Unraveling the Impact of Workplace Impoliteness on Faculty Work Engagement: A Moderated Chain Mediation Analysis in Private Universities

Jianfang Liu

Abstract

This study investigates the impact of workplace impoliteness on the work engagement of faculty in private universities in China. Employing a moderated chain mediation model, it explores the mediating roles of internal identity perception and organizational identity, as well as the moderating effect of self-perceived employ-ability. Hierarchical regression analysis confirms the negative influence of workplace impoliteness on work engagement, internal identity perception, and organizational identity. Empirical testing reveals the mediating effects of internal identity perception and organizational identity, individually and jointly, on the relationship between workplace impoliteness and work engagement. Moreover, the study validates the moderating role of self-perceived employ-ability on specific pathways within the theoretical model. The findings underscore the importance of addressing workplace impoliteness and enhancing work engagement in private university settings.

About Author (s)

Jianfang Liu, Centre of Postgraduate Studies, Asia Metropolitan University (AMU), Malaysia.

1. Introduction
1.1 Background of Study
The enactment and enforcement of the Private Education Promotion Law of the People's Republic of China have spurred the rapid development of private colleges and universities. These institutions have effectively mobilized social resources and funding, alleviating the financial burden on the government while meeting the public's demand for higher education. This development has significantly contributed to societal advancement by providing various levels of talent needed for modernization (Xu, 2012). Teacher work engagement in these institutions is crucial, necessitating an analysis of the impact of workplace incivility on this engagement and proposing strategies to mitigate or eliminate such behavior to enhance teacher involvement. Workplace incivility, defined by Andersson and Pearson (1999) as low-intensity behavior that violates workplace norms of mutual respect without clear intent to harm, includes actions such as hostile looks, impoliteness comments, and treating others impolitenessly (Pearson & Porath, 2009). This phenomenon is widespread across various sectors, including healthcare, public companies, academia, and not-for-profit organizations, posing a global challenge for employees (Loh et al., 2019). Studies indicate high prevalence rates of workplace incivility, with significant percentages of court staff, university faculty, law enforcement personnel, and nurses reporting such experiences (Cortina et al., 2001; Cortina & Magley, 2009; Cortina et al., 2004; Lewis & Malecha, 2011). Specifically, Guo et al. (2020) found that workplace impoliteness is prevalent in private universities, negatively affecting faculty work engagement. Private colleges and universities, while contributing significantly to higher education and societal progress, often exhibit workplace incivility due to their relatively recent establishment and limited cultural foundation. Factors contributing to this incivility include inadequate party-building efforts, inconsistent ideological awareness among staff, limited resources, insufficient faculty training, and incomplete incentive mechanisms. Additionally, the intense competition and high work pressure in these institutions further exacerbate workplace impoliteness. Weak protection of rights and a lack of comprehensive rights awareness among staff increase the likelihood of incivility. Moreover, strong small group dynamics and immature employment mechanisms can undermine organizational identification, leading to increased frequency of impoliteness.

1.2 Problem Statement
A positive working atmosphere is essential for enhancing work engagement. Colleges and universities, as key cultural institutions, benefit from a harmonious working environment that fosters teacher involvement and supports the broader goal of building a "cultural power." Unlike other sectors, the primary function of universities is to educate and develop talent, making the working environment and interpersonal dynamics critically important. Teachers' impoliteness can directly impact students' learning and living conditions, thereby affecting the overall quality of education and institutional efficiency (Wu & Zhao, 1995). Private colleges and universities, as a crucial component of China's higher education system, play an increasingly prominent role in meeting public demand for education. However, these institutions are prone to workplace incivility due to various internal and external management challenges. Internally, the administrative leadership structures, party-building efforts, and functional management services often fall short. Externally, the unclear superior management subjects, imperfect management systems, and lack of standardized management practices further contribute to workplace incivility. Given these factors, it is important to study private universities to understand the mechanisms of workplace incivility and its impact on work engagement. This research can provide insights into improving management practices and fostering a more supportive working environment in private higher education institutions.

1.3 Research Questions

The work engagement of teachers in private colleges and universities is crucial for both the institutions and the educators. Despite its importance, research on this topic remains limited. This study aims to investigate the factors influencing work engagement among teachers in private universities, specifically focusing on the impact of workplace incivility. The research questions addressed are as follows:

(1) What is the direct effect of workplace incivility on work engagement?

(2) What is the mediating effect of internal identity perception on the relationship between workplace incivility and work engagement?

(3) What is the mediating effect of organizational identification on the relationship between workplace incivility and work engagement?

(4) Is there a chain mediating effect between internal identity perception and organizational identification on the relationship between workplace incivility and work engagement?

(5) What is the moderating effect of self-perceived employability?

(6) How does workplace incivility affect work engagement through the chain mediation path of internal identity perception and organizational identification under different self-perceived employability conditions?

1.4 Objectives of the Study

This research aims to analyze the mechanism by which workplace incivility affects work engagement among faculty in private universities. Using models such as the job demands-resources model, organizational membership theory, social exchange theory, and emotional event theory, a moderated chain mediation model will be constructed. The empirical testing of this model will be conducted using data analysis software like SPSS 26.0, Process, and AMOS 26.0. The objectives are:

(1) To verify the direct effect of workplace incivility on work engagement.

(2) To assess the mediating effect of internal identity perception.

(3) To evaluate the mediating effect of organizational identification.

(4) To examine the chain mediating effect of internal identity perception and organizational identification.

(5) To verify the moderating effect of self-perceived employability.

(6) To explore how workplace incivility impacts work engagement through the chain mediation path under different conditions of self-perceived employability.

1.5 Research Significance

This study expands the understanding of factors affecting work engagement in private universities. Previous studies have focused on aspects such as incentive mechanisms, organizational support, and job satisfaction but have largely overlooked the impact of workplace incivility. Analyzing how workplace incivility, as a form of negative interpersonal behavior, affects work engagement is crucial. This research introduces internal identity perception and organizational identification as chain mediating variables and self-perceived employability as a moderating variable, constructing a comprehensive theoretical framework. This framework, grounded in models like the job demands-resources model and social exchange theory, will enrich the literature by exploring the antecedents of work engagement in the context of private universities (Law, Bhaumik, Sun, & Rahman, 2019; Sun, 2022). From an organizational perspective, understanding how workplace incivility negatively impacts work engagement can help private university managers adopt effective strategies such as intervention training and team culture building. These measures can mitigate the adverse effects of incivility, helping faculty manage their emotions and enhance their work engagement. At the individual level, recognizing the negative impact mechanisms can empower faculty to

seek support systems, manage negative emotions, and maintain high levels of work engagement despite encountering workplace incivility. This study seeks to fill the research gap by providing a comprehensive analysis of the mechanisms through which workplace incivility affects work engagement among faculty in private universities. By addressing the direct, mediating, and moderating effects, this research aims to contribute both theoretically and practically to the fields of organizational behavior and management. The findings will have significant implications for improving the working environment and enhancing work engagement in private universities, ultimately contributing to the overall quality of higher education in China.

2. Literature Review
2.1 Workplace Incivility
Workplace incivility, originating from the concept of extra-role behavior proposed by Katz (1964), was extensively discussed as a negative aspect of human behavior following the work of Robinson et al. (1995). Andersson et al. (1999) first defined workplace incivility as minor deviant behavior violating workplace norms of respect and care, characterized by unclear harmful intent and low intensity. Such behaviors include verbal insults and non-verbal impoliteness, distinct from antisocial behavior, which harms organizations or members broadly, and deviant behavior, which involves aggression and impoliteness directed at both organizations and members (Andersson et al., 1999). Various scales measure workplace incivility, including those focusing on experienced, enacted, and witnessed incivility. The Workplace Incivility Scale (WIS) developed by Cortina et al. (2001) is a single-dimensional scale, while others, such as Burnfield et al. (2004), propose multi-dimensional measures. For instance, Liu Chang'e and Dai Wanwen (2012) developed a five-dimensional scale including privacy infringement and hostile treatment. These scales reflect the increasing specificity and scientific approach to measuring workplace incivility (Blau & Andersson, 2005; Miner-Rubin & Cortina, 2004). Research indicates that workplace incivility negatively affects employees' emotions, cognition, and behavior. Emotional impacts include emotional exhaustion and depression (Kern & Grandey, 2009; Lim & Lee, 2011), while cognitive impacts include reduced job satisfaction and organizational commitment (Cortina et al., 2001; Lim & Cortina, 2005). Behaviorally, workplace incivility leads to reduced performance and creativity (Porath & Erez, 2009; Liu Chang'e et al., 2018). Incivility affects organizational performance by increasing costs related to healthcare, litigation, and turnover (Porath & Pearson, 2013). It creates a negative work environment, reducing productivity and quality of work (Gonthier, 2002). Additionally, incivility impairs organizational creativity by undermining knowledge sharing and innovation (Sharifirad, 2016). Workplace incivility extends beyond the workplace, impacting marital satisfaction and family life by transmitting workplace stress to the home environment (Liu Yinhua, 2019). It can also lead to broader interpersonal conflicts, escalating to antisocial behavior (Schilpzand et al., 2016). Although significant research exists on workplace incivility, the focus on private university teachers is limited. This study aims to fill this gap by examining the impact of workplace incivility on work engagement among private university teachers. It introduces internal identity perception, organizational identity, and self-perceived employability as mediators and moderators to explore the mechanism of workplace incivility's impact on work engagement. This approach addresses the need for more empirical research on the organizational and social levels of workplace incivility and its antecedent and outcome variables.

2.2 Work Engagement
The concept of "work engagement" first emerged in the business sector and was included in the Gallup Workplace Audit scale to measure employee engagement (Harter et al., 2002).

Despite growing academic interest, there remains no consensus on its definition and structure. Scholars have approached it from various perspectives, resulting in diverse interpretations. Kahn (1990) defined work engagement as the integration of organizational members into their roles by controlling their behaviors, while Rothbard (2001) described it as comprising attention and focus. Britt et al. (2001) characterized work engagement as an individual's commitment and responsibility towards their performance, correlating with work behavior and outcomes. Schaufeli et al. (2002) emphasized a positive and fulfilling state related to work, marked by vigor, dedication, and absorption. Macey and Schneider (2010) viewed it as an optimal state of organized purpose, encompassing involvement, commitment, passion, and focus. This study adopts Schaufeli et al.'s (2002) three-factor model, operationalized through the Utrecht Work Engagement Scale (UWES) (Schaufeli & Bakker, 2004). Several scholars have developed measurement tools to assess work engagement and its impacts. Schaufeli et al. (2002) created the UWES, which includes three dimensions: vigor, dedication, and absorption. This scale has been validated for reliability and cross-cultural applicability (Bakker et al., 2008). A Chinese version was also adapted by Zhang Yiwen and Gan Yiqun (2005), showing strong psychometric properties. Therefore, this study uses the UWES-9, the shortened version of the UWES, for measuring teachers' work engagement in private universities. The job demands-resources (JD-R) model (Bakker & Demerouti, 2008) provides a framework for analyzing factors influencing work engagement, categorizing work conditions into demands and resources. Work resources such as social support, performance feedback, and organizational justice positively influence engagement (Maslach, 2001; Hakanen et al., 2006; Schaufeli & Bakker, 2004). Personal resources, including organizational identification and self-efficacy, also play crucial roles (Kataria et al., 2013; Shi Kan et al., 2015; Jiang Tongtong, 2019). Job demands like workload, role conflict, and work-family conflict negatively affect engagement (Demerouti et al., 2001; Schaufeli et al., 2006; Bakker et al., 2005). Moreover, workplace incivility significantly reduces engagement (Hosseinpour-Dalenjan, 2017; Wang & Chen, 2020), though research in this area, particularly concerning private university teachers, remains limited. Foreign studies on teacher engagement are less prevalent compared to those in psychology or healthcare. Hakanen et al. (2006) found that job resources mitigate burnout and boost engagement. Simbula et al. (2013) noted that self-efficacy and work resources interact to influence engagement positively. In China, research on teacher engagement is nascent. Studies have identified organizational climate and professional identity as significant predictors of engagement (Zhou Lili, 2009; Jiang Dongtong, 2019). However, systematic strategies to enhance engagement, especially for private university teachers, are underdeveloped. Research on work engagement has advanced significantly, but gaps remain. There is a need for deeper analysis of factors affecting teachers' engagement, particularly negative factors like workplace incivility. Additionally, more research is required on moderating variables in engagement mechanisms. This study aims to fill these gaps by introducing workplace incivility and exploring its impact on engagement through a moderated chain mediation model, ultimately providing comprehensive strategies for enhancing teacher engagement in private universities.

2.3 Internal Identity Perception
Aryee and Chen (2006) assert that an individual's internal identity perception is a crucial aspect of self-concept. Yin Jun et al. (2012) emphasize that an individual's status as an "ingroup member" or "owner" shapes their perception of being an insider within an organization. Existing literature shows consensus on defining internal identity perception as the extent to which an individual perceives themselves as an internal member of an organization (Lapalme et al., 2010; Chen & Aryee, 2007; Wang Yongyue et al., 2015; Li Yanping et al., 2017). This study adopts Stamper and Masterson's (2002) definition, specifying it as the degree to which

teachers subjectively perceive themselves as internal members of their school, distinguishing it from an objective perception of membership. Research on measuring internal identity perception is relatively sparse. Stamper and Masterson's (2002) six-item scale, known for its reliability and validity, is predominantly used in both domestic and international studies (Wang Lin et al., 2010; Wang Yanfei et al., 2014; Zhong Xin et al., 2015). This scale remains the preferred tool for empirical research in this area. Numerous studies have explored the mediating role of internal identity perception. Hui et al. (2015) found it mediates between organizational incentives and employee citizenship behavior. Li Xiyuan et al. (2017) identified that psychological security and internal identity cognition mediate the relationship between supervisors' deep similarity perception and employee innovation behavior. Xu Jing et al. (2017) showed that internal identity perception and organizational self-esteem mediate between organizational support and organizational identity. Additionally, Su Yi et al. (2018) demonstrated that internal identity perception mediates the impact of shared authorization leadership on employee innovation behavior. Other studies indicate similar mediating effects in various organizational contexts (Wang Wei et al., 2019; Wang Sanyin et al., 2019; Wang Miaomiao & Zhang Jie, 2019). Since its inception, the concept of internal identity perception has garnered substantial academic interest, leading to numerous studies. However, several areas require further investigation. Stamper and Masterson's (2002) empirical study suggests that internal identity perception's single-dimensional structure is insufficient to capture all relevant aspects. Zhao Hongdan and Tang Xianping (2015) argue for a multidimensional structure, reflecting diverse perceptions across different subjects and levels. Future research should explore additional dimensions of internal identity perception, especially within Chinese cultural contexts. While past studies have utilized internal identity perception as a mediating variable, they predominantly focus on positive antecedents like organizational support (Xu Jing et al., 2017), empowering leadership (Su Yi et al., 2018; Wang Wei et al., 2019), and ethical leadership (Liu Yun, 2017). There is a noticeable gap in examining negative factors such as workplace impoliteness. This study builds on previous research by analyzing internal identity perception's mediating effect on the relationship between workplace impoliteness and work engagement, providing an empirical basis for this examination.

2.4 Organizational Identity

Organizational identity is a specialized form of social identity (Ashforth et al., 1989). Initially, identification referred to "emotional connections between people," but Lasswell expanded its scope (Gautam et al., 2004). Hall and Patchen (1970) applied this concept to organizational contexts. Despite varying research perspectives, a unified definition of organizational identity has not been established. Numerous studies have investigated the measurement and dimensions of organizational identity. The structural dimensions can be categorized by the number of dimensions identified by researchers. Mael and Ashforth (1992) proposed a single-dimensional structure where individuals perceive a shared destiny with their organization. Karasawa (1991) introduced a two-dimensional model, including self-identity and identity recognition of other members. Patchen (1970) and Chenney (1983) identified three dimensions: membership, loyalty, and similarity. Dick et al. (2004) proposed a four-dimensional model including cognition, emotion, evaluation, and behavior. Sun Jianmin and Jiang Kaifeng (2009) extended this to a nine-dimensional model encompassing aspects like member identity perception and organizational attractiveness. Extensive research has explored the mediating effect of organizational identification across various fields. In enterprises, organizational identification mediates relationships such as organizational justice and organizational citizenship behavior (Yan Xiaoxin, 2009), and employer brand and employee innovative behavior (Jiang Youwen et al., 2019). In the medical sector, it mediates between organizational support and work engagement (Li Junlong et al., 2019). In education,

it mediates the relationship between psychological contract and organizational citizenship behavior among college teachers (Li Feng & Li Chengjiang, 2009). In the service industry, it mediates the impact of organizational and supervisor support on employee service innovation behavior (Tan Daolun, 2011). Antecedent variables of organizational identification include individual characteristics (Mael & Ashforth, 1992; Dick et al., 2004), leadership characteristics (Li Yun & Li Xiyuan, 2011), organizational characteristics (Smidts et al., 2001), and environmental characteristics (Wang Yanbin & Zhao Xiaorong, 2009). Despite the lack of a consensus on the concept of organizational identity, it is widely recognized as encompassing the relationship between individuals and organizations and the emotional perceptions of individuals towards organizations. Research in this field has yielded substantial results, particularly concerning antecedent variables like individual, leadership, organizational, and environmental characteristics. However, most studies focus on enterprises, with less attention to higher education institutions, especially private ones. Therefore, investigating the mediating role of organizational identity among teachers in private universities and its impact on work engagement and workplace impoliteness is pertinent.

2.5 Self-Perceived Hirability

Self-perceived employability (SPE) extends the general definition of employability, originally proposed by Beveridge et al. (1909), which referred to an individual's physical ability to work. Over time, the concept has evolved to include factors such as work attitude, knowledge, skills, labor market conditions, and industry policies. SPE, as defined by March and Simon (1958), is an individual's perception of achievable employment choices in both internal and external labor markets. Berntson and Marklund (2007) describe it as the perception of acquiring new job positions, while Rothwell and Arnold (2007) divide it into perceived internal employability, concerning maintaining one's current job, and perceived external employability, related to the broader labor market. Research on SPE is still developing, with no consensus on its dimensional structure. Early studies used single-dimensional scales, evolving into two-dimensional and four-dimensional scales. Rothwell and Arnold's (2007) two-dimensional structure is widely adopted. In China, Zeng Chuikai (2011) adapted this scale for cultural relevance, testing its reliability and validity among over 500 enterprise employees. The study confirmed the scale's applicability to Chinese employees, focusing on individuals' subjective perceptions of maintaining or obtaining satisfactory employment. This study uses Zeng's improved 11-item scale to examine externally perceived employability within the specific research context. Academics have examined the factors influencing SPE and its outcomes. Antecedent variables include human capital (Judge, 1995; Berntson, 2006), labor market conditions (Doeringer & Piore, 1971), economic situations (Berntson, 2006), social capital (Zheng, 2004), individual characteristics (Sok et al., 2013), and vocational training (Ling & Tao, 2013). SPE impacts job performance (Makikangas et al., 2013), intention to resign (Cheng et al., 2015), emotional attitude (Hu & Shen, 2020), and job insecurity (Hu & Zhong, 2015). Less explored is SPE's moderating effect, though studies suggest it positively moderates the relationship between job insecurity and work happiness (Hu & Zhong, 2015). Understanding SPE as a psychological resource can elucidate the boundary conditions under which workplace impoliteness affects work engagement, offering significant managerial insights.

2.6 Theoretical Basis
2.6.1 Job Requirements-Resource Model

Demerouti et al. (2001) introduced the Job Demands-Resources (JD-R) Model, which was subsequently refined by Schaufeli and Bakker (2004, 2007, 2014, 2017). The most widely used version is from 2007 (Bakker & Demerouti, 2014). The JD-R model has been validated across various sectors, including education, healthcare, and business (Bai & Zhang, 2014; Wen, 2020;

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Huang et al., 2015; Huynh et al., 2012; Zheng, 2015; Langseth Eide, 2019). The model divides job characteristics into job demands and job resources. Job demands require sustained physical or mental effort and are associated with certain physiological and psychological costs (Demerouti et al., 2001; Bakker et al., 2005). Job resources, conversely, support the achievement of work goals, reduce job demands, and stimulate personal growth (Demerouti & Bakker, 2011). The theoretical underpinning of the JD-R model is the Conservation of Resources (COR) theory, proposed by Hobfoll (1989). COR theory posits that individuals strive to acquire, retain, and protect resources to mitigate stress and ensure well-being (Xu & Shi, 2003). Resources are defined as objects, personal characteristics, conditions, or energies valued by individuals (Hobfoll, 1989). The core tenet of COR theory is that those with greater resources are less susceptible to resource loss, whereas those with fewer resources are more vulnerable to further loss (Dohrenwend, 1978). Workplace incivility, for instance, can deplete teachers' resources, lowering internal identity perception and organizational identification, which impacts work engagement (Cortina & Magley, 2009).

2.6.2 Emotional Event Theory

Emotional Events Theory (AET), proposed by Weiss and Cropanzano (1996), examines the structure, causes, and consequences of emotional responses within work environments. It suggests that work environment characteristics lead to work events that elicit emotional responses, which in turn influence work attitudes and behaviors either directly or indirectly through work attitudes. This theory distinguishes between emotion-driven behaviors, which are direct reactions to emotional experiences, and attitude-driven behaviors, which are influenced by changes in work attitudes (Weiss & Cropanzano, 1996). According to AET, negative work events such as workplace incivility can trigger negative emotional experiences, decreasing psychological resources like internal identity perception and organizational identification, thus lowering work engagement.

2.6.3 Organizational Membership Theory

Masterson and Stamper's (2003, 2009) Organizational Membership Theory explores the psychological connections individuals form with their organizations due to their membership status. This theory identifies three psychological connections: rights and responsibilities granted by membership, intrinsic motivation to seek membership, and individuals' overall relationship with the organization. It posits that organizational membership grants rights and responsibilities, which affect an individual's status within the organization. The strength of this relationship is determined by the individual's intrinsic motivation to seek membership, which is reinforced by satisfying personal needs, reflecting importance, and fostering a sense of belonging (Zhao & Tang, 2015). This theory explains concepts like internal identity perception and organizational identification, providing a basis for analyzing the impact of workplace incivility on work engagement through internal identity perception and organizational identification.

2.6.4 Social Exchange Theory

Social Exchange Theory (SET) has been influential across various disciplines, including social psychology, anthropology, and behavioral science (Malinowski, 1922; Gouldner, 1960; Homans, 1958; Blau, 1964). SET suggests that interpersonal relationships are based on the principle of minimizing efforts while maximizing gains, with individuals evaluating interactions based on perceived benefits versus costs (Cropanzano & Mitchell, 2005). Positive social exchange relationships between individuals and organizations lead to positive work attitudes and behaviors, resulting in beneficial outcomes for the organization. This theory provides a

framework for understanding the negative impact of workplace incivility on work engagement, emphasizing the importance of social interactions in the workplace.

2.7 Research hypotheses

This study posits the following hypothesis:

(1) Hypothesis 1 (H1): Workplace impoliteness significantly negatively affects the levels of vitality (H1a), dedication (H1b), and focus (H1c) in work engagement.

(2) Hypothesis 2 (H2): Workplace impoliteness significantly negatively affects internal identity perception.

(3) Hypothesis 3 (H3): Internal identity perception has a significant positive impact on vitality (H3a), dedication (H3b), and focus (H3c) of work engagement.

(4) Hypothesis 4 (H4): Workplace impoliteness negatively affects vitality (H4a), dedication (H4b), and focus (H4c) through internal identity perception.

(5) Hypothesis 5 (H5): Workplace impoliteness significantly negatively affects organizational identity.

(6) Hypothesis 6 (H6): Organizational identity significantly positively affects work engagement, including vitality (H6a), dedication (H6b), and focus (H6c).

(7) Hypothesis 7 (H7): Organizational identification mediates the relationship between workplace incivility and work engagement with vitality (H7a), dedication (H7b), and concentration (H7c).

(8) Hypothesis 8 (H8): Internal identity perception positively influences organizational identification.

(9) Hypothesis 9 (H9): Internal identity perception and organizational identification play a chain mediating role in the impact of workplace incivility on vitality (H9a), dedication (H9b), and focus (H9c).

(10) Hypothesis 10 (H10): Self-perceived employability mediates the negative impact of workplace incivility on vitality (H10a), dedication (H10b), and concentration (H10c).

(11) Hypothesis 11 (H11): Self-perceived employability moderates the negative relationship between workplace incivility and internal identity perceptions.

(12) Hypothesis 12 (H12): Self-perceived employability moderates the positive impact of internal identity perception on vitality (H12a), dedication (H12b), and concentration (H12c).

(13) Hypothesis 13 (H13): Self-perceived employability moderates the mediating effect of internal identity perception on the relationship between workplace incivility and vitality (H13a), dedication (H13b), and focus (H13c).

(14) Hypothesis 14 (H14): Self-perceived employability moderates the relationship between workplace incivility and organizational identification.

(15) Hypothesis 15 (H15): Self-perceived employability moderates the positive relationship between organizational identification and vitality (H15a), dedication (H15b), and focus (H15c).

(16) Hypothesis 16 (H16): Self-perceived employability moderates the mediating effect of organizational identification on the relationship between workplace incivility and vitality (H16a), dedication (H16b), and focus (H16c).

(17) Hypothesis 17 (H17): Self-perceived employability moderates the positive impact of internal identity perception on organizational identity.

(18) Hypothesis 18 (H18): Self-perceived employability moderates the chain mediating effect of perceived internal identity and organizational identity on the impact of workplace incivility on vitality (H18a), dedication (H18b), and focus (H18c).
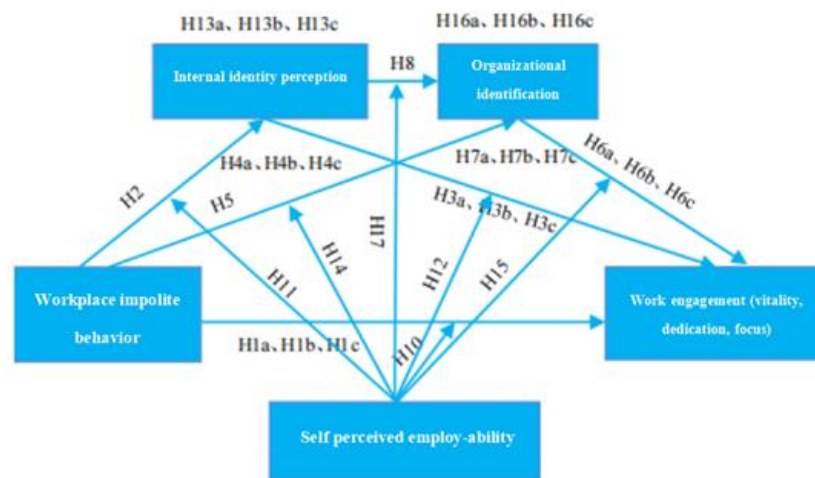
2.8 Research Framework

The existing literature has made significant strides in understanding work engagement, yet it remains an area of ongoing exploration. While some scholars have examined how workplace incivility affects work engagement, particularly within business contexts (Guan, 2014; Liu et al., 2019), research in educational settings, especially in private universities, is comparatively scarce. Thus, to comprehensively grasp the mechanisms underlying workplace incivility's impact on work engagement, a more intricate research model is needed. This study proposes workplace incivility, internal identity perception, and organizational identity as antecedent variables of work engagement, with the latter two acting as mediating factors. Additionally, self-perceived employability serves as a moderating variable, influencing various pathways and mediating effects. A moderated chain mediation model is constructed to delve deeply into the causal relationships among these variables and analyze the impact mechanism of workplace incivility on work engagement.

The research framework (Figure 2-1) illustrates:

Antecedent Variables: Workplace incivility affects internal identity perception, organizational identification, and work engagement (vitality, dedication, focus).

Mediating Variables: Internal identity perception and organizational identity mediate the relationship between workplace incivility and work engagement (vitality, dedication, focus), elucidating both simple and chain mediating effects.

Moderating Variable: Self-perceived employability moderates various pathways in the theoretical model, including its effect on the mediating chain between internal identity perception and organizational identity.

Figure 2-1 Research Framework

This framework provides a structured approach to analyze the intricate dynamics of workplace incivility's influence on work engagement, offering insights into both direct and mediated effects.

3. Methodology
3.1 Research Methods

The methodology employed in this study encompasses various research methods including theoretical derivation, literature analysis, questionnaire survey, and mathematical analysis utilizing SPSS26.0, Process program, and AMOS26.0. Initially, bibliometrics and analysis were conducted using databases such as CNKI, CSSCI, SSCI, and others, alongside Citespace software, to identify research trends and compare domestic and international scholarly works. Subsequently, a questionnaire survey method was employed, incorporating mature

measurement scales and research interviews to design a reliable and valid survey instrument. Correlation analysis was then utilized to gauge the relationships between variables such as workplace impoliteness, internal identity perception, organizational identity, self-perceived employ-ability, and work engagement. Hierarchical regression analysis, employing the Analytic Hierarchy Process (AHP), was conducted to examine causal relationships and model fit. Additionally, the Bootstrap method was employed to verify the moderated chain mediation effect, involving repeated sampling and estimation of mediation effect values to establish confidence intervals. This comprehensive approach allows for a robust examination of the factors influencing work engagement, integrating both theoretical constructs and empirical evidence (Sun & Zuo, 2024; Law et al., 2019).

3.2 Questionnaire Survey

The methodology employed in this study involved the meticulous design of a questionnaire survey to gather data on workplace dynamics in private university settings. Following established principles of questionnaire design, the study integrated existing scales with adjustments tailored to the specific research context (Sun & Zuo, 2024). This approach ensured both reliability and relevance in measuring key variables such as workplace impoliteness, internal identity perception, organizational identity, self-perceived employ-ability, and work engagement (Sun & Zuo, 2024; Cortina et al., 2013; Stamper & Masterson, 2002; Mael & Ashforth, 1992; Zeng Chuikai, 2011; Rothwell & Arnold, 2007; Schaufeli et al., 2006). The questionnaire design adhered to normative principles, logically aligning with the research purpose and employing effective measures to prevent random responses (Sun & Zuo, 2024). Through a comprehensive process of literature review, expert consultations, and pre-testing, the questionnaire underwent iterative refinement to ensure clarity, standardization, and effectiveness (Sun & Zuo, 2024). The survey instrument comprised three sections: Introduction, Measurement Scale, and Basic Information, each serving a specific purpose in facilitating participant engagement and data collection (Sun & Zuo, 2024). Demographic information was collected to provide context for the study sample, which consisted of teachers from private universities across China (Sun & Zuo, 2024). Data collection was conducted through the distribution of questionnaires via the WeChat platform, with measures in place to ensure the integrity and validity of responses (Sun & Zuo, 2024). Ultimately, 517 valid questionnaires were collected, representing a diverse demographic profile of respondents (Sun & Zuo, 2024).

3.3 Data Quality Analysis

The data quality analysis involved testing for normal distribution and homologous variance. Normal distribution was assessed using SPSS 26.0 software, with skewness and kurtosis values examined for each item. Results indicated that all items met the criteria for normal distribution, with absolute skewness and kurtosis values below 3 and 10, respectively (Sun & Zuo, 2024). Additionally, the analysis of homologous variance employed principal component analysis on 40 measurement items, revealing five factors with eigenvalues exceeding 1 and a cumulative explanatory variance of 78.71% (Sun & Zuo, 2024). These findings suggest that common method bias was within an acceptable range, enabling further statistical analysis (Sun & Zuo, 2024). Reliability and validity testing of scales are critical in ensuring the quality and accuracy of research outcomes. This section evaluates the reliability and validity of five measurement scales: workplace impoliteness, internal identity perception, organizational identity, self-perceived employability, and work engagement. Scale reliability analysis, also known as reliability analysis, assesses the stability and consistency of each scale. The study employs Cronbach's α coefficient to measure reliability. A Cronbach's α value of 0.7 or higher indicates good reliability. Corrected item-total correlation (CITC) analysis is used to assess reliability, with a CITC value exceeding 0.5 considered acceptable. For the workplace impoliteness scale,

CITC analysis yields values above 0.5 for all items, with an overall Cronbach's α of 0.958, indicating high internal reliability. Similar results are obtained for the internal identity perception, organizational identity, self-perceived employability, and work engagement scales, with Cronbach's α values of 0.962, 0.952, 0.971, and 0.965, respectively. Structural validity is assessed through exploratory factor analysis, employing Kaiser-Meyer-Olkin (KMO) and Bartlett's sphericity tests. KMO values above 0.9 indicate excellent suitability for factor analysis. The Bartlett's test assesses the significance of correlations between variables, with p-values below 0.05 indicating significant correlations. All scales demonstrate good structural validity, with KMO values ranging from 0.912 to 0.955 and significant Bartlett's tests. Exploratory factor analysis confirms the hypothesized dimensions of each scale, with eigenvalues above 1 indicating a single dominant factor. Commonalities exceeding 0.4 and factor loadings above 0.4 signify high structural validity. Convergence validity is evaluated using average variance extracted (AVE) and composite reliability (CR) values. AVE values exceeding 0.5 and CR values above 0.7 indicate good convergence validity. Confirmatory factor analysis confirms the convergent validity of all scales, with fitting index values meeting academic standards. The overall model fitting test conducted in this study utilized AMOS 26.0 to assess the discriminant validity among the main variables and their corresponding measurement parameters. A confirmatory factor analysis was performed on a five-factor model comprising workplace impoliteness, internal identity perception, organizational identity, self-perceived employability, and work engagement. Comparison of the results with alternative models revealed significant superiority and good fit of the five-factor model ($\chi2/df=2.04$, GFI=0.95, AGFI=0.92, NFI=0.96, CFI=0.91, IFI=0.91, RMSEA=0.07). Further scrutiny was undertaken to evaluate the convergent validity of the five-factor model. The model, consisting of 5 factors and 40 analysis items, exhibited robust convergence, with Average Variance Extracted (AVE) values ranging from 0.65 to 0.83, all surpassing the acceptable threshold of 0.5. Additionally, the Composite Reliability (CR) values, ranging from 0.95 to 0.97, exceeded the recommended threshold of 0.7, indicating strong convergent validity. Each factor's specific analysis items were meticulously examined to ascertain their contribution to convergent validity. For instance, workplace impoliteness items demonstrated standard load factors ranging from 1.000 to 1.310, with corresponding AVE values ranging from 0.611 to 0.876 and CR values from 0.956 to 0.966. Similarly, internal identity perception, organizational identification, and self-perceived employability items exhibited robust load factors, with AVE values ranging from 0.760 to 0.885 and CR values from 0.962 to 0.971. Discriminant validity analysis reinforced the strength of the five-factor model. The square root of the AVE for each factor exceeded the maximum correlation coefficient between factors, indicating distinctiveness among the constructs. For example, the square root of AVE values ranged from 0.804 to 0.910, surpassing the maximum correlation coefficient of 0.775. In conclusion, the findings underscore the robustness of the proposed five-factor model in capturing the nuances of workplace dynamics, affirming its validity and reliability in academic research contexts.

4. Results and Discussion
4.1 Summary of Interviewees
To examine the demographic variables' influence on the main research variables, independent sample T-tests and one-way analysis of variance (ANOVA) were conducted. Specifically, independent sample T-tests analyzed gender differences, while ANOVA assessed marital status, school nature, age, education level, professional title, and working years. An independent sample T-test using SPSS26.0 software examined workplace incivility, internal identity perception, organizational identification, self-perceived employability, vitality, dedication, and concentration among genders. Results revealed no significant gender differences at a 95% confidence level ($p > 0.05$) for all variables.

Similarly, ANOVA was performed to assess marital status differences in workplace variables. While no significant differences were found for workplace incivility, internal identity perception, and organizational identification (p > 0.05), significant differences were observed in self-perceived employability, vitality, dedication, and concentration (p < 0.05). Regarding school nature differences, ANOVA results indicated no significant differences for workplace incivility, self-perceived employability, and vitality (p > 0.05). However, significant differences were observed in internal identity perception, organizational identification, dedication, and concentration (p < 0.05). One-way ANOVA assessed age differences in the main research variables. Age significantly impacted workplace incivility, internal identity perception, organizational identification, self-perceived employability, dedication, and concentration (p < 0.05), with pairwise comparisons revealing specific age group differences. ANOVA results demonstrated significant differences in internal identity perception, organizational identification, self-perceived employability, dedication, and concentration based on education level (p < 0.05). Post-hoc comparisons revealed specific education level group differences. Profession titles showed no significant differences in workplace incivility, internal identity perception, and vitality (p > 0.05). However, significant differences were found in organizational identification, self-perceived employability, dedication, and concentration (p < 0.05), with pairwise comparisons indicating specific group differences. Finally, ANOVA results suggested significant differences in workplace variables based on working years, including workplace incivility, internal identity perception, organizational identification, self-perceived employability, dedication, and concentration (p < 0.05). Pairwise comparisons highlighted specific group differences. Overall, demographic variables exhibited varying degrees of influence on workplace variables, underscoring the importance of considering these factors in organizational contexts. Further analyses and implications are discussed in subsequent sections.

4.2 Descriptive Statistics and Correlation Analysis

This section presents the descriptive statistical analysis of five key research variables: workplace incivility, internal identity perception, organizational identification, self-perceived employability, and work engagement (i.e., energy, dedication, concentration). The analysis involves assessing various statistical indicators such as minimum, maximum, mean, standard deviation, skewness, and kurtosis to understand the distribution of these variables. The observed values for the variables fall within the range of 1.00 to 5.00, with average values as follows: workplace incivility (1.610), internal identity perception (3.57), organizational identification (3.70), self-perceived employability (3.31), vitality (3.46), dedication (3.33), and focus (3.31). Standard deviations for these variables range from 0.70 to 1.12, indicating no outliers in the data.

Table 4-1: Descriptive Stats

Name	Min.	Max.	Avg.	SD.	Kurt.	Skew.	CV.
Gender	1.000	2.000	1.642	0.480	- 1.653	-0.595	29.219%
Age	1.000	4.000	1.880	0.756	0.476	0.717	40.187%
Education level	1.000	5.000	3.236	0.925	0.201	0.179	28.575%
Job title	1.000	5.000	2.126	1.312	-0.216	0.954	61.741%
School nature	1.000	2.000	1.228	0.420	-0.314	1.299	33.304%
Working years	1.000	4.000	2.383	0.938	-0.744	0.370	39.370%
Marital status	1.000	2.000	1.470	0.500	- 1.993	0.120	33.985%
Job type	1.000	3.000	1.602	0.821	-0.981	0.852	51.271%
Incivility in the workplace	1.000	5.000	1.610	0.701	5.953	2.076	43.511%
Internal identity perception	1.000	5.000	3.565	0.994	0.580	-0.816	27.872%
Organizational identity	1.000	5.000	3.700	0.973	0.993	-0.994	26.300%
Self-perceived employ-ability	1.000	5.000	3.309	0.942	0.621	-0.511	28.457%
Vitality	1.000	5.000	3.455	1.017	-0.073	-0.474	29.435%
Dedication	1.000	5.000	3.330	1.122	-0.637	-0.245	33.683%
Focus	1.000	5.000	3.308	1.124	-0.674	-0.224	33.962%

The correlation analysis aims to examine the relationships between different variables, providing insights into the research hypotheses. Pearson correlation analysis is employed, with significance levels set at $p < 0.05$ indicating a significant correlation, $p < 0.01$ indicating an extremely significant correlation, and $p > 0.05$ indicating no correlation.

Table 4-2: Pearson Correlation Analysis

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Gdr	1.642	.480	1														
2. Ag	1.880	.756	-.103*	1													
3. EdLvl	3.236	.925	-.041	.215**	1												
4. ProTitle	2.126	1.312	-.119**	.318**	.566**	1											
5. SchNatr	1.228	.420	-.017	.373**	.310**	.345**	1										
6. YrsExp	2.383	.938	-.121**	.429**	.459**	.658**	.348**	1									
7. MarStat	1.470	.500	.024	-.554**	-.190**	-.232**	-.207**	-.401**	1								
8. JobTyp	1.602	.821	-.146**	.270**	.088*	.257**	.230**	.304**	-.114**	1							
9. WI	1.610	.701	-.077	.077	.075	.063	-.013	.127**	-.056	.071	1						
1. PIS	3.565	.994	.047	-.093*	-.165**	-.097*	-.150**	-.083	.076	.072	-.146**	1					
11. OI	3.700	.973	.081	-.065	-.105*	-.136**	-.096*	-.073	.003	.015	-.146**	.775**	1				
12. SPE	3.309	.942	-.065	.166**	.054	.003	.076	.082	-.138**	.121**	.168**	.271**	.291**	1			
13. Vit	3.455	1.017	.003	-.052	-.094*	-.065	-.086	-.079	.094*	.045	-.111*	.729**	.710**	.217**	1		
14. Ded	3.330	1.122	.000	-.093*	-.090*	-.033	-.105*	-.040	.117**	.076	-.153**	.756**	.698**	.167**	.889**	1	
15. Foc	3.308	1.124	.016	-.077	-.092*	-.026	-.097*	-.036	.105*	.092*	-.128**	.753**	.706**	.148**	.869**	.923**	1

Gender exhibits no significant correlation with workplace incivility, internal identity perception, organizational identification, self-perceived employability, vitality, dedication, or concentration ($p > 0.05$), indicating no relationship with these variables. Age demonstrates significance with internal identity perception, self-perceived employability, and dedication, indicating a negative correlation with internal identity perception and dedication ($r = -0.093$, $p < 0.05$; $r = -0.093$, $p < 0.05$, respectively) and no correlation with workplace incivility, organizational identification, vitality, or concentration. Education level shows significance with internal identity perception, organizational identification, vitality, dedication, and concentration ($r = -0.165$, $p < 0.01$; $r = -0.105$, $p < 0.05$; $r = -0.094$, $p < 0.05$; $r = -0.090$, $p < 0.05$; $r = -0.092$, $p < 0.05$, respectively), indicating a negative correlation with these variables but not with workplace incivility or self-perceived employability. Professional title exhibits significance with internal identity perception and organizational identification ($r = -0.097$, $p < 0.05$; $r = -0.136$, $p < 0.01$, respectively), indicating a negative correlation, but no significance with workplace incivility, self-perceived employability, vitality, dedication, or concentration. The nature of the school shows significance with perceived internal identity, organizational identity, dedication, and focus ($r = -0.150$, $p < 0.01$; $r = -0.096$, $p < 0.05$; $r = -0.105$, $p < 0.05$; $r = -0.097$, $p < 0.05$, respectively), indicating a negative correlation, but no significance with workplace incivility, self-perceived employability, or vitality. Further correlations are observed between work experience and workplace incivility ($r = 0.127$, $p < 0.01$), marital status and self-perceived employability, vitality, dedication, and focus ($r = -0.138$, $p < 0.01$; $r = 0.094$, $p < 0.05$; $r = 0.117$, $p < 0.01$; $r = 0.105$, $p < 0.05$, respectively), and job type and self-perceived employability and focus ($r = 0.121$, $p < 0.01$; $r = 0.092$, $p < 0.05$, respectively). Additionally, workplace incivility shows significant correlations with internal identity perception, organizational identity, self-perceived employability, vitality, dedication, and focus ($r = -0.146$, $p < 0.01$; $r = -0.146$, $p < 0.01$; $r = 0.168$, $p < 0.01$; $r = -0.111$, $p < 0.05$; $r = -0.153$, $p < 0.01$; $r = -0.128$, $p < 0.01$, respectively). Positive correlations are observed between internal identity perception and organizational identity, self-perceived employability, vitality, dedication, and focus ($r = 0.775$, $p < 0.01$; $r = 0.271$, $p < 0.01$; $r = 0.729$, $p < 0.01$; $r = 0.756$, $p < 0.01$; $r = 0.753$, $p < 0.01$, respectively), as well as between organizational identity and self-perceived employability, vitality, dedication, and focus ($r = 0.291$, $p < 0.01$; $r = 0.710$, $p < 0.01$; $r = 0.698$, $p < 0.01$; $r = 0.706$, $p < 0.01$, respectively).

Self-perceived employability also shows positive correlations with vitality, dedication, and focus ($r = 0.217$, $p < 0.01$; $r = 0.167$, $p < 0.01$; $r = 0.148$, $p < 0.01$, respectively). In conclusion, the correlation analysis reveals significant relationships between the main variables, validating the rationality of the proposed research hypotheses for further hierarchical regression analysis.

4.3 Test of the Direct Effect of Workplace Incivility on Work Engagement

Hypotheses 1a to 1c posit that workplace incivility adversely affects teachers' work engagement (vitality, dedication, concentration) in private universities. To validate these hypotheses, the dependent variable (vitality) was initially placed into the regression equation, followed by the control variables, and subsequently, the independent variable (workplace incivility) was added for hierarchical regression analysis. From Model 7 (M7), it's evident that workplace incivility significantly and negatively impacts vitality ($\beta=-0.11$, $p<0.05$). Similarly, repeating this process for dedication and concentration, Model 11 (M11) demonstrates a significant negative effect of workplace incivility on dedication ($\beta=-0.16$, $p<0.001$), and Model 15 (M15) indicates a significant negative impact on concentration ($\beta=-0.13$, $p<0.01$). Thus, Hypotheses 1a, 1b, and 1c are supported by the empirical evidence.

Table 4-3: Results of Hierarchical Regression Analysis

V.	IIP		OI				Vit			Ded			Foc				
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17
C.V.																	
Gdr	.06	.05	.07	.07	.03	.01	.01	-.03	-.04	.01	.01	-.03	-.04	.03	.01	-.02	-.01
Ag	-.03	-.03	-.04	-.04	-.03	.04	.02	.04	.05	-.04	-.04	-.01	.00	-.03	-.01	.00	.01
EdLvl	-.03*	-.12*	-.03	-.03	.07*	-.06	-.05	.04	.01	-.07	-.05	.04	.02	-.07	-.08	.03	-.02
ProTitle	.01	-.02	-.13	-.12*	-.14**	.01	.01	.01	.04	.04	.03	.03	.05	.04	.03	.04	.08
SchNatr	-.12*	-.14**	-.06	-.07	.03	-.07	.03	.02	-.08	-.13*	.01	-.02	-.08	-.11*	.01	.01	-.02
YrsExp	.02	.02	.01	.04	.04	-.02	-.01	-.05	-.04	.04	.06	.02	.03	.03	.05	.02	.09*
MarStat	.03	.02	-.05	-.05	-.07*	.08	.08	.06	.09*	.09	.09	.07*	.10**	.08	.09	.07	.04
JobTyp	.13**	.14**	.07	.08	-.03	.08	.08	-.02	-.01	.11*	.12*	.02	.03	.13**	.13**	.03	.04
I.V.																	
WI		-.14***		-.14***	-.03		-.11*	.01	.01		-.16***	-.05	-.04		-.13**	-.02	-.01
M.V.																	
PIS					.78***			.74***	.44***			.75***	.51***			.75***	.49***
OI									.38***				.31***				.34***
R²	.06	.08	.03	.05	.62	.02	.04	.54	.60	.04	.05	.58	.62	.62	.04	.06	.58
F	3.78**	4.66**	2.25*	3.22**	81.51**	1.51*	2.03*	58.83**	67.24**	2.47**	3.69**	7.43***	74.43**	74.43**	2.52**	3.28**	68.55**
△R²	.05	.07	.04	.03	.57	.03	.02	.51	.074	.05	.03	.53	.06	.53	.05	.03	.53
△F	3.78**	11.13**	2.25*	10.63**	743.74**	1.51*	6.08*	550.21**	70.53**	2.47**	12.92**	629.98***	48.45**	629.98**	2.52**	9.00*	620.03***

The hierarchical regression analysis revealed a substantial negative influence of workplace incivility on work engagement (vitality, dedication, concentration), supporting Hypotheses 1a, 1b, and 1c. This finding is consistent with prior research. For instance, Guan Fengmin (2014) investigated the impact of workplace incivility on work engagement, finding a significant negative relationship. Similarly, Liu Chang'e et al. (2019) explored the effect of supervisors' impoliteness on employee work engagement, concluding a significant negative effect, mediated by organizational support and moderated by employee traditionalism. Workplace incivility, characterized by subtle intentions to harm, often leads to increased stress levels among individuals (Lim et al., 2008; Porath and Erez, 2007). According to Lazarus (1993), individuals'

appraisal of stressors and coping strategies influence their stress levels. Regular exposure to workplace incivility may be perceived as stress due to its ambiguous harmful intent, leading to heightened psychological strain. Following Lazarus's stress and coping model, individuals may adopt passive coping mechanisms, such as reduced work engagement, to alleviate stress. Moreover, Hobfoll's (1989) conservation of resources theory suggests that negative workplace behaviors, like incivility, deplete individuals' resources, prompting them to conserve resources by reducing work input. Kahn (1990) argues that interpersonal dynamics profoundly impact work engagement; respectful interactions foster organizational identification, while incivility disrupts interpersonal relationships, thereby diminishing work engagement. Empirical studies corroborate these findings, indicating that workplace incivility reduces satisfaction with superiors, colleagues, and the organization (Cortina, 2001; Lim and Cortina, 2005), increases work stress (Lim and Cortina, 2005), and raises turnover intentions (Lim et al., 2008). Studies by Porath and Erez (2007) and Pearson et al. (2000) further illustrate the detrimental effects of workplace incivility on work engagement, with recipients deliberately decreasing their engagement levels. Similarly, Guo and Qiu (2019) and Guo et al. (2020) confirm that workplace incivility negatively impacts organizational identification and work investment among teachers in private universities. In conclusion, this study extends previous research by examining the mechanisms through which workplace incivility affects the work engagement of teachers in private universities. The findings underscore the importance of fostering respectful workplace interactions to enhance work engagement and mitigate the adverse effects of incivility.

4.4 Chain-Mediated Effect Testing of Internal Identity Perception and Organizational Identification

The findings revealed significant insights. Initially, in Table 4-3, workplace impoliteness demonstrated a significant negative impact on vitality (β=-0.11, $p<0.05$), supporting Hypothesis 2. However, after introducing internal identity perception as a mediator, the impact of impoliteness on vitality became insignificant (β=0.01, $p>0.05$), while internal identity perception exhibited a significant positive influence (β=0.74, $p<0.001$), validating Hypotheses 3a and 4a. Furthermore, utilizing Hayes' Process model and Bootstrap sampling, the author confirmed the complete mediating effect of internal identity perception on the relationship between workplace impoliteness and vitality. The indirect effect analysis highlighted a 95% confidence interval ([-0.30, -0.04]) excluding 0, indicating full mediation.

Table 4-4: Hierarchical Regression Analysis

V.	IIP			OI		Vit				Ded				Foc			
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15	M16	M17
C.V.																	
Gdr	0.06	0.05	0.07	0.07	0.03	0.01	0.01	-0.03	-0.04	0.01	0.01	-0.03	-0.04	0.03	0.01	-0.02	-0.01
Ag	-0.03	-0.03	-0.04	-0.04	-0.03	0.04	0.02	0.04	0.05	-0.04	-0.04	-0.01	0.00	-0.03	-0.01	0.00	0.01
EdLvl	-0.03*	-0.12*	-0.03	-0.03	0.07*	-0.06	-0.05	0.04	0.01	-0.07	-0.05	0.04	0.02	-0.07	-0.08	0.03	-0.02
ProTitle	0.01	-0.02	-0.13	-0.12*	-0.14**	0.01	0.01	0.01	0.04	0.04	0.03	0.03	0.05	0.04	0.03	0.04	0.08
SchNatr	-0.12*	-0.14**	-0.06	-0.07	0.03	-0.07	0.03	0.02	-0.08	-0.13*	0.01	-0.02	-0.08	-0.11*	0.01	0.01	-0.02
YrsExp	0.02	0.02	0.01	0.04	0.04	-0.02	-0.01	-0.05	-0.04	0.04	0.06	0.02	0.03	0.03	0.05	0.02	0.09*

MarStat	0.03	0.02	-0.05	-0.05	-0.07*	0.08	0.08	0.06	0.09*	0.09	0.09	0.07*	0.10**	0.08	0.09	0.07	0.04
JobTyp	0.13**	0.14**	0.07	0.08	-0.03	0.08	0.08	-0.02	-0.01	0.11*	0.12*	0.02	0.03	0.13**	0.13**	0.03	0.04
I.V.																	
WI		-0.14***		-0.14**	-0.03		-0.11*	0.01	0.01		-0.16**	-0.05	-0.04		-0.13**	-0.02	-0.01
M.V.																	
PIS					0.78***			0.74***	0.44***			0.75***	0.51**			0.75***	0.49***
OI									0.38***				0.31**				0.34***
R^2	0.06	0.08	0.03	0.05	0.62	0.02	0.04	0.54	0.60	0.04	0.05	0.58	0.62	0.62	0.04	0.06	0.58
F	3.78***	4.66***	2.25*	3.22**	81.51***	1.51*	2.03*	58.83***	67.24***	2.47***	3.69*	70.43**	74.43*	74.43*	2.52**	3.28*	68.55**
$\triangle R^2$	0.05	0.07	0.04	0.03	0.57	0.03	0.02	0.51	0.074	0.05	0.03	0.53	0.06	0.53	0.05	0.03	0.53
$\triangle F$	3.78***	11.13***	2.25*	10.63***	743.74***	1.51*	6.08*	550.21***	70.53**	2.47***	12.92**	629.98***	48.45**	629.98**	2.52**	9.00*	620.03***

Similar patterns were observed for dedication and focus dimensions of work engagement. Workplace impoliteness initially negatively affected dedication (β=-0.16), but after introducing internal identity perception, its impact diminished (β=-0.05, p>0.05), while internal identity perception positively influenced dedication (β=0.75, p<0.001). Bootstrap analysis supported complete mediation. For the focus dimension, workplace impoliteness initially had a significant negative impact (β=-0.13, p<0.01), which diminished with the introduction of internal identity perception (β=-0.02, p>0.05), while internal identity perception positively influenced focus (β=0.75, p<0.001). Bootstrap analysis again supported complete mediation. The findings underscore the pivotal role of internal identity perception as a mediator in the relationship between workplace incivility and work engagement dimensions. Initially, workplace impoliteness elicited negative impacts on vitality, dedication, and focus, aligning with prior research. However, the introduction of internal identity perception as a mediator disrupted these direct relationships, highlighting its significance in mitigating the adverse effects of incivility on work engagement. The complete mediation observed suggests that individuals' perception of their internal identity serves as a buffer against the detrimental effects of workplace incivility. By fostering a positive internal identity perception, organizations can potentially counteract the negative impacts of incivility on employee engagement, thereby promoting a more conducive work environment.

4.5 Testing the Moderating Effect of Self-Perceived Employability

The author tested the moderating effect of self-perceived employability on various relationships within the workplace environment. Firstly, the author examined the impact of workplace impoliteness on internal identity perception, utilizing workplace impoliteness as the independent variable and internal identity perception as the dependent variable. Through regression analysis, workplace impoliteness was found to have a significant negative effect on internal identity perception (β = -0.21, p < 0.001). However, the interaction term between workplace impoliteness and self-perceived employability was not significant (β = 0.078, p > 0.05). This implies that self-perceived employability does not moderate the relationship between workplace impoliteness and internal identity perception. Hence, hypothesis 11 is rejected.

Table 4-5: Moderating Effect of Self-Perceived Employability on Workplace Impoliteness and Internal Identity Perception

Model 1					Model 2				Model 3			
	β	SE	t	p	β	SE	t	p	β	SE	t	p
Gdr	-0.096	0.066	-1.445	0.149	-0.093	0.067	-1.399	0.162	-0.093	0.067	-1.388	0.166
Ag	0.078	0.054	1.445	0.149	0.075	0.055	1.381	0.168	0.076	0.055	1.389	0.165
EdLvl	-0.036	0.042	-0.857	0.392	-0.038	0.042	-0.892	0.373	-0.039	0.043	-0.906	0.365
ProTitle	0.072*	0.035	2.051	0.041	0.073*	0.035	2.086	0.037	0.072*	0.036	2.032	0.043
SchNatr	-0.058	0.085	-0.689	0.491	-0.060	0.085	-0.706	0.481	-0.059	0.085	-0.698	0.485
YrsExp	-0.061	0.049	-1.246	0.213	-0.061	0.049	-.253	0.211	-0.061	0.049	-1.249	0.212
MarStat	0.236**	0.078	3.038	0.003	0.238**	0.078	3.058	0.002	0.239**	0.078	3.060	0.002
JobTyp	0.033	0.041	0.799	0.424	0.031	0.042	0.757	0.449	0.031	0.042	0.750	0.453
WI	-0.208***	0.062	-3.358	0.001	-0.280***	0.060	-4.679	0.000	-0.298	0.061	-4.906	0.000
SPE					0.321***	0.044	7.214	0.000	0.327***	0.045	7.334	0.000
WI*SPE									0.078	0.048	1.625	0.105
R^2	0.021				0.111				0.116			
F	$F(1,515)=11.277, P=0.001$				$F(2,514)=32.118, P=0.000$				$F(3,513)=22.428, P=0.000$			
△R^2	0.021				0.090				0.005			
△F	$F(1,515)=11.277, P=0.001$				$F(1,514)=52.042, P=0.000$				$F(1,513)=2.641, P=0.105$			

Moving forward, the author explored the moderating effect of internal identity perception on organizational identity. Internal identity perception exhibited a significant positive impact on organizational identity (β = 0.77, p < 0.001). Furthermore, the interaction term between internal identity perception and self-perceived employability was significant (β = -0.11, p < 0.001), indicating that self-perceived employability moderates the positive impact of internal identity perception on organizational identity. This finding supports hypothesis 17.

Table 4-6: Moderating Effect of Employability on Relationship between Internal Identity Perception and Organizational Identity

Model 1					Model 2				Model 3			
	β	SE	t	p	β	SE	t	p	β	SE	t	p
Gdr	0.06	0.06	1.09	0.27	0.07	0.06	1.29	0.20	0.06	0.06	1.09	0.27
Ag	-0.02	0.05	-0.51	0.61	-0.04	0.05	-0.78	0.44	-0.06	0.05	-1.38	0.17
EdLvl	0.07*	0.04	1.97	0.049	0.06	0.04	1.73	0.09	0.08*	0.04	2.37	0.018
ProTitle	-0.09**	0.03	-3.11	0.002	-0.09**	0.03	-2.83	0.005	-0.05	0.03	-1.73	0.09
SchNatr	0.08	0.07	1.12	0.26	0.07	0.07	0.99	0.32	0.04	0.07	0.58	0.56
YrsExp	0.02	0.04	0.58	0.56	0.02	0.04	0.54	0.59	0.02	0.04	0.42	0.68
MarStat	-0.14*	0.07	-2.08	0.038	-0.13	0.07	-1.91	0.06	-0.13*	0.07	-2.03	0.043
JobTyp	-0.04	0.04	-0.97	0.33	-0.04	0.04	-1.12	0.26	-0.03	0.04	-0.88	0.38
PIS	0.77***	0.03	27.72	0.000	0.75***	0.03	25.79	0.000	0.71***	0.03	24.42	0.000
SPE					0.08***	0.03	2.72	0.007	0.06*	0.03	2.10	0.036
PIS*SPE									-0.11***	0.02	-5.40	0.000
R^2	0.62				0.62				0.64			
F	$F(9,507)=90.413, P=0.000$				$F(10,506)=83.142, P=0.000$				$F(11,505)=82.429, P=0.000$			
△R^2	0.62				0.01				0.02			
△F	$F(9,507)=90.413, P=0.000$				$F(1,506)=7.410, P=0.007$				$F(1,505)=29.112, P=0.000$			

To elucidate the moderating effect of self-perceived employability further, simple slope analysis was conducted. The analysis revealed that in the context of low self-perceived employability, internal identity perception had a more pronounced promoting effect on organizational identity compared to high self-perceived employability. Subsequently, the author assessed the moderating effect of workplace impoliteness on organizational identity. Workplace impoliteness significantly negatively impacted organizational identity (β = -0.20, p < 0.001), but its interaction with self-perceived employability was not significant (β = 0.02, p > 0.05), indicating that self-perceived employability does not moderate the relationship between workplace impoliteness and organizational identity. Therefore, hypothesis 14 is not supported.

Table 4-7: Moderating Effect of Self-Perceived Employability on Workplace Impoliteness and Organizational Identity

Model 1				Model 2				Model 3			
	β	SE	t	p	β	SE	t	p	β	SE	t	p
Gdr	0.13	0.09	1.49	0.14	0.16	0.08	1.90	0.06	0.16	0.09	1.92	0.06
Ag	-0.06	0.07	-0.80	0.42	-0.10	0.07	-1.49	0.14	-0.10	0.07	-1.47	0.14
EdLvl	-0.03	0.06	-0.47	0.64	-0.05	0.05	-0.90	0.37	-0.05	0.05	-0.88	0.38
ProTitle	-0.10*	0.05	-2.08	0.038	-0.07	0.05	-1.45	0.15	-0.07	0.05	-1.47	0.14
SchNatr	-0.17	0.11	-1.48	0.14	-0.19	0.11	-1.77	0.08	-0.19	0.11	-1.79	0.07
YrsExp	0.05	0.07	0.82	0.41	0.05	0.06	0.82	0.41	0.05	0.06	0.82	0.42
MarStat	-0.10	0.10	-0.99	0.33	-0.06	0.10	-0.57	0.57	-0.06	0.10	-0.57	0.57
JobTyp	0.09	0.06	1.66	0.10	0.06	0.05	1.08	0.28	0.06	0.05	1.08	0.28
WI	-0.20***	0.06	-3.26	0.001	-0.27***	0.06	-4.62	0.000	-0.27***	0.06	-4.61	0.000
SPE					0.35***	0.04	7.98	0.000	0.35***	0.04	7.98	0.000
WI*SPE									0.02	0.05	0.356	0.72
R²	0.05				0.16				0.16			
F	F(9,507)=3.216,P=0.001				F(10,506)=9.614,P=0.000				F(11,505)=8.737,P=0.000			
△R²	0.05				0.11				0.00			
△F	F(9,507)=3.216,P=0.001				F(1,506)=63.627,P=0.000				F(1,505)=0.130,P=0.718			

Furthermore, the moderating effect of workplace impoliteness on work engagement was investigated. Workplace impoliteness had a significant negative impact on vitality (β = -0.16, p < 0.05), but its interaction with self-perceived employability was not significant (β = 0.02, p > 0.05). This suggests that self-perceived employability does not moderate the relationship between workplace impoliteness and vitality. Hence, hypothesis 10a is not supported.

Table 4-8: Moderating Effect of Self-Perceived Employability on Workplace Impoliteness and Vitality

Model 1				Model 2				Model 3			
	β	SE	t	p	β	SE	t	p	β	SE	t	p
Gdr	0.00	0.09	0.04	0.97	0.03	0.09	0.28	0.78	0.03	0.09	0.30	0.77
Ag	0.04	0.08	0.45	0.65	0.00	0.08	-0.02	0.99	0.00	0.08	0.01	1.00
EdLvl	-0.06	0.06	-0.93	0.35	-0.07	0.06	-1.26	0.21	-0.07	0.06	-1.23	0.22
ProTitle	0.00	0.05	-0.04	0.97	0.03	0.05	0.51	0.61	0.02	0.05	0.49	0.63
SchNatr	-0.19	0.12	-1.55	0.12	-0.21	0.12	-1.75	0.08	-0.21	0.12	-1.77	0.08
YrsExp	-0.02	0.07	-0.28	0.78	-0.02	0.07	-0.32	0.75	-0.02	0.07	-0.33	0.75
MarStat	0.16	0.11	1.44	0.15	0.20	0.11	1.84	0.07	0.20	0.11	1.83	0.07
JobTyp	0.10	0.06	1.75	0.08	0.07	0.06	1.30	0.19	0.07	0.06	1.30	0.19
WI	-0.16*	0.06	-2.47	0.014	-0.22**	0.06	-3.42	0.001	-0.22***	-0.22***	-3.43	0.001
SPE					0.28	0.05	5.95	0.000**	0.28	0.28	5.96	0.000**
WI*SPE									0.02	0.05	0.42	0.67
R²	0.04				0.10				0.10			
F	F(9,507)=2.031,P=0.034				F(10,506)=5.486,P=0.000				F(11,505)=4.995,P=0.000			
△R²	0.04				0.06				0.00			
△F	F(9,507)=2.031,P=0.001				F(1,506)=35.342,P=0.000				F(1,505)=0.180,P=0.672			

Similarly, workplace impoliteness did not show a significant interaction with self-perceived employability in moderating dedication (β = 0.02, p > 0.05) and focus (β = 0.03, p > 0.05). Therefore, hypothesis 10b and 10c are not supported.

Table 4-9: Moderating Effect of Self-Perceived Employability on Workplace Impoliteness and Dedication

Model 1				Model 2				Model 3			
	β	SE	t	p	β	SE	t	p	β	SE	t	p
Gdr	0.008	0.103	0.080	0.937	0.029	0.100	0.287	0.775	0.030	0.101	0.301	0.764
Ag	-0.054	0.084	-0.645	0.519	-0.088	0.082	-1.066	0.287	-0.086	0.082	-1.045	0.297
EdLvl	-0.077	0.065	-1.191	0.234	-0.094	0.064	-1.470	0.142	-0.092	0.064	-1.449	0.148
ProTitle	0.017	0.054	0.306	0.759	0.042	0.053	0.787	0.432	0.040	0.053	0.762	0.446
SchNatr	-0.284*	0.131	-2.164	0.031	-0.300*	0.128	-2.344	0.019	-0.304*	0.129	-2.362	0.019
YrsExp	0.060	0.076	0.798	0.426	0.058	0.074	0.785	0.433	0.058	0.074	0.782	0.435
MarStat	0.206	0.120	1.719	0.086	0.242*	0.117	2.061	0.040	0.241*	0.118	2.052	0.041

	β	SE	t	p	β	SE	t	p	β	SE	t	p
JobTyp	0.162*	0.064	2.525	0.012	0.135*	0.063	2.18	0.032	0.135*	0.063	2.148	0.032
WI	-0.251***	0.070	-3.595	0.000	-0.304***	0.069	-4.404	0.000	-0.309***	0.070	-4.398	0.000
SPE					0.263***	0.052	5.070	0.000	0.265***	0.052	5.081	0.000
WI*SPE									0.396			0.000
R²	0.061				0.107				0.107			
F	F(9,507)=3.685,P=0.000				F(10,506)=6.506,P=0.000				F(11,505)=5.504P=0.000			
△R²	0.04				0.06				0.00			
△F	F(9,507)=3.685,P=0.001				F(1,506)=25.706,P=0.000				F(1,505)=0.157P=0.692			

Table 4-10: Moderating Effect of Self-Perceived Employability on Workplace Impoliteness and Workplace Focus

Model 1					Model 2				Model 3			
	β	SE	t	p	β	SE	t	p	β	SE	t	p
Gdr	0.056	0.103	0.538	0.591	0.074	0.101	0.726	0.468	0.076	0.102	0.748	0.455
Ag	-0.037	0.084	-0.440	0.660	-0.067	0.083	-0.802	0.423	-0.064	0.083	-0.771	0.441
EdLvl	-0.090	0.065	-1.379	0.168	-0.104	0.064	-1.622	0.105	-0.103	0.064	-1.592	0.112
ProTitle	0.026	0.054	0.488	0.626	0.049	0.054	0.908	0.365	0.047	0.054	0.871	0.384
SchNatr	-0.275*	0.0132	-2.088	0.037	-0.290*	0.130	-2.137	0.026	-0.295*	0.130	-2.169	0.024*
YrsExp	0.046	0.076	0.605	0.546	0.044	0.075	0.588	0.557	0.044	0.075	0.583	0.560
MarStat	0.192	0.121	1.596	0.111	0.224	0.119	1.886	0.060	0.223	0.119	1.874	0.062
JobTyp	0.181**	0.064	2.809	0.005	0.157*	0.063	2.477	0.014	0.157*	0.0630.071	2.478	0.014
WI	-0.211**	0.070	-3.000	0.003	-0.257***	0.070	-3.686	0.000	-0.265***	0.053	-3.732	0.000
SPE					0.232***	0.052	4.415	0.000	0.234***	0.056	4.445	0.000
WI*SPE									0.034		0.607	0.544
R²	0.055				0.090				0.090			
F	F(9,507)=3.275,P=0.001				F(10,506)=5.504,P=0.000				F(11,505)=4.577,P=0.000			
△R²	0.055				0.035				0.01			
△F	F(9,507)=3.275,P=0.001				F(1,506)=19.492,P=0.000				F(1,505)=0.368 P=0.544			

Table 4-11: Moderating Effect of Self-Perceived Employability on the Relationship between Internal Identity Perception and Vitality

Model 1					Model 2				Model 3			
	β	SE	t	p	β	SE	t	p	β	SE	t	p
Gdr	-0.069	0.065	-1.063	0.288	-0.067	0.066	-1.021	0.308	-0.09	0.06	1.62	0.272
Ag	0.070	0.053	1.321	0.187	0.067	0.054	1.257	0.209	0.08	0.05	0.33	0.294
EdLvl	0.042	0.042	1.021	0.308	0.040	0.042	0.963	0.336	0.01	0.04	1.15	0.242
ProTitle	0.002	0.034	0.046	0.963	0.004	0.035	0.105	0.916	0.04	0.03	0.32	0.623
SchNatr	0.055	0.084	0.658	0.511	0.053	0.084	0.628	0.530	0.03	0.08	-1.28	0.635
YrsExp	-0.045	0.048	-0.932	0.352	-0.045	0.048	-0.942	0.347	-0.06	0.05	2.57	0.322
MarStat	0.124	0.076	1.627	0.104	0.127	0.077	1.661	0.097	0.18**	0.07	-0.26	0.102
JobTyp	-0.021	0.041	-0.504	0.614	-0.022	0.041	-0.535	0.593	-0.01	0.04	-1.42	0.659
PIS	0.755***	0.032	23.748	0.000	0.750***	0.033	22.465	0.000	0.734***	0.034	21.406	0.000
SPE					0.202	0.035	0.574	0.566	0.012	0.035	0.337	0.736
WI*SPE									-0.13***	0.05	-2.69	0.000
R²	0.538				0.538				10.60			
F	F(9,507)=3.275,P=0.001				F(10,506)=5.504,P=0.000				F(11,505)=50.53,P=0.000			
△R²	0.0538				0.000				0.003			
△F	F(9,507)=65.493,P=0.000				F(1,506)=19.492,P=0.000				F(1,505)=3.542 P=0.060			

Finally, the moderating effect of self-perceived employability on the relationship between internal identity perception and vitality was examined. Internal identity perception significantly positively influenced vitality ($β = 0.755$, $p < 0.001$), but its interaction with self-perceived employability was not significant ($β = 0.202$, $p > 0.05$). Thus, self-perceived employability does not moderate the relationship between internal identity perception and vitality.

4.6 Testing for Moderated Chain-Mediated Effects

This study employs Hayes's (2013) Process program model to validate the moderated chain mediation model's rationality. Utilizing the Bootstrap method with a sample size of 5000 and a 95% confidence interval, significant influences between variables are determined when the p-

value is less than 0.05 and the confidence interval excludes 0. Path coefficients, indicating the direction and magnitude of influence, are analyzed. Control variables, independent variable (workplace impoliteness), dependent variables (various dimensions of work engagement), mediating variables (internal identity perception and organizational identification), and moderating variables (self-perceived employability) are included in the Process program to examine the chain mediation effect at different levels of self-perceived employability.

Table 4-12: Chain-Mediated Effect Test with Moderation on Workplace Impoliteness and Vitality

M.V.	Conditional indirect effects			
	Condition	b	BT SE	BT 95% CI
WI	Self perceived employ-ability (M-1SD)	-0.23	0.07	[-0.38,-0.11]
	Self perceived employ-ability (M)	-0.15	0.04	[-0.23 ,-0.08]
	Self perceived employ-ability (M+1SD)	-0.08	0.03	[-0.16 ,-0.03]
Vit	Self perceived employ-ability (M-1SD)	-0.01	0.01	[-0.05 ,0.03]
	Self perceived employ-ability (M)	-0.02	0.02	[-0.06 ,0.01]
	Self perceived employ-ability (M+1SD)	-0.05	0.03	[-0.11 ,0.01]
WI – Vit	Self perceived employ-ability (M-1SD)	-0.09	0.03	[-0.14 ,-0.02]
	Self perceived employ-ability (M)	-0.08	0.02	[-0.12 ,-0.05]
	Self perceived employ-ability (M+1SD)	-0.07	0.03	[-0.15 ,-0.02]

Table 4-13: Chain-Mediated Effect Test with Moderation on Workplace Impoliteness and Dedication

M.V.	Conditional indirect effects			
	Condition	b	BT SE	BT 95% CI
WI	Self perceived employ-ability (M-1SD)	-0.22	0.08	[-0.41 ,0.09]
	Self perceived employ-ability (M)	-0.18	0.05	[-0.28 ,0.10]
	Self perceived employ-ability (M+ISD)	-0.13	0.06	[-0.27 ,0.05]
Ded	Self perceived employ-ability (M-1SD)	-0.01	0.03	[-0.07 ,0.04]
	Self perceived employ-ability (M)	-0.03	0.02	[-0.07 ,0.02]
	Self perceived employ-ability (M+ISD)	-0.10	0.03	[-0.10 ,0.01]
WI + Ded	Self perceived employ-ability (M-1SD)	-0.08	0.05	[-0.21 ,0.01]
	Self perceived employ-ability (M)	-0.06	0.02	[-0.13 ,0.04]
	Self perceived employ-ability (M+ISD)	-0.03	0.03	[-0.12 ,0.02]

The conditional indirect effect of internal identity perception on the relationship between workplace impoliteness and vitality is significant at different levels of self-perceived employability. Conversely, the conditional indirect effect of organizational identity on this relationship does not show significance. However, the chain-mediated effect of internal identity perception and organizational identity is significant and moderated by self-perceived employability, supporting hypotheses 13a and 18a. Similar patterns are observed in tests for dedication and focus, where the mediating effect of internal identity perception is significant and moderated by self-perceived employability, while the mediating effect of organizational identity is not significant. These findings suggest a nuanced relationship between workplace impoliteness and work engagement. Further analysis reveals that the chain mediating effect of internal identity perception and organizational identity on the relationship between workplace impoliteness and work engagement is influenced by self-perceived employability. However, the mediating effect of perceived employability on organizational identity is not supported. Thus, while hypotheses 16a to 16c are not validated, hypotheses 13a to 13c and 18a to 18c are supported. In summary, a moderated chain mediation effect is established between workplace impoliteness and work engagement dimensions (vitality, dedication, and focus), aligning with the study's hypotheses and shedding light on the complex dynamics involved in workplace interactions and employee engagement.

4.7 Summary of Hypothesis Test Results

This chapter begins by employing independent sample t-tests and one-way analysis of variance to scrutinize differences among control variables in the main research variables. Subsequently, descriptive statistical indicators are examined for the main research variables, encompassing minimum, maximum, mean, standard deviation, skewness, and kurtosis to comprehend their distribution. Following this, correlation analysis is conducted to ascertain relationships between variables. Results indicate significant correlations between workplace impoliteness, internal identity perception, organizational identity, self-perceived employability, and work engagement, laying the groundwork for hierarchical regression analysis. Adopting the Analytic Hierarchy Process (AHP) and Bootstrap method, the Process program is utilized to validate the research hypotheses and theoretical model. In summary, out of the 18 research hypotheses posited, 14 are supported by data tests. Specifically, the empirical test results confirm hypotheses regarding the negative impact of workplace impoliteness on work engagement levels (vitality, dedication, and focus), as well as its negative impact on internal identity perception. Additionally, hypotheses concerning the positive impact of internal identity perception on work engagement and its mediating role between workplace impoliteness and work engagement are established. However, hypotheses related to the moderating role of self-perceived employability on various relationships are not substantiated. These findings offer empirical support for the subsequent discussion of results and management strategy recommendations.

5. Conclusion

This study delves into the realm of private higher education in China, focusing on faculty members from 50 private universities. It introduces moderating variables, notably self-perceived employ-ability, and constructs a moderated chain mediation model. The theoretical framework dissects the roles of internal identity perception and organizational identity in mediating the impact of workplace impoliteness on the work engagement of private university faculty. Additionally, it scrutinizes the moderating effects of self-perceived employ-ability across various pathways. By employing hierarchical regression analysis, the study confirms the negative impact of workplace impoliteness on work engagement levels, internal identity perception, and organizational identity. Furthermore, through empirical testing, it establishes the mediating effects of internal identity perception and organizational identification, both singly and in combination, on the relationship between workplace impoliteness and work engagement. The study also validates the moderating role of self-perceived employ-ability on specific paths within the theoretical model. Utilizing statistical software and testing procedures, the study unveils insights into the complex interplay of variables, shedding light on the mechanisms underlying workplace impoliteness and its repercussions on work engagement. Drawing from theoretical analyses, hypothesis inferences, empirical tests, and result discussions, this section offers pragmatic recommendations for mitigating workplace impoliteness in private university settings and enhancing faculty and staff work engagement. Firstly, it suggests governmental interventions to bolster internal identity perception and organizational identity among faculty and staff through improved support systems and management frameworks. Secondly, it advocates for institutional measures within private universities to combat impoliteness, emphasizing both preventive measures and a zero-tolerance policy. Thirdly, it underscores the importance of individual efforts to enhance self-perceived employ-ability and navigate workplace interactions effectively. By cultivating positive interpersonal relationships and coping mechanisms, individuals can mitigate the negative impact of impoliteness and foster higher levels of perceived employ-ability. While the study contributes significantly to understanding the dynamics of workplace impoliteness and work engagement, it acknowledges certain limitations. These include constraints in data

collection methodologies, potential measurement scale discrepancies, and the need for broader variable inclusion. Future research endeavors could address these limitations by employing longitudinal data collection methods, refining measurement scales, and exploring additional mediating or moderating variables to enrich the theoretical framework further.

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