Research on Research on Internal Communication and Cooperative Learning Communities in Chinese Universities from the Perspective of Positive Organizational Behavior

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Abstract

This study aims to explore the relationship between internal communication and cooperative learning communities in Chinese universities from the perspective of Positive Organizational Behavior (POB). In the context of China's society undergoing significant transformations, the demand for personal growth and societal transition from educational institutions has become increasingly crucial. Cooperative learning communities (CLC), as a collaborative learning approach adopted by the entire faculty and students based on predetermined organizational principles, are considered an effective mechanism for advancing educational quality and fostering comprehensive student development.

Employing various methods, including surveys and teacher interviews, this research investigates the mutual influence and correlation between internal communication and cooperative learning communities in Chinese universities. Guided by the theory of POB, we examine the significance of internal communication and cooperative learning communities in shaping and developing the educational ecosystem of higher education institutions. Previous research findings demonstrate that internal communication from the perspective of POB plays a pivotal role in fostering the formation and stability of cooperative learning communities. Effective internal communication channels facilitate improved collaboration and knowledge-sharing among students, thereby enhancing their learning outcomes. Moreover, the active participation and support of teachers have positive effects on the establishment and maintenance of learning communities. Teachers promote positive interactions among students within the communities through encouraging collective learning and providing personalized guidance. Furthermore, the existence and development of CLC also yield positive impacts on POB. These communities create a positive learning environment for students, enhancing their learning motivation and self-efficacy. The application of POB theory plays a critical role in the construction of CLC within higher education institutions.

In conclusion, this study delves into the relationship between internal communication and cooperative learning communities in Chinese universities from the perspective of POB. It explores the formation and operational mechanisms of CLC, contributing valuable theoretical and practical insights for optimizing educational management, nurturing comprehensive student development, and advancing the overall development of higher education institutions.

Keywords: Internal Communication; Collaborative Learning Communities; Positive Organisational Behaviour Theory; Organisational Culture

1. Introduction

In the current context of globalization and technological development, higher education is facing new challenges and opportunities. China, as a rapidly emerging country, is also facing increasing demands and pressures in the field of education. In order to adapt to the ever-changing social and economic environment, Chinese universities need to continuously explore and innovate their teaching modes in order to cultivate high-quality talents with a global perspective, innovative ability and cooperative spirit. Against this background, cooperative learning communities (CLC) has become a highly regarded teaching method. This mode of learning emphasises students' active participation and cooperation, and promotes students' motivation and learning effectiveness by exploring problems, sharing knowledge and experiences together (So H J, 2008). CLC not only helps to improve students' academic performance, but also develops students' abilities in teamwork, communication and problem solving, which prepares them for their future careers and lives (Wong C P, 2020).

In today's world, it is challenging for individuals to accomplish tasks independently. Co-operation is vital for individuals, groups and even nations. Especially when faced with complex situations, teamwork is necessary to accomplish complex tasks (McWhaw K, 2003). In a co-operative team, individuals collaborate, support each other, communicate with each other, and complement each other's strengths and weaknesses. Team members rely on each other to achieve a common goal, and if any member fails to fulfil his or her responsibilities, the consequences are shared collectively (Baker D P, 2006). At the university, faculty encourage and assist students in developing trust, leadership, decision-making, communication, and conflict management skills. Team members set team goals, regularly evaluate team performance, and identify necessary changes to improve future effectiveness (Heide & Simonsson, 2021). In this context, it is recommended that university faculty members embrace a mindset of continuous and lifelong learning to address the current ability to develop high quality talent in the age of globalisation (Heide & Simonsson, 2021). Therefore, for teachers living in the context of globalisation, it is important not only to be collaborative, but also to learn continuously and make substantial progress in self-management (Sahlberg P, 2004,).

In Chinese universities, the establishment of CLC is an effective way to promote the improvement of education quality and faculty development. CLC can create a cultural atmosphere of common learning and cooperation and exchange within the university, promote interaction and cooperation among teachers, and improve their teaching and professional competence, as well as provide students with more diversified learning resources and support, and improve students' motivation and learning effectiveness (Al-Samarraie H, 2018). However, there are still some problems with communication and cooperative learning communities within Chinese universities, such as lack of awareness of cooperation (Zhu C, 2012), lack of training and support related to cooperative learning, lack of knowledge about how to effectively promote students' cooperative learning in their teaching, and lack of communication between teachers (Le H, 2018) (e.g., teachers might tend to act individually, making it difficult to form a cooperative learning community). In addition, cultural differences may play a role as people come from different regions and have different cultural backgrounds, which involve language, behavioural habits, social norms, and etc. (Triandis H C, 1989). These differences may affect the construction of cooperative learning community.

We conducted our study from a positive organizational behaviour (POB) perspective. POB Theory is a management theory based on positive psychology, which aims to improve organizational performance and employee well-being by shaping a positive work environment and employee psychological state, and this theory lays the foundation for our in-depth discussion of the strengths and characteristics of CLC. Studying the relationship between internal communication and CLC in Chinese colleges and universities from the perspective of positive organizational behaviour, and exploring the influence and role of both, is of great theoretical and practical significance. It provides colleges and universities with effective teaching management strategies and

teacher training programmes, promotes the overall development of teachers and students, and enhances the quality of college education.

2. Literature Review

This study begins with a comprehensive review of theories and empirical studies on internal communication, encompassing models, mechanisms, influencing factors, and outcomes. The examination of past research establishes a solid theoretical foundation for understanding key concepts in internal communication. Subsequently, a literature review on cooperative learning communities is conducted, focusing on their formation, development, and operational mechanisms within the educational context. Finally, an exploration of literature pertaining to cooperative learning communities from the perspective of positive organizational behavior is undertaken.

This includes an analysis of positive organizational behavior theory, the interplay between positive organizational behavior and cooperative learning community development, and the role of internal organizational communication in this dynamic. This three-fold literature review sets the stage for investigating the impact of positive organizational behavior on cooperative learning communities, offering a theoretical framework for the study.

2.1. Review of the internal communication literature

Internal communication is an important process of exchanging and transferring information between members within an organisation. It is more than the simple transfer of information, it is a complex process of social interaction involving organisational structure, culture, values, leadership and relationships between employees. As an important organisational process plays a vital role in the success of the organisation and the well-being of the employees, it is efficient in transferring information, promoting mental health care and developing the organisational culture, effective internal communication ensures the timely flow of organisational information and feedback through the organisational structure. There is a book that covers the theory and practice related to internal communication relatively well. The book contains several chapters covering the importance of internal communication, the effects and strategies of internal communication, and the barriers to and solutions for communication within organisations, providing a more comprehensive view of the development and application of internal communication theory (Heath, R. L., & O'Hair, H. D. , 2008). In addition to this, there are many studies on internal communication. The following is a literature review on internal communication covering theoretical frameworks and implications, strategies and barriers, crisis communication and technological implications of internal communication.

2.1.1 Theoretical framework and implications

Theoretical framework: Internal communication theory is a theoretical framework for studying the transmission and exchange of information between members within an organisation. This includes messaging theory, which focuses on the process of sending, receiving and understanding messages; social network theory, which looks at the network of relationships between members within an organisation; and systems theory, which looks at organisations as complex systems and examines the impact of internal communication on the organisation as a whole. This review article systematically reviewed the research on internal communication in organisations and collates several theoretical frameworks, such as information transfer theory, social network theory and systems theory. The review study also explores the impact of internal communication by examining

the factors that influence it, such as organisational structure, culture, leadership and technology, and provides an in-depth analysis of the impact of internal communication (Men L R, 2014).

Impact study: an in-depth look at the impact of internal communication on organisational performance and employee satisfaction. The study shows that effective internal communication can promote employee engagement, loyalty, and enhance employees' sense of identity and belonging to the organisation. At the same time, good internal communication also helps to improve organisational productivity, innovation and competitiveness. Influencing factors include employee engagement, where good internal communication promotes employee participation in organisational decision-making and problem-solving processes, enhances employees' sense of belonging and responsibility, and stimulates employees' creativity, thus promoting organisational innovation and development. It can also include employee satisfaction, where transparent, timely and accurate internal communication helps to improve employee satisfaction with the organisation, enhances employee loyalty and retention in the organisation, reduces employee turnover and turnover costs, and others. This literature review provides a detailed study of the relationship between internal communication and employee engagement. The review found that there is a significant positive relationship between effective internal communication and employee engagement. By establishing transparent, open and two-way communication channels, organisations can promote employee buy-in to organisational goals and values, enhance employee engagement at work, and thus improve organisational performance (Mbhele S, 2016).

But many researchers have sought to measure both "objective" and perceived environmental uncertainty (PEU) (e.g. Daft and Weick, 1984; Milliken, 1987). A firm's task environment generally includes five external components: customers, competitors, suppliers, regulatory groups, and technological requirements of an industry (Dill, 1958). The more that task environments move away from being rich, homogeneous, stable, dispersed, and placid, the more that uncertainty can be expected to increase (Achrol, Reve and Stern, 1983), and the more flexibility that is demanded from the system in order to cope with such situations.

2.1.2 Strategies and barriers

Theoretical framework: Internal communication theory is a theoretical framework for studying the transmission and exchange of information between members within an organisation. This includes Strategy optimisation: an in-depth study of the optimisation and personalisation of internal communication strategies. Different organisations' cultures and characteristics may require different communication strategies. More effective communication strategies such as open communication, two-way communication, transparency and regular communication are developed by examining the organisation's specifics, such as organisational structure, culture and employee needs. Factors that influence the strategy are organisational culture, employee needs and technical support. This literature review proposes a stakeholder-based internal communication strategy. The review argues that internal communication is not only about the transmission of information, but should also focus on the needs and expectations of different stakeholders. By gaining an in-depth understanding of the needs of different stakeholders, such as employees, management, and customers, organisations can develop personalised internal communication strategies to improve the effectiveness and efficiency of communication (Welch, M., & Jackson, P. R. ,2007). Focusing on the impact of leadership on internal communication, this study examines how authentic leadership facilitates strategic internal communication and employee-organisation relationships. The results of the study show that authentic leadership helps to establish a climate of openness, trust and transparent communication, which leads to increased employee satisfaction and loyalty (Men, L. R., 2014).

Deep analysis of barriers: In-depth analysis of barriers and problems in internal communication. This may include an in-depth study of the organisational structure to understand the paths and impediments to the flow of information; a study of intercultural barriers to communication, such as language, values and trust; and the proposal of solutions, such as the establishment of an effective feedback mechanism, the improvement of communication processes and the enhancement of communication training. This literature review systematically

examines barriers in internal communication. The review summarises barriers in a number of areas, including organisational culture, leadership communication, and technological issues. By analysing the barriers, the review suggests some recommendations and solutions to help organisations overcome their internal communication difficulties (Jones, R., & Leitch, S.,2008). Adverse consequences of barriers include reduced job satisfaction, reduced organisational effectiveness and problems in interpersonal relationships. Taken together, barriers in internal communication may have a negative impact on the organisation. To overcome these barriers, organisations can establish a transparent and open communication climate, emphasise leadership communication, provide technical support and training, and other measures. By proactively addressing barriers, organisations can improve the efficiency and effectiveness of internal communication, increase employee satisfaction and engagement, and thus promote organisational growth and innovation.

2.1.3 Crisis communication and technical impact

Crisis communication: an in-depth study of the use of internal communication in crisis management. In times of crisis, it is vital to communicate information in a timely and accurate manner. Examines how to establish emergency communication channels, handle crisis information and manage employee emotions in order to maintain organisational reputation and stability. This book is a comprehensive study of crisis communication, covering all aspects of crisis communication, including planning, management and response. It also includes an important section on internal crisis communication. The overview points out that internal communication is particularly critical in times of crisis, and that for organisations, timely, accurate and transparent internal communication can help to mitigate the impact of a crisis and enhance employees' sense of security and trust (Coombs, W. T. ,2014). Chunxia employ an extended framework encircling the literature on crisis responsibility, crisis response strategy, internal crisis communication, and organizational reputation (Chunxia et. al., 2022). The contribution of Mohamad is to investigate the antecedents of internal crisis communication (ICC) that include safety culture, supportive environment, social media usage, management commitment and the consequences on the other hand comprising affective commitment, perceived organizational support, and employee crisis perception in the context of high risk industry in Malaysia (Mohamad et. al., 2022). Internal crisis communication is very important. First, being able to provide employees with timely and accurate information in times of crisis can reduce rumours and panic and stabilise employees' emotions; second, good internal crisis communication can make employees feel cared for and supported by the organisation, enhance their sense of security, and improve their loyalty and cohesion towards the organisation; third, internal collaboration and teamwork in times of crisis are particularly important Third, internal collaboration and teamwork are particularly important in times of crisis. Effective internal crisis communication can promote cross-departmental collaboration, enhance information sharing and exchange, and improve the organisation's ability to cope with crisis.

Technology impact: examines the promise and impact of emerging technologies in internal communication. With the rapid development of information technology, technologies such as social media, instant messengers and online collaboration platforms are changing the way internal communication is conducted. An in-depth study of how these technologies affect communication efficiency, employee engagement and quality of messaging can help organisations better apply technology to optimise internal communication. This literature review reviews the extensive research literature on internal communication, focusing on the role of emerging technologies in internal communication. The review notes that emerging technologies, such as social media, instant messengers and online collaboration platforms, have had a significant impact on internal communication (Men, L. R., & Tsai, W. H. S. ,2019). Therefore, the rational application of emerging technologies can promote the efficiency and effectiveness of internal communication, enhance employee engagement and loyalty, and improve the innovation and competitiveness of organisations. However, it is also necessary to pay attention to the challenges that may be faced in the application of technology and take appropriate measures to overcome these problems to ensure the good use of emerging technologies in internal communication.

In conclusion, an in-depth study of the above can further reveal the complexity and importance of internal communication, provide organisations with more effective communication strategies and solutions, promote resource sharing among educators, and contribute to the establishment of common ideas, goals and values, which are the basis for the formation of a strong collaborative learning community.

2.2. Review of the cooperative learning communities literature

Tab.1 Empirical studies of cooperative learning communities in service context

No.	Study	method of analysis	service context	independent variable	dependent variable
1	Cao Minh Anh Nguyen; Minh-Tri Ha; "The Interplay Between Internal Communication,Employee Engagement, Job Satisfaction, and Employee Loyalty in Higher Education Institutions in Vietnam", HUMANITIES & SOCIAL SCIENCES COMMUNICATIONS, 2023.	PLS-SEM	higher education institutions in Viet Nam	internal communication (IC), job engagement (JE), and organization engagement (OE)	employee engagement (including job and organization engagement), job satisfaction, and employee loyalty
2	Tai-Kuei Yu; Cheng-Min Chao; "Encouraging Teacher Participation in Professional Learning Communities: Exploring The Facilitating or Restricting Factors That Influence Collaborative Activities", EDUCATION AND INFORMATION TECHNOLOGIES, 2022.	a cross-sectional survey method and a quantitative approach	157 teachers	the experience of the social media learning community	the socialisation process and knowledge transfer
3	Thida Ong; Dana Albon; Raouf S Amin; Julianna Bailey; Srujana Bandla; Maria T Britto; Jonathan Flath; Breck Gamel; Michael Powers; Kathryn A Sabadosa; Anna K Saulitis; Lacrecia K Thomas; Sophia Thurmond; Michael Seid; "Establishing A Cystic Fibrosis Learning Network: Interventions to Promote Collaboration and Data-driven Improvement at Scale", LEARNING HEALTH SYSTEMS, 2022.	learning health network, LHN	CF Foundation Care Center Network	CFLN implementation process and strategy	Results and impact of CFLN implementation
4	Maria van der Merwe; Lucia D'Ambruoso; Sophie Witter; Rhian Twine; Denny Mabetha; Jennifer Hove; Peter Byass; Stephen Tollman; Kathleen Kahn;	rapid participatory evaluation	Rural areas in Mpumalanga, South Africa	processes and strategies for implementing the VAPAR programme	results and impacts of the VAPAR programme

	"Collective Reflections on The First Cycle of A Collaborative Learning Platform to Strengthen Rural Primary Healthcare in Mpumalanga, South Africa", HEALTH RESEARCH POLICY AND SYSTEMS, 2021.				
5	Anna Abramczyk; Susanne Jurkowski; "Cooperative Learning As An Evidence-based Teaching Strategy: What Teachers Know, Believe, and How They Use It", JOURNAL OF EDUCATION FOR TEACHING, 2020. (IF: 3)	questionnaire	1,495 language teachers in Poland	teachers' knowledge and beliefs, principles and methods of cooperative learning	the frequency of teachers' use of cooperative learning in the classroom, teachers' organisation and support of students' cooperative learning interactions. Teachers' attitudes and interest in cooperative learning
6	Iskandar Muda; Oskar Vitriano; Rangga Handika; "FACTORS AFFECTING COOPERATIVE CAPITAL ADEQUACY (A SURVEY AND EMPIRICAL STUDY OF INDONESIA'S PANCASILA ECONOMIC SYSTEM)", HUMANITIES AND SOCIAL SCIENCES, 2020.	Structural Equation Modeling (SEM) and controlled variable regression methods	rural community	cooperative member main saving, cooperative member compulsory saving, cooperative member voluntary saving, and bank lending	cooperative capital adequacy
7	Donald Ropes; Han van Kleef; Giovanni Douven; "Learning in The World Café: An Empirical Evaluation", JOURNAL OF WORKPLACE LEARNING, 2020.	questionnaire	The World Cafe (TWC)	the experience of the World Café event	learning process and learning outcomes
8	Ayala Raviv; Sarit Cohen; Ester Aflalo; "How Should Students Learn in The School Science Laboratory? The Benefits of Cooperative Learning", RESEARCH IN SCIENCE EDUCATION, 2019. (IF: 3)	text analysis	school science laboratory	cooperative learning and individual learning	quality of learning and student attitudes
9	Zahraa Abed Aljasim Muhisn; Mazida Ahmad; Mazni Omar; Sinan Adnan Muhisn; "The Impact of Socialization on Collaborative	questionnaire	109 undergraduate students from College of	eLMS usage	knowledge transfer

	Learning Method in E-Learning Management System (eLMS)", IJET, 2019. (IF: 3)		Information Technology at a public university in Iraq		
10	Jonathan H. Tomkin; Shereen O. Beilstein; Jason W. Morphew; Geoffrey L. Herman; "Evidence That Communities of Practice Are Associated with Active Learning in Large STEM Lectures", INTERNATIONAL JOURNAL OF STEM EDUCATION, 2019. (IF: 3)	quantitative research methods Classroom Observation Protocol for Undergraduate STEM Courses, COPUS	a basic STEM programme at a large public research university	whether the teacher is a member of an educational community of practice and the instructional strategies the teacher uses in the classroom	student participation and activity in the classroom, as well as student satisfaction and grades in the course
11	Rochelle F Hanson; Benjamin E Saunders; Samuel O Peer; Elizabeth Ralston; Angela D Moreland; Sonja Schoenwald; Jason Chapman; "Community-Based Learning Collaboratives And Participant Reports Of Interprofessional Collaboration, Barriers To, And Utilization Of Child Trauma Services", CHILDREN AND YOUTH SERVICES REVIEW, 2018. (IF: 3)	observational research methods, questionnaires	five communities in South Carolina, USA, included 572 child abuse professionals	participants' pre- and post-project reports of barriers to and utilisation of Interprofessional Collaboration (IPC) and child trauma services	changes in participants' knowledge, attitudes and behaviours towards evidence-based childhood trauma treatment before and after the project

The findings of the study suggest that for educators, collaborative learning communities can provide a platform for them to work together and promote knowledge exchange, professional growth and resource sharing. For students, collaborative learning communities can help improve their academic performance, promote their social skills and sense of cooperation, and enhance motivation and learning. Then, if we can study this work from the perspective of positive organisational behaviour, such a positive work experience will be even more conducive to enhancing job satisfaction and motivation, and promoting professional development and personal growth.

2.3. Review of the positive organizational behavior literature

Positive Organisational Behaviour is an emerging paradigm in the study of organisational behaviour that focuses on positive phenomena and processes in organisations, such as well-being, meaning, creativity, and leadership, and their impact on individual and organisational performance. Positive Organisational Behaviour represents a new trend in the development of research in the field of Organisational Behaviour by advocating the cultivation and enhancement of the quality of work life and focusing on the meaning of work life, which can improve individual and organisational performance while also helping individuals to reduce the frequency of pathological conditions (Ericsson K A., 2004). By studying individual behaviour and management in positive organisational behaviour, organisations can make progress in their ability to collaborate in learning communities to better understand people and use talent wisely, as well as making great strides in management performance and organisational sustainability (Ewing et al., 2019, p. 14).

Through our study of the literature, we have learned that there are three main reasons for wanting to study collaborative learning communities within a positive organisational behavioural perspective.

First, the positive organisational behaviour perspective can make up for the shortcomings of the traditional organisational behaviour perspective in the study of cooperative learning communities. The traditional organisational behavioural perspective tends to focus on problems and difficulties in organisations, such as conflict, stress, and turnover, while ignoring strengths and opportunities in organisations, such as trust, commitment, and innovation. This perspective may lead to an overly negative and one-sided understanding and evaluation of the collaborative learning community, rather than realising its full potential and value. A positive organisational behavioural perspective, on the other hand, can take a positive and holistic view of the positive phenomena and processes in cooperative learning communities, such as cooperative awareness, teamwork, autonomy, and reflectivity, and explore how they can contribute to individual and collective growth and development (Niu Z, He H, Zhu G, et al, 2019).

Second, the positive organisational behaviour perspective can provide more theoretical and practical resources to support the construction and development of cooperative learning communities. Positive Organizational Behaviour draws on the research results of many interdisciplinary fields, such as positive psychology, happiness economics, positive leadership, etc., and has formed a set of rich and effective theoretical frameworks and practical methods, such as positive psychological capital, flow, strengths intervention and so on. intervention, etc. These theories and methods can help cooperative learning. These theories and methods can help members of cooperative learning communities to improve their psychological quality and ability, enhance their satisfaction and commitment to their work and life, stimulate their creativity and leadership, and thus improve the overall effectiveness and competitiveness of cooperative learning communities.

Thirdly, a positive organisational behavioural perspective can facilitate the adaptation and change of cooperative learning communities with the external environment. A positive organisational behavioural perspective emphasises the openness and dynamism of organisations, arguing that an organisation is not a closed system, but a system of constant interaction and exchange with the external environment. Therefore, organisations need to constantly adapt their structures and strategies to the changes and challenges of the external environment. Cooperative Learning Communities, as a form of school organisation, also need to keep in touch and communicate with a wide range of social, economic and cultural factors in order to meet society's needs and expectations of education. The Positive Organisational Behaviour perspective can help Co-operative Learning Communities to build a proactive attitude and capacity for change, and to enhance their adaptability and competitiveness through continuous learning, innovation and improvement.

There are a number of related themes and concepts that can be found in the research on positive organisational behaviour and collaborative learning communities. The following are some of the literature that may be helpful in understanding the field (refer to Table 2):

Tab.2

No.	Authors	Papers	Main Focus
1	Johnson, D. W., & Johnson, R. T. (2013)	Joining Together: Group Theory and Group Skills	Introduction to group theory and cooperative learning principles.
2	Dutton, J. E., & Heaphy, E. D. (2003)	The power of high-quality connections	Emphasizes the importance of high-quality connections in organizations, relevant to collaborative learning communities.
3	Bakker, A. B., & Leiter, M. P. (2010)	Where to go from here: Integration and future directions for engagement research	Reviews research on employee engagement, related to positive organizational behavior and collaborative learning communities.

4	Grant, A. M., & Parker, S. K. (2009)	Redesigning work design theories: The rise of relational and proactive perspectives	Explores work design theories, including their relevance to work teams and collaborative learning communities.

It is important to note that the above literature does not directly address the relationship with collaborative learning communities from a positive organisational behaviour perspective, but rather some related concepts. Indeed, the integration of positive organisational behaviour and collaborative learning communities is a relatively new area of research and more research and literature are needed to explore this topic in depth.

2.3.1. Positive organisational behaviour in education context

From the literature review above, we found that: studying cooperative learning communities from a positive organisational behaviour perspective can help us to better understand how to create positive learning environments in education that promote positive learning experiences, social skills and self-efficacy in students, as well as enhance their sense of cooperative learning and knowledge sharing, thus providing more positive impacts and benefits in education. Examining the role of collaborative learning communities and positive organisational behaviour in education within a positive organisational behaviour perspective, there is a strong relationship between the two, which is reflected in the following three areas:

First, creating supportive learning ecosystems: Positive Organisational Behaviour emphasises the creation of a positive work climate in organisations to promote employee engagement and performance. In education, this concept can be expanded to create supportive learning ecosystems that encourage active student engagement and motivation to learn through the creation of positive learning environments and cultures. Co-operative Learning Communities provide a collaborative platform where students can support each other, share ideas and resources, and enhance their learning experience. Principles of positive organisational behaviour, such as positive feedback and supportive communication, can be embodied in collaborative learning communities to enhance student engagement and satisfaction.

Second, developing comprehensive literacy and social skills: Cooperative learning communities do not only focus on subject knowledge, but also emphasise the development of students' comprehensive literacy and social skills. The principles of interpersonal relationships and teamwork in the theory of positive organisational behaviour are compatible with the goals of cooperative learning communities. In the process of learning together, students need to cooperate with others, coordinate opinions, and resolve conflicts, and these social skills are emphasised in the positive organisational behaviour perspective. By participating in collaborative learning communities, students can develop these important skills related to career development and social integration.

Thirdly, promoting positive psychological states and academic achievement: Positive Organisational Behaviour emphasises the impact of employees' positive psychological states on performance. In educational settings, positive mental states are equally important for academic performance and learning achievement. Cooperative learning communities provide a positive and supportive community that encourages interaction, mutual support, and encouragement among students, thereby enhancing their positive state of mind and self-efficacy. This positive state of mind promotes students to overcome difficulties more effectively, improves academic achievement and contributes to their success in their future careers.

Within the field of education, positive organisational behaviour research explores the positive impact of positive psychological traits, behaviours and experiences in schools and educational institutions on the educational process and student learning outcomes. The following is a review of the literature on the role of positive organisational behaviour in education, covering four key areas: enhancing the happiness of teachers and students, stimulating creativity and leadership, the impact of overall tutoring on education, and creating a positive school culture and atmosphere.

Tab.3

No.	Authors	Title	Main Focus
1	Luthans F, Youssef-Morgan C M. (2017)	Psychological capital: An evidence-based positive approach	Positive organisational behaviours can promote the psychological health and well-being of teachers and students. By fostering positive psychological capital (e.g., self-confidence, hope, optimism, and resilience) in teachers and students, their psychological resilience and coping skills can be enhanced, their stress and depression can be reduced, and their job satisfaction and engagement in learning can be increased.
2	Norrish J M, Seligman M E P. (2015)	Positive education: The Geelong grammar school journey	Positive organisational behaviour can stimulate creativity and leadership among teachers and students. By encouraging teachers and students to realise their strengths and potential, it can facilitate their mind-flow experience and autonomy, stimulate their creative thinking and problem-solving skills, and develop their leadership qualities and teamwork
3	Light R, Evans J R, Harvey S, et al.(2014)	Advances in rugby coaching: An holistic approach	Reviews research on employee engagement, related to positive organizational behavior and collaborative learning communities.
4	Cameron K S, Dutton J E, Quinn R E. (2003)	An introduction to positive organizational scholarship	Positive organisational behaviour builds positive school culture and climate. Through the implementation of positive organisational management and interventions, trust, commitment, fairness and respect among members within the school can be enhanced, school values and codes of behaviour that are proactive, open and inclusive, mutually supportive and collaborative, and continuous improvement can be developed, and a school environment that is conducive to the growth and development of teachers and students can be created
5	Cameron K S, Caza A. (2004)	Introduction: Contributions to the discipline of positive organizational scholarship	

Overall, positive organisational behaviour plays an important role in education by promoting a positive mindset and motivation to learn, enhancing the cohesion and effectiveness of school organisations, and contributing to improved school performance and student learning outcomes. But there are not many review studies on the role of positive organisational behaviour in education and this study can cite a number of literatures which, although not of a review nature, provide valuable research and insight into the role of positive organisational behaviour in education.

2.3.2. Positive organisational behaviour in management context

From the research in the field of positive organizational behavior in education, valuable insights can be derived for positive organizational behavior in a managerial context. The following are key aspects of positive organizational behavior in management:

Firstly, cultivating a positive work culture: The essence of positive organizational behavior lies in creating a positive work atmosphere to enhance employee engagement and performance. In a managerial context, this necessitates more specific practices. Leaders can integrate a positive work culture into the daily operations of the organization by implementing projects that encourage teamwork, providing regular positive feedback, and establishing employee development plans. Constructing such a culture contributes to inspiring innovation and motivation among employees, thereby improving overall performance.

Secondly, fostering leadership and teamwork: At the managerial level, developing leadership qualities and promoting teamwork requires more concrete methods. Positive organizational behavior theory underscores the significance of a leader's positive mindset for the team. Managers can stimulate employees' leadership potential by offering leadership training, establishing mentorship programs, and advocating open and transparent communication. Additionally, creating efficient team dynamics demands continuous managerial investment and guidance in team building.

Thirdly, emphasizing employee development and well-being: In managerial practice, focusing on employee development and well-being requires more specific and personalized measures. Managers can devise personalized training plans, provide opportunities for advancement, and create a conducive work environment that encourages employees to pursue personal and professional goals. Through meticulous care and support, managers can enhance employee engagement and improve job performance.

Lastly, driving innovation and change: Encouraging innovation and change in a managerial context demands proactive involvement from managers. The positive innovation culture advocated by positive organizational behavior theory can be actualized through mechanisms such as establishing innovation reward systems, encouraging employees to propose new ideas, and providing support for their implementation. The role of managers is to inspire team creativity and facilitate the organization's adaptation to constantly changing markets and business environments.

These more specific practices render the principles of positive organizational behavior more practical, providing managers with robust guidance to construct a positive and efficient organizational environment. This not only contributes to enhancing employee job satisfaction and engagement but also sustains momentum for overall organizational performance and competitiveness. The following are some references that may aid in understanding this field.

Tab.4

No.	Authors	Title	Main Focus
1	Luthans F, Youssef-Morgan C M. (2007)	Emerging positive organizational behavior	The core of positive organizational behavior lies in creating a positive work environment to enhance employee engagement and performance. Integrating a positive work culture into the daily operations of the organization contributes to inspiring innovation and motivation among employees, ultimately improving overall performance levels
2	Mahembe B, Engelbrecht A S. (2014)	The relationship between servant leadership, organisational	An essential aspect of positive organizational behavior in a managerial context is the cultivation of leadership and teamwork. It emphasizes the significance of a leader's positive mindset for the

		citizenship behaviour and team effectiveness	team. Establishing efficient team dynamics also requires continuous managerial investment and guidance in team building
3	Avey J B, Luthans F, Smith R M, et al. (2010)	Impact of positive psychological capital on employee well-being over time	In the context of positive organizational behavior in management, emphasizing employee development and well-being is crucial. Focusing on employee development and well-being requires more specific and personalized measures. Through meticulous care and support, managers can enhance employee engagement and improve job performance.
4	Kim M, Kim A C H, Newman J I, et al. (2019)	The antecedents and consequences of positive organizational behavior: The role of psychological capital for promoting employee well-being in sport organizations	
5	Avey J B, Wernsing T S, Luthans F.(2008)	Can positive employees help positive organizational change? Impact of psychological capital and emotions on relevant attitudes and behaviors	Positive organizational behavior emphasizes the importance of innovation and change for organizational success. Therefore, in management, there should be encouragement and support for employees to propose new ideas, participate in change, and foster a positive culture of innovation within the organization. Through the principles of positive organizational behavior, managers can promote organizational flexibility and adaptability, thus better navigating the constantly changing market and business environment.

2.4. The Relationship Between Perceived Internal Organizational Communication and Job Satisfaction and Well-Being

The impact of perceived internal organizational communication on job satisfaction and well-being is a complex and important topic that has garnered significant attention in the fields of organizational psychology and human resource management. Internal organizational communication refers to the exchange of information and interactions among members within an organization, including communication between leadership and employees, among colleagues, and across different departments. The quality and effectiveness of this communication significantly influence employees' job satisfaction and well-being.

The quality of internal organizational communication has a profound impact on job satisfaction(Sinčić et al.,2002). One key aspect is transparency of information. When employees feel that they have a clear understanding of the organization's goals, strategies, and decision-making processes, they are more likely to comprehend the logic behind their work, making it easier to resonate with the organization's objectives(Sadler-Smith E, 2004). Transparent communication helps employees understand how their work contributes to the organization's success, which is crucial for job satisfaction. Transparency also aids in building trust, as employees are more likely to trust organizational leadership and decisions. Another crucial aspect is communication support. When employees feel they can engage in open, honest communication with management and colleagues, they are more likely to be satisfied with the work environment(Bharucha J, 2018). Being able to voice questions, suggestions, and concerns without fearing repercussions contributes to a positive work atmosphere. This

supportive communication environment can reduce employee stress and anxiety, foster positive employee relationships, and thus enhance job satisfaction(Verčič, 2021).

Closely related to job satisfaction is employees' well-being, which is also significantly influenced by internal organizational communication. Firstly, social connections play a critical role in well-being. Through internal organizational communication, employees establish more social connections with their colleagues, which can boost their well-being(Sudibjo & Sutarji, 2020). Social support is a key component of well-being, and internal organizational communication can facilitate the establishment and maintenance of these social connections. Additionally, a sense of involvement is closely related to well-being(Tkalac et al., 2023). When employees feel they are included in decision-making and information flow processes, they are more likely to feel satisfied and happy. Being able to participate in organizational affairs and feeling that their opinions are respected contributes to well-being. This sense of involvement makes employees feel they have a degree of control over the organization's success, which is essential for enhancing well-being.

In summary, perceived internal organizational communication has a significant positive impact on both job satisfaction and well-being. Effective internal organizational communication enhances information transparency, builds trust, provides support, fosters social connections, and increases employee involvement. These factors collectively drive employees' job satisfaction and well-being. Therefore, this paper proposes the hypotheses:

H1: Perceived Internal Organizational Communication (PIC) has a significant positive impact on Job Satisfaction (JS).

H2: Perceived Internal Organizational Communication (PIC) has a significant positive impact on Well-Being (WB).

2.5. The Role of Collaborative Learning Communities in the Relationship Between Perceived Internal Organizational Communication, Job Satisfaction, and Well-Being

Collaborative learning communities, as internal platforms for knowledge sharing and collaboration within organizations, play a crucial role in the relationship between perceived internal organizational communication, job satisfaction, and well-being.

Collaborative learning communities promote perceived internal organizational communication(Zhang J, 2017). These communities provide a centralized platform where members of the organization can share information, knowledge, and experiences. Members can post questions, provide answers, share best practices, and discuss project progress within these communities. Through this interaction, employees are more likely to gain insights into the organization's goals, strategies, and decision-making processes. This enhances organizational transparency, enabling employees to have a better understanding of the organization's internal workings(Rawlins B, 2008). When employees feel they have a clearer understanding of the organization, they are more likely to comprehend the logic behind their work, leading to increased job satisfaction. Secondly, collaborative learning communities encourage the establishment of social connections. These communities serve as ideal places for employee interaction and communication, fostering teamwork and expanding social networks. Employees can build closer connections through discussions, collaborative projects, and knowledge sharing within the community(Ninaus et al., 2021). These social connections not only strengthen cooperation among employees but also provide social support, alleviating work-related stress. Social connections are crucial for job satisfaction and well-being because employees feel they have a more extensive support system and social network, contributing to increased well-being.

Furthermore, collaborative learning communities promote a sense of involvement among employees(Inkelas K K, 2023). Within these communities, employees often have the opportunity to participate in various discussions, projects, and knowledge-sharing activities. They can pose questions, share insights, provide suggestions, and even participate in decision-making processes(Elwyn G, 2000). This sense of involvement enhances employees' autonomy and sense of responsibility as they feel they have an impact on the organization's success. This sense of involvement contributes to increased job satisfaction, as employees recognize their work is not merely

mechanical execution but a positive contribution to the organization(Su & Swanson, 2019). This feeling enhances job satisfaction and well-being. Finally, collaborative learning communities provide an opportunity for feedback and improvement(Bulińska-Stangrecka & Bagieńska, 2021). Employees can offer feedback, share suggestions, and discuss opportunities for improvement within the community. This feedback mechanism helps enhance working conditions and processes, address issues, and explore opportunities. When employees feel their voices are respected and taken into consideration, they are more likely to feel satisfied and happy. This positive feedback culture contributes to increased job satisfaction and well-being.

In conclusion, collaborative learning communities play a significant role in the relationship between perceived internal organizational communication, job satisfaction, and well-being. They facilitate the enhancement of employees' perceptions of internal organizational communication by promoting information sharing, social connections, employee involvement, and opportunities for feedback. This, in turn, contributes to increased job satisfaction and well-being, with positive implications for organizational success and employee loyalty. Therefore, this paper proposes the hypotheses:

H3: Collaborative Learning Communities (CLC) mediate the relationship between Perceived Internal Organizational Communication (PIC) and Job Satisfaction (JS).

H4: Collaborative Learning Communities (CLC) mediate the relationship between Perceived Internal Organizational Communication (PIC) and Well-Being (WB).

2.6. The Role of Positive Organizational Behavior in the Relationship Between Collaborative Learning Communities, Perceived Internal Organizational Communication, Job Satisfaction, and Well-Being

Positive organizational behavior plays a role in the relationship between collaborative learning communities, perceived internal organizational communication, job satisfaction, and well-being. This behavior encompasses employees' active engagement, self-motivation, and commitment to the organization, and it can influence the perception of internal organizational communication, subsequently having a profound impact on job satisfaction and well-being.

Positive organizational behavior significantly influences the perception of internal organizational communication (Capone et al., 2022). Positive organizational behavior implies that employees are more motivated to engage in interactions and knowledge-sharing activities within collaborative learning communities. They are more likely to ask questions, share insights, provide feedback, and participate in discussions. This active participation helps facilitate the flow and sharing of information, improving the quality of internal organizational communication. Employees who actively engage in community activities are also more likely to gain access to and understand the organization's strategies, decisions, and objectives (Zhang & Yuan, 2020). This helps establish transparent internal organizational communication, enhancing employees' trust in the organization. Positive organizational behavior enhances employees' job satisfaction. Employees' active engagement and self-motivation are often associated with higher job performance and a sense of career achievement. In collaborative learning communities, actively engaged employees may be more likely to receive recognition from colleagues and leadership, increasing their satisfaction. Additionally, positive organizational behavior is linked to a commitment to the job, meaning that employees are more inclined to remain loyal to the organization and feel a stronger sense of responsibility toward their work. This commitment contributes to increased job satisfaction because employees feel that their work has greater meaning and value. Positive organizational behavior also has a positive impact on well-being. Active participation in community activities and self-motivation at work are typically associated with higher self-efficacy and self-satisfaction (Bandura A, 2012). Employees believe that they have a positive impact on the organization and the team's success, increasing their confidence and satisfaction. Moreover, positive organizational behavior enhances social connections, as employees are more likely to interact with colleagues and build cooperative relationships (Lin & Huang, 2021). These social connections contribute to increased well-being by providing social support and opportunities to fulfill social needs.

Positive organizational behavior plays a crucial role within the framework of collaborative learning communities(Asgari et al., 2021). It promotes the perception of internal organizational communication and enhances job satisfaction and well-being(Abdullah M I, 2021). Therefore, organizations should encourage and support employees in their active participation, self-motivation, and commitment to the organization. This can be achieved through training, reward systems, and recognition programs to motivate employees to engage more actively in collaborative learning community activities. By fostering positive organizational behavior, a more conducive work environment can be created, contributing to employee development and well-being, thereby benefiting the organization's success and employee loyalty. Therefore, this study proposes the hypotheses:

H5: Positive Organizational Behavior (POB) moderates the mediating effect of Collaborative Learning Communities (CLC) between Perceived Internal Organizational Communication (PIC) and Job Satisfaction (JS).

H6: Positive Organizational Behavior (POB) moderates the mediating effect of Collaborative Learning Communities (CLC) between Perceived Internal Organizational Communication (PIC) and Well-Being (WB).

2.7. The Role of Individual Characteristics in the Relationship Between Collaborative Learning Communities, Perceived Internal Organizational Communication, Job Satisfaction, and Well-Bein

Individual characteristics play a significant role in the relationship between collaborative learning communities, perceived internal organizational communication, job satisfaction, and well-being. Different individual characteristics can influence employees' perceptions of internal organizational communication and have varying effects on job satisfaction and well-being.

Individual characteristics, such as personality, communication style, and self-efficacy, can influence employees' perceptions of internal organizational communication(Meng, 2022). For instance, employees with extroverted personalities may be more inclined to actively participate in community discussions and share their opinions, thereby enhancing the quality of their perceptions. In contrast, introverted employees may be more inclined to passively receive information, which could affect their perception quality(Panesi et al., 2020). Similarly, employees' communication styles can also influence their perceptions. Those who are skilled at expressing themselves may find it easier to interact with other members in the community, while more reserved employees may be more sensitive to perception quality. Additionally, individual self-efficacy (confidence in their abilities) can impact their perceptions, with high self-efficacy employees being more likely to understand and utilize information within the community, thus improving the quality of their perceptions(Ramaci et al., 2020). Moreover, different individual characteristics may have varying effects on job satisfaction. Personality traits such as emotional stability and extroversion can influence employee satisfaction levels. Emotionally stable employees may find it easier to maintain a positive mood and be more satisfied with their work and community interactions. However, extroverted employees may require social interactions to achieve satisfaction. Additionally, self-efficacy can also affect job satisfaction. Employees with high self-efficacy may have more confidence in facing work challenges and, therefore, are more likely to feel satisfied.Furthermore, individual characteristics also influence well-being(Gumasing & Ilo, 2023). Research indicates that well-being is related to personality traits such as optimism and self-esteem. Optimistic employees tend to have a more positive outlook on their work and community interactions, enhancing their well-being. Similarly, employees with higher self-esteem may be more content with their roles within the community, enhancing their sense of well-being. Social traits are also associated with well-being. Those seeking social connections may find it easier to build and maintain social networks through collaborative learning communities, which contributes to their well-being.

In summary, individual characteristics play a vital role in the relationship between collaborative learning communities, perceived internal organizational communication, job satisfaction, and well-being. Different personality traits, communication styles, self-efficacy, and other individual characteristics can influence employees' perceptions of internal organizational communication, subsequently affecting their job satisfaction and well-being. Therefore, this paper proposes the hypotheses:

H7: Individual Characteristics (IC) moderate the mediating effect of Collaborative Learning Communities (CLC) between Perceived Internal Organizational Communication (PIC) and Job Satisfaction (JS).

H8: Individual Characteristics (IC) moderate the mediating effect of Collaborative Learning Communities (CLC) between Perceived Internal Organizational Communication (PIC) and Well-Being (WB).

In summary, the hypotheses proposed in this study are as follows:

H1: Perceived Internal Organizational Communication (PIC) has a significant positive influence on Job Satisfaction (JS).

H2: Perceived Internal Organizational Communication (PIC) has a significant positive influence on Well-Being (WB).

H3: Collaborative Learning Communities (CLC) mediate the relationship between PIC and JS.

H4: Collaborative Learning Communities (CLC) mediate the relationship between PIC and WB.

H5: Positive Organizational Behavior (POB) moderates the mediating effect of CLC between PIC and JS.

H6: Positive Organizational Behavior (POB) moderates the mediating effect of CLC between PIC and WB.

H7: Individual Characteristics (IC) moderates the mediating effect of CLC between PIC and JS.

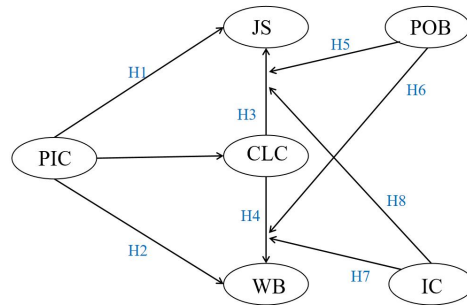H8: Individual Characteristics (IC) moderates the mediating effect of CLC between PIC and WB.

Fig. 1 Multidimensional Hypothesised Model

3. Methodology

Semi-structured interviews will be conducted with a subset of participants to delve deeper into their perspectives and experiences. This qualitative approach aims to capture nuanced insights and explore the contextual factors influencing the identified variables. Interview questions will be designed to elicit detailed narratives regarding the impact of positive organizational behavior, internal communication, and collaborative learning communities on job satisfaction and well-being. Surveys will be distributed among a representative sample of faculty members, administrators, and staff within selected Higher Education Institutions (HEIs). The survey questionnaire will include validated scales for measuring Job Satisfaction (JS), Well-Being (WB), Perceived Internal Organizational Communication (PIOC), Collaborative Learning Communities (CLC), Positive Organizational Behavior (POB), and Individual Characteristics (IC). The Likert scale will be utilized to gauge respondents' perceptions, attitudes, and experiences regarding the specified variables. Open-ended questions will also be incorporated to allow participants to provide qualitative insights into their experiences with internal communication and collaborative learning communities. The sample will be purposefully selected to ensure diversity in roles, departments, and experience levels within HEIs. This approach aims to capture a comprehensive range of perspectives and experiences related to internal communication, organizational behavior, and collaborative learning.

There are dependent variables 、 independent variables 、 Mediators and moderators and antecedents. As follows:

Independent variable is Perceived Internal Organizational Communication (PIOC). Perceived Internal Organizational Communication (PIOC) refers to employees' perceptions and understanding of the organization's communication methods and the extent of information dissemination within the organization (Lee J H, 2020). This concept emphasizes employees' subjective perceptions and experiences of internal organizational communication and how these perceptions influence their attitudes, behaviors, and performance within the organization.

Mediating variable is Collaborative Learning Communities (CLC). Collaborative Learning Communities are a type of learning community where learners and educators collectively construct learning through collaborative methods based on mutually agreed-upon organizational principles(Chatterjee & Correia, 2020). In these communities, learners collaborate to solve problems, share knowledge and experiences through various means such as cooperation, interaction, inquiry, and reflection, thereby enhancing learning outcomes.

Moderating variables are Positive Organizational Behavior (POB) and Individual Characteristics (IC). Positive Organizational Behavior refers to a construct that encompasses positive employee behaviors within the organization, happiness, job satisfaction, and other positive psychological states (Kim et al., 2019). It has a significant impact on the development and effectiveness of organizations, promoting a positive and efficient work environment. Individual Characteristics refer to inherent attributes, features, and differences at the physiological, psychological, social, and cultural levels of individual persons or entities (Vansteenkiste M., 2020). These characteristics can influence individual behavior, health, personality, interests, abilities, and social interactions. Individual characteristics are frequently considered in research, psychology, social sciences, and medicine, and they have profound effects on individuals' lives, work, and interactions.

4. Findings

This study found that collaborative learning communities play a crucial role in fostering professional growth, knowledge sharing, and resource integration among educators, while also significantly improving students' academic performance, social skills, and motivation. Additionally, positive organizational behavior and effective internal communication contribute to higher job satisfaction, motivation, and professional development for educators. The study also provides practical guidance for Chinese universities to improve internal communication, promote collaborative learning communities, and enhance overall education quality.

5. Conclusions

The study concludes that the role of positive organizational behavior and internal communication in the educational environment is essential, particularly within collaborative learning contexts. These factors not only enhance job satisfaction and well-being among educators but also drive overall improvements in the education system. By implementing effective strategies, Chinese universities can enhance the educational work environment, foster positive organizational culture, and improve education quality. These findings hold significant implications for both Chinese education and global educational practices.

Acknowledgments

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