

A STUDY ON THE RELATIONSHIP BETWEEN TEACHERS' PSYCHOLOGICAL CONTRACT AND WORK VALUE AT PRIVATE PRIMARY SCHOOLS IN ZHENGZHOU, HENAN PROVINCE, CHINA

Yao Zhang^{1*}

Ping Xu²

¹ Master Candidate in Educational Administration, Stamford International University of Thailand

² Stamford International University of Thailand, xupprivate@hotmail.com

* **Corresponding Author, E-mail:** alcopop@163.com

Abstract: This study aimed to investigate the current status of teachers' psychological contract and work value in private primary schools in Zhengzhou City, the differences in teachers' psychological contract and work value in terms of gender, educational qualifications, professional title and teaching age, and the correlation between psychological contract and work value of primary school teachers. Using descriptive statistics, independent samples t-test, One-way ANOVA analysis and Pearson correlation analysis as statistical methods, 235 valid questionnaires were obtained from three private primary school teachers in Zhengzhou, Henan province, by convenient sampling. Finally, The results showed that the teachers' psychological contract at private primary schools was moderate. The teachers' work value at private primary schools was high. There were significant differences in teachers' psychological contract at private primary schools of different genders, educational qualifications and professional titles. Male teachers were higher than female teachers. The teachers with master's degrees were significantly higher than teachers with doctor's degrees. The teachers with senior professional titles was relatively high. There were significant differences in teachers' work value at private primary schools of different genders, educational qualifications, professional titles and teaching ages. Male teachers' work value were higher than female teachers'. The teachers with master's degrees or above was significantly higher than that of teachers with bachelor's degrees. The teachers with senior professional titles was relatively high. The teachers with 5 years of teaching age and 12 years of teaching age had higher work value than teachers with 6 to 11 years. There was a significant positive correlation between teachers' psychological contract and work value at private primary schools in Zhengzhou, Henan Province, China.

Keywords: Psychological Contract, Work Value, Private Primary School Teacher

Introduction

In the era of economic globalization and the increasing popularity of lifelong learning, the rise of international economic organizations has established economic phenomena with global characteristics, such as international economic regional integration. However, the educational circle showed an unusually indifferent attitude towards globalization. The special report on the globalization of education lacked in-depth theoretical discussion, so it was both an opportunity and a challenge to formulate a national medium - and long-term security strategy based on the global education approach strategy (Carlstrom & Hughey, 2014). In this international context, China's teacher education and training was gradually opening up from the closed and oriented mode to the open and non-oriented mode, which was the main development trend of teacher training in recent years' education reform (Cao, 2023). In the context of fierce international competition and Chinese policy incentives, improving teacher management, promoting teacher professional development, and enhancing teacher competency in basic education had become the only way for schools to optimize human resource allocation, as well as the inevitable requirements of educational development and reform (Zhang, 2018). The trend of teacher professionalization promoted the transformation of teacher training mode, thereby improving the overall education quality (Li & Yang, 2018), which showed that the policy orientation has gradually entered the implementation stage.

Teacher professionalization didn't refer to the specialization of teaching disciplines, but to the belief that teachers' teaching behavior and teaching quality and effectiveness were the manifestations of their specialization. Teacher professionalization requires not only the improvement of professional knowledge and comprehensive skills but also a more stable psychological quality to withstand pressure, a better professional attitude, a deeper understanding and experience of the profession, and identification with the teaching profession in terms of emotion and value orientation (Torkos, 2021).

Therefore, it should pay more attention to teachers' psychological needs and changes from multiple perspectives. Because of their particularity and importance in the stage of compulsory education, primary and secondary school teachers should not only bear the main responsibility of implementing educational behavior, but also the key to directly affecting the reform of the new curriculum standards. The correctness of teachers' work value was not only related to the degrees and direction of teachers' professional development, but also directly affected the training of students and, thus the effectiveness of school education (Ma et al., 2018).

Psychological contract was a basic concept in organizational behavior, derived from social exchange theory. It has been widely used to describe relationships between individuals and between individuals and organizations and represented an individual's belief in mutual obligations or responsibility between themselves and others (Turkan & Ekinici, 2017). Teachers' psychological contract was an informal, unspoken agreement or expectation in teachers' minds, and the problem of

teachers' psychological contract became more and more prominent with the deepening of educational reform (Zheng, 2015). In human resource management, a written contract would be signed between the school and the teacher, requiring the teacher to complete some specific teaching and scientific research tasks within a specific time. To a certain extent, this contract binds teachers to complete the tasks within the specified time before they can get corresponding rewards. Otherwise, they would face losses. However, there were inevitably some distorted parts in this contract that violated professional ethics and were difficult to quantify and evaluate objectively. These elements were often not clearly presented in the written contract, and it wasn't easy to give specific criteria for evaluation. Therefore, it was necessary to use psychological contract to restrain teachers' behavior. It was necessary to conduct teacher management based on teachers' psychological contract and improve teachers' physical and mental health.

Research Objectives

(1) To understand the current status of teachers' psychological contract and work value at private primary schools in Zhengzhou.

(2) To analyze the different results of teachers' psychological contract and work value at private primary schools in Zhengzhou under different demographic backgrounds (gender, educational qualifications, professional title, teaching age).

(3) To explore the correlation between teachers' psychological contract and work value at private primary schools in Zhengzhou City.

Literature Review

Research on Psychological Contract

According to the bilateral relationship school, the broad concept of psychological contract refers to the fact that organizations and employees have their understanding of each other's rights and obligations in social interactions (Ababneh et al., 2022). By clarifying its characteristics and laying the foundation for the accurate definition of its concept, the definition of a teacher psychological contract mainly summarizes the main characteristics of a psychological contract. However, there were still differences in the definition of the concepts of unilateral and bilateral relations (Shen, 2020).

Zhang (2020) believed that psychological contract was a special contract mode of labor-capital relations, which was the expectation of employees and organizations for mutual obligations, and also the prerequisite for maintaining a harmonious relationship between organizations.

About the influence of psychological capital factors. Hou & Chen (2012) conducted a study on the management staff of high-tech enterprises, and the results showed that the psychological capital of these employees had a significant positive correlation with psychological contracts. The psychological

contract played an intermediary role in the relationship between the psychological capital of intellectual personnel and the new quality performance. It showed that psychological capital had an important positive impact on knowledge employees' sense of organizational identity and responsibility, so organizations should actively promote employees' psychological capital. Improve employees' creativity and individual investment in innovation to achieve the purpose of improving innovation performance. In addition, Chen & Liao (2013) also proposed that improving training performance and establishing a fair performance evaluation system were also important measures to strengthen the management of teachers' psychological contracts. On the other hand, through empirical research, this study analyzed the current status of psychological contracts and verified the relationship between psychological contracts and other variables. Combined with the research conclusions of most scholars, the conclusion that teachers' psychological contract fulfillment was in the middle level was drawn. Psychological contracts were as binding and influential to teachers as research contracts (Yi & Chen, 2021). Research and optimization of teachers' psychological contracts could reduce the breach and rupture of psychological contracts, improve teachers' work efficiency and reduce their turnover rate (Xiao, 2016).

Through factor analysis and empirical research, Zhang (2019) concluded that in the contractual relationship, employer responsibility mainly included external contracts and internal contracts. The external contract mainly refers to the work itself and the completion of the work task. In contrast, the internal contract included the work environment, interpersonal relationships, the nature of the post and other contents. On the basis of this theory, Yu et al. (2023) put forward the three-dimensional structure of the psychological contract, which included the transaction dimension, the relationship dimension and the concept dimension. This view was different from the two-dimensional structure of psychological contract recognized by most scholars and believed that when the development of an organization especially requires teamwork, the importance of the concept dimension would be highlighted. In other words, employees and enterprises take responsibility for each other's career development. Enterprises need to provide employees with more learning opportunities and room for advancement, and employees also need to constantly improve themselves, strengthen comprehensive abilities, and actively participate in various work and management tasks of the enterprise so as to promote each other.

Research on Work Value

According to the research on the concept of work value, Mahalakshmi et al. (2021) showed that work value meant that individuals obtain material rewards or achieve their goals by participating in work, which was the embodiment of general values in work. Aboloma & Owuamanam (2016) described work value as the belief about the ultimate state or behavior that a certain job could bring. Liu (2019) believed that work value mainly referred to an individual's subjective cognition, evaluation, and judgment of the importance and significance of different occupations, which reflected an individual's preference and value orientation in the career field. Tang (2022) identified work value as an individual's

inner subjective evaluation of the importance and significance of various occupations, which belong to personal values. In addition, Xu (2007) believed that work value not only included the value judgment of career choice and life meaning but also mainly reflected in the individual's career direction, career selection principle and expected career return. Guan et al. (2015) argued that work value involved individuals' beliefs and attitudes toward their careers and affects individuals' pursuit of career goals and motivations. In addition, work value was also an individual's inner evaluation of the importance and pros and cons of a career, which provided important reasons for an individual's career choice and efforts (Wei & Zhang, 2020).

Research on the influencing factors of teachers' work value. Rickel (2021) proposed that compared with the antecedent variable, the consequence variable of work value received more attention from scholars. The research community was more inclined to explore the influence of work value on individual professional behavior and its results, among which professional behavior mainly included specific work performance, attendance and absenteeism, turnover and job-hopping. Various work value scales were widely used by organizations at all levels in the recruitment and training stages to understand employees' work value. The relative stability of work value meant that it had a significant impact on an individual's career attitude and work motivation. Hence, people tended to choose jobs that were consistent with their values. Although the related research results were few, it has become an important direction of research in recent years.

In the existing research, the influential factors related to work attitude, such as organizational commitment, career satisfaction, engagement, etc., were the focus of scholars. It was because work value, as an individual's sense of belief, was an evaluation standard that directly affected an individual's work attitude and behavior. Pacaol (2021) believed that work value could be regarded as a motivating factor to motivate goal-directed behaviors by emphasizing certain states which were directly related to work results and have a specific character. Wu et al. (2017) pointed out through their research that work itself was the only work-driving force in the connotation of work value that has a significant predictive effect on organizational behavior.

Research on the measurement of teachers' work value. The self-filling questionnaire designed for the Work Value Inventory of Super (1980) measures work value from three aspects, namely, intrinsic value, extrinsic value and extrinsic reward. He proposed 15 occupational value measures, including intellectual stimulation, economic reward, altruistic dedication, colleague relationship, lifestyle, supervisory relationship, working environment, independence, dynamic change, security, creativity, reputation, beauty, achievement and management. The scale has strong universality and was well recognized by scholars from all walks of life.

In terms of empirical measurement research, the work value of Hu & Sun (2012) could be divided into six dimensions: interpersonal relationship, contribution, self-development, material life,

reputation status and family, which showed that the work value of teachers and students in senior high schools have certain Chinese characteristics and characteristics. The overall questionnaire of the Teacher Work Value Scale (TWVS) compiled by Dr. Xu (2007) included material reward, reputation status, career development, interpersonal relationship, organization management, altruistic dedication and security and stability. Many researchers have repeatedly tested TWVS, and it has strong expert validity. The questionnaire compiled by Guan et al. (2015) was revised based on the questionnaire compiled by Xu (2007), which included material reward, reputation status, career development, interpersonal relationships, organizational management, altruistic dedication and security and stability.

Research on the Relationship between Psychological Contract and Work Value

Zhang (2020) proposed that psychological contract was a special contract mode, which was a prerequisite for maintaining a harmonious relationship in the organization. The violation of a psychological contract in an unstable employment relationship was a subjective concept, which would affect an individual's value orientation and values and might also affect an individual's behavior. Wang (2020) proposed that psychological contract was affected by the values of different periods, and individuals with strong work values perform their responsibility better.

Demirkasimoglu (2014) explored the relationship between professional competency and psychological contract, and showed that teachers with strong competency were more able to adapt to and create a healthy and harmonious internal and external environment, which was conducive to the improvement of psychological contract sense and the strengthening of individual performance behaviors. Ma & Shi (2019) proposed that teachers' perceptions of contribution and return were basically consistent with the shared responsibility undertaken by schools and teachers. In the transitional state, professional values and career trends of university teachers have a buffer effect on the change of psychological contract and their scientific research ability.

Based on the research results on the difficulties of teachers' professional development from the perspective of the psychological contract, Zhu et al. (2014) proposed a series of approaches, such as helping teachers meet their psychological needs, formulating a scientific and reasonable performance appraisal and evaluation system, and building a harmonious working environment and workplace culture, so as to build a positive and healthy working atmosphere and promote the comprehensive development and professional growth of instructors and teachers. A psychological contract was a cooperation in which an individual combined their dedication with the expectations of an organization (Wang, 2017). Therefore, developing teachers' professional ability and building professional teams was the center of education reform, and the competency building of teachers' professional teams in intellectual training schools based on the theory of "psychological contract" was an important measure to improve management effect (Turkan & Ekinci, 2017).

Li (2020) proposed that the professional quality of teachers was a beneficial promoter of

teaching development, and the psychological contract should be used to encourage the steady development of the comprehensive quality of school teachers. The psychological contract theory played a better role in motivating and encouraging private teachers.

Therefore, schools could adopt diversified means to meet the psychological needs of teachers, such as building a development community, providing personalized guidance and support for teachers' future career planning, constantly stimulating teachers' potential, mobilizing their work enthusiasm, and enriching the ways and methods of teacher organization management, which reflected the multi-faceted needs of teachers' career development ability from one side. Many of the above aspects overlap with teachers' work values to some extent.

Methodology

The study population consists of private primary school teachers in Zhengzhou, Henan province. The teachers of private primary schools in Zhengzhou, Henan province (Zhengzhou Yuhua Experimental Primary School, Aried International School, Zhengzhou Jianye Little Harvard Bilingual School) were tested and investigated. Among them, there were 218 teachers in Zhengzhou Yuhua Experimental Primary School, 237 teachers in Aried International School and 160 teachers in Zhengzhou Jianye Harvard Bilingual School, with a total of 615 teachers. According to the total size of teachers in private primary schools in Zhengzhou, Henan Province, 240 questionnaires were sampled according to the Morgan Table. In the end, 235 valid questionnaires were retained, and the effective return rate reached 97.92%.

Psychological Contract Scale. The Questionnaire on Teachers' Psychological Contract by Shi & He (2017) was used to investigate teachers' psychological contract. The questionnaire included three dimensions: transaction responsibility dimension, development responsibility dimension and relationship responsibility dimension, and 20 questions. The Cronbach's α of the overall psychological contract was 0.837, and the Cronbach's α of each dimension was between 0.77-0.809, with the reliability greater than 0.7, indicating that the reliability level of the questionnaire was good. The KMO value was 0.753 and there was a significance level at .001 level, indicating that factor analysis could be continued. By using the principal component analysis method, the factor load corresponding to 20 questions in the questionnaire was greater than 0.4, and the interpretation ratio reached 85.126%, indicating that the validity of the scale was good.

Work Value Scale. The questionnaire compiled by Guan et al. (2015) was revised based on the questionnaire of Xu (2007). The questionnaire consisted of 27 items in seven dimensions, namely material reward, reputation status, career development, interpersonal relationship, organization management, altruistic dedication, and security and stability. The Cronbach's α of the overall work value was 0.892, and the Cronbach's α of all dimensions ranged from 0.706 to 0.891, with reliability

coefficients greater than 0.7, indicating that the reliability level of the questionnaire was good. The KMO value was 0.837, and there was a significance level at.001 level, indicating that factor analysis could be continued. Principal component analysis was used for factor analysis. The factor load corresponding to the 27 questions in the questionnaire was all greater than 0.4, and the explanation ratio reached 73.612%, indicating that the validity of the scale was good.

Results

Demographic Analysis of Questionnaire Participants

This study conducted a test and investigation on the relationship between teachers' psychological contract and work value at three private primary schools in Zhengzhou, Henan Province, China. A total of 235 valid questionnaires were collected, including the basic information of the respondents such as gender, educational qualifications, professional title and teaching age. In terms of gender, there were 98 males, accounting for 41.7% of the total sample, and 137 females, accounting for 58.3%. The number of female teachers participating in the survey was more than that of male teachers. In terms of educational qualifications, 95 teachers had bachelor's degrees, accounting for 40.4%, 88 master's degrees, accounting for 37.4%, and 52 doctor's degrees, accounting for 22.2%. Among the teachers participating in the survey, the number of teachers with bachelor's and master's degrees was similar, while the number of teachers with doctor's degrees was relatively small. In terms of professional titles, 68 teachers participated in the survey, accounting for 28.9%, 116 intermediate teachers, accounting for 49.4%, and 51 senior teachers, accounting for 21.7%. More teachers who participated in the survey had intermediate professional titles, which was basically consistent with the actual situation. In terms of teaching age, 64 teachers with 5 years or less, accounting for 27.2%, 74 teachers with 6-8 years, accounting for 31.5%, 57 teachers with 9-11 years, accounting for 24.3%, and 40 teachers with 12 years or more, accounting for 17.0%. The distribution of different teaching ages among the surveyed teachers was basically balanced.

Descriptive Statistics on the Levels of Teachers' Psychological Contract and Work Value

Table 1: Descriptive Statistical Analysis of Teachers' Psychological Contract (N=235)

Dimensions	N	M	SD	Interpretation
Transaction responsibility	235	3.751	0.866	High
Development responsibility	235	3.392	0.727	Moderate
Relationship responsibility	235	3.363	0.919	Moderate
Overall psychological contract	235	3.502	0.625	Moderate

1) The teachers' psychological contract was M=3.502, which was in the middle level, and the mean of each dimension ranged from 3.363-3.751. The order from the highest to the lowest was transaction responsibility > development responsibility > relationship responsibility. In general, the

teachers' psychological contract at private primary schools in Zhengzhou, Henan Province, China was moderate, with the highest level of transaction responsibility and the lowest level of relationship responsibility, as Table 1 shows.

2) The overall mean of teachers' work value was 3.650, which was at a high level. The mean of each dimension ranged from 3.307-3.878, and in the order from highest to lowest, the mean was reputation status > interpersonal relationship > career development > material reward > altruistic dedication > security and stability > organization management. In general, the teachers' work value at private primary schools in Zhengzhou, Henan Province, China, was at a high level, with the highest level of reputation status and the lowest level of organization management, as shown in Table 2.

Table 2: Descriptive Statistical Analysis of Teachers' Work Value (N=235)

Dimensions	N	M	SD	Interpretation
Material reward	235	3.690	0.921	High
Reputation status	235	3.878	0.848	High
Career development	235	3.750	0.834	High
Interpersonal relationship	235	3.830	0.890	High
Organizational management	235	3.307	0.787	Moderate
Altruistic dedication	235	3.647	1.006	High
Security and stability	235	3.445	0.885	Intermediate
Overall work value	235	3.650	0.605	High

Differences Analysis on the Levels of Teachers' Psychological Contract and Work Value Compared with Demographic Backgrounds

This study used independent sample t-test and One-way ANOVA analysis to investigate the differences in primary school teachers' psychological contract and work value in terms of gender, educational qualifications, professional title and teaching age. There were significant differences in teachers' psychological contract at private primary schools in Zhengzhou based on gender, educational qualifications and professional title. There were significant differences in teachers' work value at private primary school with different gender, educational qualifications, professional title and teaching age in Zhengzhou.

Correlation Analysis among Teachers' Psychological Contract and Work Value

According to Pearson correlation analysis, the correlation between teachers' psychological contract and work value was 0.491, and $p < .01$ met the significant standard. The correlation between the total psychological contract of teachers and each dimension of work value ranged from 0.223-0.479, and $p < .01$ reached the significant standard. The correlation between the overall teachers' work value and each dimension of the psychological contract was between 0.303-0.465, and $p < .01$ reached the significant standard. In general, there was a significant positive correlation between teachers' psychological contract and work value at private primary schools in Zhengzhou, Henan Province,

China. The overall relevant situation was shown in Table 3.

Table 3: Correlation Analysis between Teachers' Psychological Contract and Work Value

Dimensions	Transaction responsibility	Development responsibility	Relationship responsibility	Overall psychological contract
Material reward	0.094	0.317**	0.114	0.223**
Reputation status	0.140*	0.359**	0.158*	0.282**
Career development	0.319**	0.366**	0.231**	0.402**
Interpersonal relationship	0.244**	0.353**	0.231**	0.363**
Organizational management	0.435**	0.229**	0.387**	0.479**
Altruistic dedication	0.379**	0.215**	0.240**	0.376**
Security and stability	0.081	0.402**	0.113	0.249**
Overall work value	0.350**	0.465**	0.303**	0.491**

Discussion

Current Status of Teachers' Psychological Contract and Work Value at Private Primary Schools in Zhengzhou

The psychological contract performance of private primary school teachers in Zhengzhou, Henan Province, China was moderate. This conclusion was mainly based on the in-depth study of their transaction responsibility and relationship responsibility levels. The overall level of teachers' work value was relatively high, and the importance of reputation status was the most significant. The research results of Guan et al. (2020) also confirmed this conclusion. It might reflect the strong pursuit of educators' reputation and social status in Chinese society. Teachers' psychological contract and work value at private primary schools comprehensively, it was found that the teachers' psychological contract at private primary schools in Zhengzhou was dominated by transaction responsibility. In terms of work value, teachers generally attach importance to reputation status and relatively ignore organization management. This conclusion was not only based on the data analysis of empirical research but also explored the possible socio-cultural and school system factors, making the conclusion more comprehensive and reasonable.

Differences in Teachers' Psychological Contract

The gender difference in the level of teachers' psychological contract showed that male teachers were significantly higher than female teachers. Zhang (2017) also obtained the same result from the analysis of differences in the psychological contract level of teachers of different genders, which might be closely related to social culture and gender role expectations. Therefore, gender factors play a significant shaping role in shaping teachers' psychological contract. In terms of educational qualifications, the psychological contract level of teachers with master's degrees was significantly higher than that of teachers with doctor's degrees.

It reflected the significant impact of different educational levels on individual job identity and

expectations (Wang, 2020). Teachers with master's degrees might pay more attention to the completion of practical work tasks. The educational level of teachers has a profound impact on shaping the psychological contract, reflecting the specific concerns and expectations of people with different degrees in their work. In terms of professional titles, teachers with senior professional titles have a relatively high level of psychological contract. Therefore, the title factor plays an important role in the psychological contract level of teachers, reflecting the career expectations and responsibility requirements corresponding to different titles. There was no significant difference in teaching age, and teachers of different teaching ages might be more likely to communicate and share experiences in their work and form a relatively consistent psychological contract. There was a significant difference between teaching ages, and the longer the teaching age, the higher the psychological contract level of teachers.

Differences in Teachers' Work Value

In terms of gender, the level of work value of male teachers was higher than that of female teachers. Wu et al. (2017) proposed that the difference in career values might be due to the social and cultural expectations for male success and status in career. Therefore, men were often subjected to stronger social pressure and expected to show a higher level of reputation status and social status in their work, thus forming relatively high work value.

This gender difference manifests itself in the field of education, which might influence teachers' attitudes and values towards their work. In terms of educational qualifications, teachers with master's degrees or above have significantly higher work value than those with bachelor's degrees. Educational level plays a significant role in shaping teachers' work value. Taking into account professional titles, teachers with senior titles have a relatively high level of work value. This difference might be related to the requirements for teaching and scientific research in the evaluation standards of professional titles.

Senior titles usually require more significant achievements in these two aspects, so this group attaches more importance to the value and contribution of the work. Teachers with senior titles tend to assume more professional responsibility, and their work value might be motivated by career development, showing a relatively high level. In addition, in terms of teaching age, teachers with 5 years or less and 12 years or more have higher levels of work value than teachers with 6-11 years of teaching age. It might reflect that teachers at the beginning of their careers and later in their careers place more emphasis on the value and social status of their work.

Correlation between Teachers' Psychological Contract and Work Value

From the perspective of a psychological contract, the contractual relationship between teachers and schools usually covers work tasks, responsibility, expectations and corresponding returns. In this contract, teachers' expectations of the school and identification of their roles directly affect the formation mechanism of the psychological contract. At the same time, the work value was the

individual's overall recognition of the work goal, career pursuit and professional ethics. There was a close correlation between the two because an individual's work value would largely affect his expectations of the work contract and his attitude towards the fulfillment of the contract (Wang, 2020).

Conclusions

1) The teachers' psychological contract at private primary schools was moderate, with the highest level of transaction responsibility and the lowest level of relationship responsibility. The teachers' work value at private primary schools were high, among which the reputation status level was the highest and the organization management level was the lowest.

2) There were significant differences in teachers' psychological contract at private primary schools in Zhengzhou based on gender, educational qualifications and professional title. In terms of gender, the level of psychological contract of male teachers was higher than that of female teachers. The level of psychological contract of teachers with master's degrees was significantly higher than that of teachers with doctor's degrees. In terms of professional titles, the level of psychological contract of teachers with senior professional titles was relatively high. There were significant differences in teachers' work value at private primary school with different gender, educational qualifications, professional title and teaching age in Zhengzhou. In terms of gender, the work value of male teachers were higher than that of female teachers. In terms of education, teachers with master's degrees or above have higher work value than those with bachelor's degrees. In terms of professional titles, teachers with senior professional titles have a relatively high level of work value. In terms of teaching age, teachers with 5 years of teaching age and 12 years of teaching age have higher work value than teachers with 6 to 11 years of teaching age.

3) There was a significant positive correlation between teachers' psychological contract and work value at private primary schools in Zhengzhou, Henan Province, China.

References

- Ababneh, K. I., Dedousis, E., & Braendle, U. (2022). Employees' reactions to supervisors' fulfillment/non-fulfillment of psychological contract promises: an experimental field study. *Employee relations*,(4), 44.
- Aboloma, A., & Owuamanam, D. (2016). Teacher and peer influences on work value of adolescents in schools. *Social Science Electronic Publishing*.
- Cao, H.J. (2023). Raising the level of opening to the Outside World and Cultivating Entrepreneurship - A review of the Impact of Economic Globalization on Entrepreneurship. *Journal of Chongqing University of Technology: Social Sciences*, 37(2),102-104.
- Carlstrom, A. H., & Hughey, K. F. (2014). Exploring work value: helping students articulate their good

- (work) life. *Nakada journal*, 34(2), 5-15.
- Chen, Y. L., & Liao, L. L. (2013). Effect of psychological contract management on nurses' job satisfaction in disinfection supply centers. *Chinese Hospital Infection*, 21, 44-46.
- Demirkasimoglu, N. (2014). Teachers' psychological contract perceptions and person-environment fit levels. *Eurasian Journal of Educational Research*, 56, 45- 68.
- Guan, F., Ma, H. F., Wang, R.H., & Ma, H. L. (2015). The impact of work value on job satisfaction of primary school teachers in Xizang Province. *Journal of Lijiang Teachers College*, 4(2),77-82.
- Hou, E.X., & Chen, S.W. (2012), The impact of Knowledge workers' psychological capital on innovation performance: Mediating psychological contracts. *Science of Science and Science and Technology Management*, (6), 149-155.
- Hu, D.Y., & Sun, J.H. (2012). Investigation and analysis on the current status of professional values of young teachers born after 1980 -- based on a questionnaire survey of five-year vocational schools in Changzhou. *Journal of Vocational Education*,(11), 4.
- Li, J.Y., & Yang, F. (2018). Teacher training:40 years of practice and its development trend. *Research on Teacher Development*, 2(4), 10-14.
- Li, N. (2020). Research on sustainable development of private teachers based on psychological contract theory. *New Generation: Theoretical Edition*, 10(12), 255-256.
- Liu, D.F. (2019). Cultivating Professional Values and Improving Work Happiness -- Study on Vocational Values and Work Happiness of College Counselors and Their Mutual Relationship. *Journal of College Counselors*, 11(2), 2-6.
- Ma, C.H., Wei, Y.C., & Wang, Y.P. (2018). A study on the relationship between professional values and job burnout of primary and secondary school teachers in Zhuang region. *Vocational Education*, 6(20), 5-10.
- Ma, X.Y., & Shi, W.P. (2019). An empirical study on the psychological contract structure of modern vocational apprenticeship learners. *Vocational Education Forum*, 9(4), 7-9.
- Pacaol, N. (2021). Teacher's workload intensification: a qualitative case study of its implications on teaching quality. *International Online Journal of Education and Teaching*, 8.
- Rickel, J. (2021). The value of a teacher's life. *Schools: Studied in Education*, 18-20.
- Shen, T. (2020). Research on employee turnover and countermeasures in Guorui Real Estate based on psychological contract. *Kunming University of Science and Technology*,21-22.
- Super, D. E. (1980). A life-space approach to career development. *Journal of Occupational Psychology*, 52, 129-148.
- Tang, S. (2022). Cultivating the value of education of Finance and Accounting major teachers in Higher vocational Colleges based on Craftsman spirit -- Logical thinking based on fit, internalization and sublimation. *Xueyuan*, 15(29), 3.

- Torkos, H., Cosarba, E., & Henrietta, T. (2021). The professional values of primary school teachers. *Agora Psycho-Pragmatical*, 14(1),77-78.
- Turkan, A., & Ekinici, S. (2017). Teacher views on organizational support and psychological contract violation. *Journal of Education & Practice*, 8.
- Wang, X.Z. (2017). Teacher professional team building in intellectual schools based on "psychological contract" theory. *Mental Health Education in primary and secondary schools*, 16(7), 5-9.
- Wang, Y. (2020). A study on psychological contract breach and the turnover tendency of layoff survivors in L Group. *University of Electronic Science and Technology of China*, 29-32.
- Wei, S.H., & Zhang, Z.J. (2020). Work values and job satisfaction of male teachers in primary and secondary schools: mediation model. *Research on Teacher Development*, 4(3), 11-13.
- Wu, J.Z., Dong, Z.W., & Li, S.Y. (2017). A study on the work value and professional commitment of special education teachers in Macao. *Progress in Psychology*, 7(5), 8.
- Xiao, Y. J. (2016). A brief discussion on teachers' psychological contract management. *Journal of Kunming Executive Leadership Institute for Nationalities*, (4), 2-11.
- Xu, X.C. (2007). A study on teachers' work value and their influence. *Master's thesis, Southwest University*.
- Yi, B., & Chen, Y.J. (2021). The Influence of college teachers' psychological contract on Public service motivation: the moderating role of emotional Labor. *Contemporary Education Forum*, 41(1),67-74.
- Yu, J.J., Yuan, L.L., & Jiang, S.F. (2023). The influence of inclusive leadership on employee creativity: the mediating role of psychological contract. *Economic Issues*, (2), 94-101.
- Zhang, L. (2020). Psychological contract breakdown and the relationship between work value and workplace deviant behavior. *Journal of Psychological Science*, 52(21), 2.
- Zhang, P. (2018). On the cultivation of teachers' professional ethics in the new era. *Educational Theory and Practice*, 6(8), 24.
- Zhang, X.K. (2019). Teacher professionalism training guided by core values. *Youth and Society*, 6(5), 1-3.
- Zheng, Z W. (2015). Rethinking the management of teachers in the integration period from the perspective of adjusting the psychological contract. *Career*, (29), 1-2.
- Zhou, Y.H., Hou, A.H., & He, Y. (2014). current status and influencing factors of nurses' psychological contract performance. *Journal of Nursing Management*, (3), 239-242.