yang Qin [10], consists of 6 items, such as: "I can count on my leader for support when I need it." The scale demonstrated a Cronbach's α coefficient of 0.91, indicating good internal consistency. The organizational trust scale, adapted by Chen Yang [17] from McAllister's translated and modified version, includes 12 items, such as: "I have full trust in my leader." This scale showed a Cronbach's α coefficient of 0.91, reflecting good internal consistency. The promotion opportunities scale was compiled with reference to commonly used 3-item scales in existing research [21], including items such as: "I am satisfied with the career development space provided by my institution." It achieved a Cronbach's α coefficient of 0.75, demonstrating good internal consistency. Thus, these scales possess good reliability and validity. During the survey, respondents indicated their level of agreement with each statement on a Likert five-point scale ranging from "strongly disagree" to "strongly agree."

3.2 Research Participants

A questionnaire survey was conducted among class advisors in higher vocational colleges, and a total of 125 valid responses were collected. Among the respondents, 56 were male (43.75%), 78 were married (60.94%), and 95 were aged 30 or above (74.21%). The demographic characteristics of the sample align with the general profile of class advisors in higher vocational colleges, where males are relatively fewer, females constitute the majority, and over half are married. This suggests that the sample data are reasonably representative.

4 Research Methods

4.1 Reliability and Validity Analysis of the Scales

To conduct factor analysis, the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity were first performed on all items. The results showed that the KMO values for all items exceeded 0.7, and Bartlett's test of sphericity was significant at the 0.01 level, indicating the suitability of the items for factor analysis. Subsequently, confirmatory factor analysis was conducted, revealing that all items had $|C.R.| > 2.58$ and $p < 0.001$, suggesting good model fit. Moreover, the factor loadings ranged between 0.5 and 0.95, confirming the good validity of the scales. Internal consistency was assessed using Cronbach's α coefficient for each latent variable. The results showed that the α values ranged from 0.808 to 0.929, all exceeding 0.8, indicating good internal consistency for each latent variable.

4.2 Reliability and Validity Analysis of the Scales

Pearson correlation analysis was conducted on the latent variables using SPSS 22.0 software. The results, as shown in Table 1, indicate that class advisor–leader secure attachment is positively correlated with both organizational trust and promotion opportunities, with significance at the 0.01 level, consistent with the theoretical hypotheses.

Table 1. Correlation Analysis Results Among Latent Variables (N=125)

Latent Variable	M	SD	Secure Attachment	Organizational Trust
Secure Attachmen	3.57	0.688		
Organizational Trust	3.48	0.694	0.653**	
Promotion Opportunities	3.46	0.830	0.537**	0.606**

Note: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$.

4.3 Mediation Effect Test

A majority of scholars adopt the stepwise regression method to test mediation effects when the latent variables are continuous [22]. Accordingly, stepwise regression models were constructed, yielding the model fit indices and hypothesis test results presented in Table 2. As shown, the F-values are all significant at the 0.001 level, and the R^2 values of the models are 0.286, 0.425, and 0.364, respectively, indicating good model fit. From Model 1, it can be observed that there is a significant positive correlation between class advisor–leader secure attachment and promotion opportunities ($\beta = 0.627$, $P < 0.001$), confirming Hypothesis 1. Furthermore, Models 2 and 3 show that the regression coefficients between class advisor–leader secure attachment and organizational trust ($P < 0.001$), as well as between organizational trust and promotion opportunities ($P < 0.001$), are both significant.

Finally, Model 4 was constructed to test the mediating effect of organizational trust. As indicated, compared with Model 1, the introduction of organizational trust in Model

4 reduced the standardized regression coefficient between head teachers’ secure attachment to leadership and their promotion opportunities from $\beta = 0.627$, 95% CI [0.521, 0.733] to $\beta = 0.254$, 95% CI [0.148, 0.360], which remained significant at the 0.001 level. The indirect effect was $\beta = 0.373$, 95% CI [0.280, 0.466]. Since the confidence interval for the indirect effect does not include zero, the mediating effect is statistically significant, thereby supporting Hypothesis 2.

Table 2. Model Fit Indices and Hypothesis Test Results

IV \ DV	Model 1 Promotion Opportu- nities	Model 2 Organizational Trust	Model 3 Promotion Opportu- nities	Model 4 Promotion Opportu- nities
Secure At- tachmen	0.648***	0.659***		0.298 ***
Organiza- tional Trust			0.725***	0.532***
R2	0.289	0.427	0.367	0.402
Adjusted R ²	0.286	0.425	0.364	0.397
F	101.067***	185.512***	144.287***	83.301***

5 Building a Supportive Organizational Ecology to Promote the Professional Growth of Class Advisors

The study reveals that class advisor–leader secure attachment significantly predicts promotion opportunities, with organizational trust playing a key partial mediating role. This indicates that the career development of class advisors is not solely determined by individual qualifications and efforts but is deeply embedded within the “relational context” constructed with organizational leaders and the resulting “culture of trust.” Therefore, promoting the sustainable development of the class advisor workforce necessitates a shift in higher vocational college management practices—from relying solely on institutional incentives to systematically cultivating a supportive interpersonal ecology and institutional trust capital.

5.1 Deepening Leadership Relationship Building: Cultivating a “Secure Base” Support System

Leaders must actively transcend the traditional role of administrative authority and consciously shape themselves into a "secure attachment figure" within the team. Leaders should not only fulfill their management and supervisory responsibilities within their professional scope but also become reliable emotional supporters for class teachers. Specifically, leaders should enhance the dual accessibility of emotional support and instrumental support [19]. They need to proactively pay attention to class teachers' work pressures, emotional burdens, and career development challenges. This can be achieved by conducting at least two one-on-one in-depth conversations per semester, each lasting

no less than 30 minutes, participating in informal communication activities, and establishing open communication mechanisms to build stable and unobstructed emotional connections. At the same time, when class teachers face challenges in their practical work—such as innovative attempts in teaching methods, handling complex classroom management situations, or encountering obstacles in their professional growth—leaders must provide timely and substantive assistance [20]. This includes coordinating and allocating necessary resources, sharing effective experiences and strategies, and offering authority protection in key decisions, thereby fostering a solid sense of "backing support" in their work. The ultimate goal is to make class teachers genuinely feel that they have "someone to rely on," enabling them to carry out educational work with greater confidence and dedication.

Maintaining consistency and reliability in responses is a key element in building a solid trust relationship. In daily interactions, timely, clear, and coherent feedback should be provided in response to class teachers' requests and contributions. Once a commitment is made, it must be honored and fulfilled, allowing class teachers to form stable and positive expectations of their leaders' words and actions. High predictability helps gradually consolidate the psychological safety and mutual trust in the relationship, creating a favorable environment for long-term collaboration. This can be measured through the Leadership Accessibility Index, assessed via anonymous quarterly surveys measuring class teachers' agreement with the statement, "I can obtain timely support from my leader when needed" (using a 5-point Likert scale, target mean ≥ 4.0). Simultaneously, leaders should respect class teachers' professional autonomy and actively encourage exploratory development in practice. While ensuring clear definition of basic educational objectives, class teachers should be granted appropriate autonomy and decision-making space in areas such as educational models, classroom culture development, and activity planning. Leaders should act as a "secure base," providing emotional support and resource guarantees, encouraging class teachers to boldly experiment and innovate in accordance with educational principles. Even when setbacks occur or expectations are not met, leaders should offer understanding and constructive guidance rather than simply assigning blame or exerting pressure. In this way, class teachers' intrinsic motivation and professional enthusiasm can be effectively stimulated, driving their continuous growth and improvement.

5.2 Improving Institutional and Communication Mechanisms: Transforming Interpersonal Trust into Organizational Trust

To elevate the trust generated through high-quality leadership relationships beyond specific interpersonal contexts and solidify it as unwavering confidence in the school organization as a whole, institutional support within college management is essential.

To enhance the transparency and fairness of promotion and development systems, specific criteria, procedures, and outcomes for professional title evaluations, position promotions, and various awards must be fully disclosed. This ensures standardized, rigorous, and equitable processes, enabling every class advisor to clearly understand their career development pathways and directions. By establishing clear and transparent

institutional frameworks, the influence of subjective factors can be minimized, allowing class advisors to recognize that their personal growth and career advancement rely primarily on stable and predictable institutional arrangements rather than uncontrollable interpersonal relationships or subjective preferences. This effectively strengthens class advisors' trust in the institution, thereby boosting their work motivation and sense of belonging, and providing sustained momentum for the long-term development of the college.

A diversified and participatory career development pathway should be established. In addition to traditional administrative promotions, a systematic and diverse career development system should be designed and implemented, including roles such as "moral education specialists," "career mentors," and "teaching experts," with active efforts to build a professional and diversified career development pathway represented by "professional leaders." This system should cover over 60% of key professional fields, creating broader and more targeted development opportunities for class teachers. Based on this, schools should encourage and support class teachers in choosing suitable growth directions based on their professional expertise, interests, and career development plans. Furthermore, systematic training resources, continuous professional development support, and corresponding recognition and incentive mechanisms should be provided to class teachers. This will effectively stimulate their work enthusiasm and innovation capabilities, promoting continuous growth and advancement in their careers.

Establishing regularized democratic participation and feedback mechanisms is key to enhancing class advisors' sense of agency and belonging. Colleges should actively expand and optimize multiple channels, such as staff congresses, advisory committees, and various online interactive platforms. These channels should ensure that class advisors not only have full access to information but can also effectively exercise their rights to participate and express opinions during the formulation and revision of policies—particularly those closely related to their interests, such as job assignments, performance evaluations, and benefits. College management should actively listen to class advisors' opinions and suggestions, respond sincerely to their reasonable demands, and implement them effectively. Through institutionalized communication and interaction, every class advisor can genuinely feel respected, valued, and recognized as an indispensable and valuable member of the college community.

5.3 Empowering Class Advisors' Sense of Agency: Achieving Active Growth Within Relationships

Guided by the principles of full trust and mutual respect, active conditions should be created to facilitate efficient communication between teachers and leadership. Class teachers are required to submit at least one clear professional development need annually, promptly express their individual career growth requirements, proactively seek guidance and suggestions in areas of professional advancement, and demonstrate the courage to undertake more challenging tasks such as leading one interdisciplinary or school-level (or above) reform project. These initiatives serve as opportunities to effectively transform positive workplace interactions into a significant platform for showcasing individual capabilities and fostering self-improvement.

In organizational contexts, individual trust in the organization serves as a critical foundation for the formation of professional commitment. When class advisors perceive high levels of procedural justice, distributive justice, and interactional justice in resource allocation, decision-making processes, and interpersonal interactions, this perception significantly strengthens their trust in the organization. This trust should not remain merely at the emotional level but should be consciously guided and transformed into deep identification with the college's educational mission. Specifically, class advisors should engage in self-reflection, align personal goals with organizational objectives, and internalize organizational values, actively converting organizational support into driving forces for personal career development. This, in turn, enhances their engagement in teaching, student counseling, and research innovation.

This process essentially constructs a virtuous cycle of "trust → commitment → exceptional performance": trust fosters emotional and normative commitment, commitment drives sustained effort and high-level performance, and exceptional performance further solidifies the foundation of organizational trust. Ultimately, this creates a dynamic and self-reinforcing development loop, promoting synergistic growth for both individuals and the organization.

6 Conclusion

From the perspective of attachment theory, this study explores the influence of class advisor–leader secure attachment on the career development of class advisors. The findings indicate that class advisor–leader secure attachment significantly predicts promotion opportunities for class advisors. This suggests that, within a humanistic care-oriented work context—distinct from transactional work contexts—the relationship between class advisors and leaders profoundly impacts their career development. The higher the level of secure attachment class advisors have toward their leaders, the greater their opportunities for career advancement. Additionally, class advisors with secure attachment traits are more likely to perceive timely support and feedback from leaders, thereby viewing their leaders as trustworthy [23]. This fosters positive work attitudes, enhances job performance, and encourages active participation in career development activities within the organization, collectively contributing to increased promotion opportunities [24]. The theoretical framework supports these findings. Organizational trust plays a partial mediating role in the relationship between class advisor–leader secure attachment and promotion opportunities. In other words, higher levels of organizational trust among class advisors correspond to greater perceived opportunities for advancement within the organization. However, the study did not explore the potential influence of gender on attachment relationships, which may have certain implications for the interpretation of the results.

In summary, the career development of vocational college class advisors is a socio-psychological process embedded within specific organizational relational networks. The core implication for college management practices lies in a dual-driven approach: leveraging leaders' relational leadership skills and the organization's institutional safeguards to consciously construct an organizational ecology characterized by safety, trust,

and support. Within such an ecology, class advisors can not only access the opportunities and resources necessary for advancement but also experience a sense of professional belonging, meaningfulness, and growth. This, in turn, ignites enduring intrinsic motivation, ultimately achieving resonance between individual professional growth and the high-quality development of vocational education.

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