

Research on the Path to Realize the Functions of Academic Student society in Chinese Universities

Cong Deng and Songlin Tang

Krirk University, Bangkok, Thailand

Corresponding Author, E-mail: 295212625@qq.com

Abstracts

This study is to explore the influencing factors of their innovation behavior. Based on this argument and relevant literature, three basic potential variables of the model are constructed, namely: the motivation of club members to participate in activities, the innovation atmosphere of club organizations, and the innovation behavior of club members. There are four hypotheses in total, To build a "theoretical model for the realization of innovative functionality of academic Student society in Chinese universities". Data was collected through online questionnaires, and statistical tests were conducted using SPSS22.0 and AMOS24.0 software. The statistical tests included descriptive statistical analysis, reliability and validity testing of test items, model fitting testing, research hypothesis testing, and mediation effect testing.

The results show that: (1) the participation motivation of the members of academic Student society in Chinese universities has a positive impact on the innovative behavior of the members of the associations; (2) the organizational innovation climate of academic Student society in Chinese universities has a positive impact on the participation motivation of the members of academic Student society in Chinese universities; (3) the participation motivation of the members of academic Student society in Chinese universities has a positive impact on the innovative behavior of the members of the associations; (4) The participation motivation of the members of academic Student society in Chinese universities plays a mediating role between the participation motivation of the members of academic Student society in Chinese universities and the innovative behavior of the members of the associations; Finally, based on the research findings, several corresponding research suggestions were proposed.

Keywords: Academic Clubs in Universities; Motivation for Participation; Innovative Atmosphere in Club Organizations; Innovative Behavior

Introduction

The 2020 government work report proposes a talent strengthening strategy based on China's current development status and international development trends (Yang, 2021 : 54). In this context, the country attaches great importance to the cultivation and improvement of talent innovation ability, and deeply implements relevant education work. In the process of meeting the demand for high-quality innovative talents, university academic clubs have also become the main battlefield for talent innovation and entrepreneurship development. At the same time, academic clubs are an important training platform for cultivating innovative talents in university education, especially undergraduate education, including innovation and academic abilities. Cultivating the creative and academic abilities of college students,

providing solid experience, cultivating scientific thinking, and improving work ability, which in turn is necessary for cultivating talents. It is a prerequisite for acquiring knowledge, creating new knowledge, and serving society. It is also the most basic function and mission of modern university academic communities. The Decision of the State Council of China on Deepening Education Reform and Fully Implementing Quality Education clearly states that "Higher education should attach importance to the cultivation of college students' innovation ability, practical ability and entrepreneurial spirit. The construction of academic associations for college students can effectively promote the cultivation of college students' scientific research and innovation ability. At the 2018 National Undergraduate Education Conference, Minister Chen Baosheng proposed that the cultivation of innovative talents should promote the integration of science and education, so that students can participate in and integrate into scientific research as soon as possible, advance topics, laboratories and teams as early as possible, and increase Efforts will be made to open research bases at all levels to undergraduate students, improving their research and practical abilities, as well as their innovation and entrepreneurship abilities (Huang and Tang, 2016 : 70-78 ; Yang, 2021 : 54).

Research on the research-oriented characteristics of college students in psychology both domestically and internationally has shown that due to the basic formation of their personalities, the maturity of their intellectual development, and the good development of their emotional willpower, college students are in a period of great awakening in creative psychology, with a strong sense of innovation in research and a high level of motivation. College students who have just entered adulthood have a certain level of basic knowledge, active and agile thinking, a desire for self-development and self-improvement, and demonstrate great enthusiasm and strong acceptance ability for learning new knowledge and skills. It can be said that the entire university stage is the best period to develop innovation potential, and universities should seize the opportunity to encourage and attach importance to the development of scientific research and innovation abilities of college students.

The innovation ability of students is mainly obtained through scientific research activities. Unlike the scientific research activities of teachers and scholars, the scientific research activities of teachers and scholars are tangible academic research activities, with the main purpose of achieving advanced theoretical achievements and industrial application results at home and abroad. The scientific research activities of college students are mainly exploratory learning activities based on subject professional knowledge, The main purpose is to improve the ability to integrate theory with practice, apply the knowledge learned to solve practical problems, master the basic methods and skills for scientific research innovation, and promote the development of scientific research innovation ability through direct and emotional scientific research practice activities (Amabile et al., 1996 : 1154 ; Cui et al., 2023 : 41-52).

The research object of this article is the academic club student members of a certain higher education institution in Hunan Province, China. This type of club organization will carry out corresponding club activities based on different majors and around their professional courses. Club activities mainly include academic discussions, academic competitions, academic consultations, etc. Schools can conduct Q&A based on professional content through club activities; The scientific research innovation reflected in the activities of academic Student society refers to the platform and environment that can provide students with scientific research innovation, so that students can actively explore scientific content based on their own initiative and autonomy, and change the passive position of students in learning.

The research purposes are as follows: 1. Build a theoretical model of "the realization of the innovative function of academic Student society in Chinese universities", and obtain sample data through measurement questionnaires to verify the effectiveness of the theoretical model built, and observe how well the data match the model. To test the model fit and hypothesis, and then explore and analyze the factors that affect the realization of the innovative function of academic Student society in colleges and universities; 2. Verify whether student participation motivation plays a mediating role between the innovative atmosphere of the club organization and the realization of the club's innovative functions.

Literature Review

Comprehensive Incentive Theory

There is no doubt that certain incentive measures are needed in the management of academic Student society in colleges and universities. Therefore, it is necessary to establish a scientifically standardized, reasonable and practical incentive mechanism for club management, improve the relevant assessment and elimination system, stimulate the personal potential of members, mobilize their enthusiasm, and promote the achievement of organizational development goals. At the same time, college students also need various incentives in other aspects, such as goals, rewards and punishments, emotions, and so on. The overall incentive theory is an important theoretical basis for promoting the construction and management of academic Student society in colleges and universities. The comprehensive incentive theory includes the following basic theories: firstly, the hierarchy theory of needs. Maslow, a psychologist, believes that the basic needs of human beings are developing from the low level to the high level, which enlightens us that when using the incentive theory to manage academic Student society in colleges and universities, we should first find out what the needs of members are, and then solve relevant problems according to their needs. The second is to strengthen the theory. Skinner proposed using certain incentive measures to influence whether certain behaviors that have occurred before will occur again in the future. The fourth is the expectation incentive theory, which was proposed by American behavioral scientists Porter and Lawler. Expected value refers to the probability of predicting the specific effective outcomes that events and behaviors themselves may lead to (Huang and Tang, 2016 : 70-78 ; Yang, 2021 : 60).

Based on this research scenario, explore whether the participation motivation of club students and the innovative organizational atmosphere of the club can affect the realization of the innovative functions of the club.

Implementation of Innovative Functionality of Societies

The functions of academic Student society in colleges and universities include professional development function, interpersonal experience function, platform carrier function, self improvement function, physical and mental pleasure function and innovative function. In this article, the functionality of innovation is reflected in the cultivation of innovative behavior among club members and the manifestation of their innovative behavior.

Some scholars believe that innovative behavior refers to the individual proposing and putting new ideas into practical action, which means that innovative behavior not only includes the generation of creative ideas, but also the successful implementation of creative ideas (Woodman, 1993 : 293 ; Amabile, 1996 : 1154); Some scholars define employee innovation behavior as the process in which employees generate, promote, and implement innovative ideas in relevant organizational activities, and put them into practice. (Yang Yue, 2021 : 62)

Understanding the innovative functions of academic associations in Chinese universities can be achieved from the following aspects: (1) Innovative thinking cultivation: Academic associations can cultivate students' innovative thinking ability by organizing various academic activities, lectures, and seminars. Students propose novel perspectives and research directions to stimulate their creativity and innovation potential. (2) Innovative research projects: Academic clubs can encourage students to participate in innovative research projects and conduct cutting-edge academic research through collaboration with teachers or other professionals. These projects can involve new research methods, technologies, or applications, providing students with opportunities for practice and exploration. (3) Innovative communication and cooperation: Academic clubs can provide students with a platform for communication and cooperation with students from other schools and subject areas. By participating in academic conferences, joint research projects, and other forms, students can share their research results with other students, gain perspectives and feedback from different disciplines, and further promote innovation. (4) Innovative club management and organization: Academic clubs can try innovative club management and organization methods to better stimulate students' innovative abilities. Community organizations can encourage students to independently organize activities, develop research plans, and provide necessary support and resources to promote students' innovative practices (Yang, 2021 : 41).

Motivation of club students to participate

Motivation can be distinguished into two dimensions: internal motivation and external motivation. Internal motivation refers to the pursuit of novelty, interest, self actualization, and problem-solving when engaging in something that is aimed at the object itself, as it considers it to be enjoyable, attractive, enjoyable, fulfilling, recognized, and fulfilling. The earliest source of intrinsic motivation was proposed by Woodworth in 1918, who believed that individuals' perceptions and behaviors were often guided by interests and self-protection, and these behaviors gave individuals a sense of self achievement. External motivation refers to things outside of work, such as salary, material rewards, recognition from others, or challenging job content that stimulate an individual's desire to work. External motivation refers to the main purpose of engaging in an activity that is independent of the activity, such as obtaining expected rewards, winning in competition, and meeting certain needs (salary, colleague relationships, position, and appreciation from others).

The motivation for students to participate in academic clubs in Chinese universities can be influenced by multiple factors. The following are some possible motivations for participation: (1) Learning and improving knowledge: Academic clubs typically provide a platform for learning and sharing knowledge. Students may hope to further learn and improve their academic level by participating in club activities. (2) Communicate with like-minded individuals: Academic clubs gather a group of students interested in a specific academic field or topic. Participating in clubs can provide students with the opportunity to communicate with like-minded individuals, share their interests and research directions, and gain more academic

inspiration and support. (3) Enhancing practical experience: Academic clubs usually organize various academic activities, such as academic conferences, seminars, research projects, etc. By participating in these activities, students can gain valuable practical experience, enhance their research ability and academic literacy. (4) Social and interpersonal relationships: Academic clubs not only provide a platform for academic exchange, but also provide students with opportunities for social and interpersonal relationships. Students can make new friends and expand their social circle through clubs. (5) Enhancing competitiveness: Participating in academic club activities can enrich students' resumes and increase competitiveness. Students can showcase their academic interests and abilities through club activities to prepare for future job hunting or further education (Huang and Tang, 2016 : 70-78).

This study aims to reveal the mechanism by which the innovative atmosphere of academic club organizations in Chinese universities affects the innovative behavior of club members from two perspectives: internal and external motivations for participating in club activities.

Organizational Innovation Atmosphere of Societies

After reviewing research on organizational innovation climate, it was found that the antecedent variables of organizational innovation climate include: evaluation form, motivation, leadership management, quality of organizational member relationships, sense of responsibility in work, autonomy and challenge, and resource provision; The antecedent variables of Organizational identification can be summarized into several aspects: organizational management factors (evaluation form, incentive and leadership management, etc.) (Scott and Bruce, 1994), group influence factors (quality of organizational member relationship) and work nature factors (sense of responsibility, autonomy, challenge and resource provision in work, etc.).

After reviewing relevant research on organizational innovation climate, it was found that the outcome variables of organizational innovation climate include: encouragement of creativity, work autonomy, work challenge, resources, communication quality between organizational members, and employee behavior; It can be roughly divided into two categories: one is to analyze and explore the relationship between organizational innovation atmosphere and individual creativity, and this type of research has progressed relatively early; The second type is based on the first type of research, exploring the relationship between organizational innovation atmosphere and individual innovation behavior of members, with a focus on studying its relationship with explicit innovation behavior of organizational members (Gu and Peng, 2010 : 21-35 ; Xue, 2007).

The three dimensions of organizational innovation atmosphere (autonomy, teamwork, and organizational motivation) have a significant positive impact on employee innovation behavior (Wang Hui and Chang Yang, 2017 : 51-62) ; Organizational members directly or indirectly perceive a group of measurable organizational traits in the work environment that affect employees' innovative behavior, including environmental freedom, organizational support, team cooperation, learning and growth, and ability development (Gu Yuandong, 2019); Scholars have conducted multiple confirmatory studies and found that the impact of innovation atmosphere on innovation behavior is significant (Zhao and Zhang, 2020; Cui et al., 2023 : 41-52).

A study has pointed out that if organizational leaders support and encourage members to innovate, sharing information with employees while listening to their thoughts and ideas, it can improve the creativity of organizational members; At the same time, information sharing and harmonious relationships among members will also promote their innovative behavior; This can effectively reduce members' fear of innovation, improve psychological safety, and thereby enhance their creativity. Organizational leadership and resource sharing among colleagues are the foundation for members' innovative work, which enhances their enthusiasm for learning and work, thereby enhancing their creativity (Catherine and Ulrich, 2000).

The innovative atmosphere of academic community organizations in Chinese universities refers to the perception of the level of innovation support provided by members of academic community organizations. A positive innovative atmosphere of community organizations can promote the improvement of innovation motivation among community members.

Research Methods

Due to the need to test the reliability, validity, adaptability, and path relationship of the theoretical model constructed in this study, it must be obtained through sample data analysis. Therefore, this study developed a survey questionnaire based on the measurement scales of various potential variables in the constructed theoretical model, and collected the survey questionnaire data through the student union and Youth League committee of the college.

The survey questionnaire includes two parts of data collection. The first part is the demographic characteristic variables of the survey subjects, including gender, grade, major, and duration of participating in clubs. The second part includes all variable measurement items in the empirical model, which refer to mature scales in similar studies and are modified according to the research needs of this research context. Each potential variable measured in the questionnaire is set with 3 or more items to ensure the validity of the questionnaire. Among them, there are 4 questions about the participation motivation of the members of academic Student society in Chinese universities, 11 questions about the organizational innovation atmosphere of academic Student society in Chinese universities, and 4 questions about the innovative behavior of the members of the associations. The second part of the questionnaire has 19 questions, all measured by Likert 7 scale.

This study will analyze the data collected from the above questionnaire, including descriptive statistical analysis, reliability test, convergence validity test, differential validity test, model fitting, hypothesis test, ANOVA analysis and Mesomeric effect analysis.

Research Conceptual Framework

In summary, the three underlying variables of the constructed model are: motivation for club members to participate (PM), organizational innovation climate (OIC), and the realization of the innovative functionality of the club, which is also the innovative behavior (BI) of club members. There are four hypotheses, namely:

H1: The participation motivation of the members of academic Student society in Chinese universities has a positive impact on the innovative behavior of the members of the associations

H2: The organizational innovation atmosphere of academic Student society in Chinese universities has a positive impact on the participation motivation of members of academic Student society in Chinese universities

H3: The participation motivation of the members of academic Student society in Chinese universities has a positive impact on the innovative behavior of the members of the associations

HZ1: The participation motivation of members of academic Student society in Chinese universities plays a mediating role between the participation motivation of members of academic Student society in Chinese universities and the innovative behavior of members of the associations.

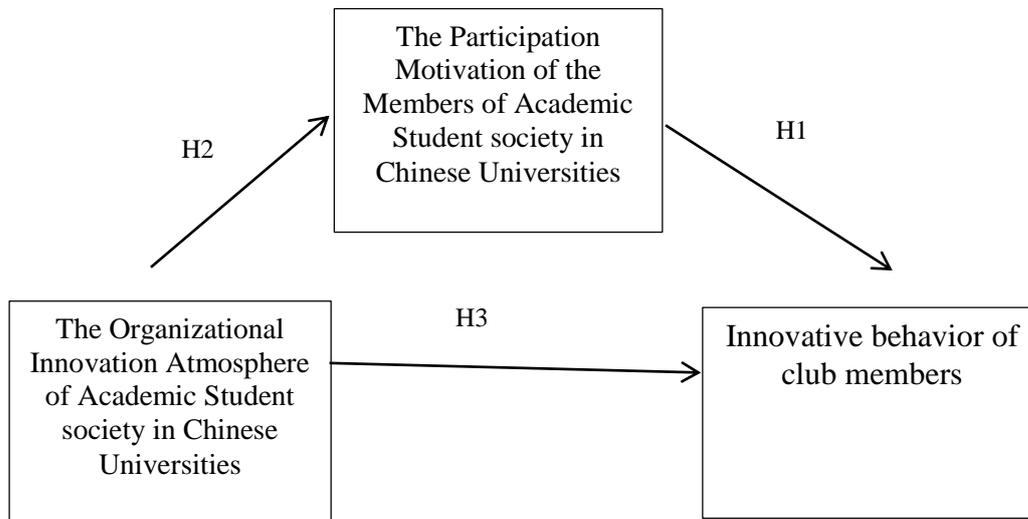


Figure 1 Conceptual Framework for realizing innovative functionality of academic Student society in Chinese universities

Results

Use SPSS and Amos 24.0 software to analyze the data collected from online questionnaires, including descriptive statistical analysis, reliability testing of questionnaire test items, convergence validity testing, discriminant validity testing, model fitting, hypothesis testing, ANOVA analysis of variance, and mediation effect testing.

Before distributing the formal questionnaire on a large scale, a small-scale questionnaire survey was conducted, and 65 predicted questionnaires were distributed. The samples were divided into 27 and 73 digits, and the 7 dimensions were subjected to T-tests for high and low clusters. The results showed that the p-values of all questions were less than 0.05, indicating significant differences between high and low clusters. This indicates that the test items have a certain level of discrimination and need to be retained. After prediction, the questionnaire was distributed through online questionnaires, After subsequent identification and screening of the 300 questionnaires collected, after excluding invalid questionnaires, there were 295 valid questionnaires, with a recovery rate of 98%.

From the sample information description table, we can see that there is not much difference in the Sex ratio ratio between men and women among the members of the surveyed associations, and there are a little more women members. The age of the members of the surveyed club is divided into four learning stages, namely freshman, sophomore, junior, and senior. Among them, there are more sophomores, followed by freshman and junior, and the least is senior. The research object is set as academic club members who are participating and have participated in academic clubs regardless of their major. From the sample data, the proportion of surveyed club members in each major is relatively average.

Table 1 Reliability and Convergence Validity Test Data Table (PM)

Dimension	topic	Std	SMC	CR	AVE
Motivation of club members to participate	Pm2	.810	.656	.759	.512
	Pm1	.854	.729		
	Pm4	.815	.664		

Table 2 Reliability and Convergence Validity Test Data Table (OIC)

Dimension	Topic	Std	SMC	CR	AVE
Innovative atmosphere in club organizations	Oic1	.752	.566	.911	.577
	Oic3	.748	.560		
	Oic2	.748	.560		
	Oic4	.891	.477		
	Oic6	.629	.396		
	Oic5	.807	.768		
	Oic8	.652	.425		
	Oic7	.632	.399		
	Oic9	.870	.793		
	Oic10	.753	.567		
	Oic11	.834	.702		

Table 3 Reliability and Convergence Validity Test Data Table (IB)

Dimension	Topic	Std	SMC	CR	AVE
Innovative	Ib1	.788	.621	.750	.501
Behavior of Club	Ib3	.855	.731		
Members IB	Ib4	.806	.650		

As shown in Table 4, the diagonal bold font represents the AVE root sign value, and the lower triangle represents the Pearson correlation of dimensions. The AVE root sign values of all dimensions are greater than the correlation between dimensions and other dimensions, indicating differential validity between dimensions. The average and standard deviation are shown in the table; Therefore, the reliability, convergence validity, and discriminative validity of this model are good.

Table 4 Correlation coefficient between square root of AVE and Latent and observable variables

Dimension	Reliability	Convergence	Discriminant			Descriptive Statistics		
	Cronbach Alpha	Validity AVE	PM	OIC	IB	average value	standard deviation	Number of cases
PM	.756	.512	.706			5.78	.553	295
OIC	.787	.517	.380	.737		5.49	.706	295
IB	.714	.512	.349	.395	.666	5.61	.621	295

Analysis of Model Fitting and Hypothesis Testing Results

In the structural equation model, the model fitting index is a statistical indicator that examines the degree to which the theoretical structural model fits the data. In this study, Amos 24.0 software was used to test the fitting degree of this model. Considering that the minimum fit functional Chi G square value of the absolute fit index is easily influenced by the sample size, some scholars suggest using the ratio of the chi square value to its degree of freedom as the standard, and combining the goodness of fit index (GFI), standard fit index (NFI), increased fit index (IFI), and comparative fit index (CFI) as supplements. The value range is between 0 and 1, and the closer it is to 1, the better, The root mean square (RMSEA) of approximation error should be less than 0.05, and the smaller the better (Bagozzi&Yi, 1988).

Goodness of Fit Index (GFI) and Adjusted Goodness of Fit Index (AGFI). GFI and AGFI reflect the proportion of covariance that the hypothetical model can explain. The larger the goodness of fit index, the higher the degree of explanation of the independent variable for the dependent variable, and the higher the percentage of changes caused by the independent variable in the total change.

It is generally believed that GFI and AGFI values greater than 0.9 indicate a high degree of fit between the model and the data. Therefore, it can be considered that the model fits the sample data well, and the model has a good degree of fit, which can be used for the next step of path validation operations. After passing the path test and mediation effect test (as shown in Tables 5 and 6), all hypotheses are valid.

Table 5 Direct Effects

DV	IV	Coeff	Se	T	p	LLCI	ULCI
PM	constant	1.596	.213	7.500	.000	1.177	2.015
	OIC	.733	.039	18.585	.000	.655	.811
BI	constant	.498	.194	2.566	.011	.116	.880
	PM	.528	.048	11.081	.000	.434	.622
	OIC	.369	.048	7.676	.000	.275	.464
BI	constant	1.341	.211	6.362	.000	.926	1.756
	OIC	.757	.039	19.367	.000	.680	.833

Table 6 Total Impact Effect

	Effect	SE	t	p	LLCI	ULCI
Total	.757	.039	19.367	.000	.680	.833
Direct	.369	.048	7.676	.000	.275	.464
Indirect	.387	.049	7.898	.000	.297	.487

This section uses PROCESS's Model (4) to test the validity of the mediation hypothesis, and verifies the mediation hypothesis HZ1 (the mediating effect of club member participation motivation between the innovation atmosphere of the club organization and the innovation behavior of club members). Is there a mediating effect on the motivation of community members to participate? The results are shown in Table 5, and the confidence interval values do not include 0; As shown in Table 6, the significant confidence intervals of indirect effects are (0.297, 0.487), which do not include 0, so it supports the Mesomeric effect effect of community members' participation motivation.

Conclusion and Discussion

From the perspective of whether the hypothesis is supported or not, the establishment of hypotheses H1, H2, and H3 indicates that club members are very concerned about the sense of value and achievement after participating in the club, which is closely related to whether there is positive innovative behavior in the activity participation. In participating in club activities, great attention will be paid to the atmosphere of the club activities, such as effective communication and coordination with teachers, mutual assistance and care with classmates, and a positive and harmonious atmosphere of participation. Another important point is whether the student leaders and responsible teachers of the club will provide ideological and material support when encountering difficulties in club activities, such as encouragement and

praise. In short, it encourages everyone to work together to find solutions when encountering problems and difficulties in activity learning. This is consistent with Payne's viewpoint that the perceived description of creativity and innovation in the participating activity environment by organizational members can affect their motivation, values, and behavior; The innovative atmosphere of a club organization refers to the culture in which participants are encouraged to think, try new ideas and methods, and have a positive and supportive atmosphere for innovation. If a college club establishes such an atmosphere, club members may feel that their participation is more meaningful and challenging, and they are more likely to try new methods to solve problems, thereby enhancing their participation or innovation motivation. In addition, the innovative atmosphere of club organizations can also enhance participants' sense of participation and autonomy. When club members feel that their innovative ideas are valued and have the opportunity to achieve them, they may be more motivated to pursue higher goals, thereby enhancing their innovation motivation. However, it should also be noted that the motivations of participants are different and may be influenced by different factors. Therefore, the positive impact of establishing an innovative atmosphere in college clubs on participation motivation is not certain, and the specific situation depends on factors such as the culture of the college and the needs of participants.

In this research scenario, the motivation of club members to participate can be said to refer to their sense of value in participating in activities, so the perception of the activity environment is inseparable, such as the incentive mechanism for club activity participation, the support of student leaders, relevant departments and teachers of the school, and the guarantee of resource information.

Assuming the establishment of HZ1 represents that innovation is not just a single behavior, but is influenced by multiple factors. In addition to individual intrinsic motivation, the innovative atmosphere of an organization can also have an impact on the motivation of club participants to participate and promote the innovative behavior of club members. The attitude of student leaders representing the club, relevant departments in charge of the school, and teachers' support has a certain impact on the motivation of members to participate, thereby affecting the innovative behavior of their club members.

Recommendations

Based on the above research findings, in practical applications, this research conclusion can provide some guidance for academic community organizations in Chinese universities, improve members' participation motivation, and promote the innovation ability and competitiveness of the organization. The innovative functionality of academic innovation in Chinese universities can be achieved through the following methods:

(1) Provide an innovation platform: Academic clubs can provide students with an innovation platform, encouraging them to propose new ideas and methods, explore new knowledge and research directions in the academic field. Clubs can organize innovation competitions, project research, and other activities to stimulate students' innovation potential.

(2) Stimulating innovative thinking: Societies can cultivate students' innovative thinking abilities by organizing innovative lectures, workshops, and other activities. Students can broaden their way of thinking and propose new perspectives and solutions in academic research by communicating with people from different disciplinary backgrounds.

(3) Conducting innovative projects: Academic clubs can encourage students to participate in innovative projects, such as scientific research projects and technology competitions. Societies can provide resources such as project support and mentor guidance to help students realize their innovative ideas and translate them into practical results.

(4) Promote academic exchanges: academic associations can organize Academic conference, symposiums and other activities to promote academic exchanges between students and between students and teachers. Through academic exchange, students can learn about the latest research progress, stimulate innovative thinking, and broaden their academic horizons.

(5) Innovative club management mode: Academic clubs can try innovative club management modes, such as team cooperation, project management, resource integration, etc.

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