THE EFFECT OF SPIRITUAL LEADERSHIP ON PRIMARY AND SECONDARY SCHOOL TEACHERS' PROFESSIONAL WELL-BEING: THE MEDIATING ROLE OF CAREER CALLING

[1,2]Jing Li, [*2,3]Soon-Yew Ju & [2,4]Lai-Kuan Kong

[1] School of Teacher Education, Heze University,

274000 Heze, Shandong Province, China.

[2] Faculty of Education and Liberal Studies, City University Malaysia,

46100 Petaling Jaya, Selangor, Malaysia.

[3] Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM)

Pahang Branch, Raub Campus, 27600 Raub, Malaysia.

[4] Faculty of Business and Management, Universiti Teknologi MARA (UiTM)

Pahang Branch, Raub Campus, 27600 Raub, Malaysia.

*Corresponding author: syju337@uitm.edu.my

ABSTRACT

Background and Purpose: The teaching profession is recognized as a high-intensity and high-stress occupation, and teachers' professional well-being is being greatly challenged. To enhance teachers' professional well-being, researchers have begun to explore influence mechanisms from the perspective of leadership style. Therefore, this study aimed to explore the effect of principals' spiritual leadership on primary and secondary school teachers' professional well-being in the Chinese context.

Methodology: The data in this study was analysed using a cross-sectional survey approach. Questionnaires were distributed to school teachers in Heze City, Shandong Province. Eventually, 380 participants were identified to be suitable for the study. The data were analysed using IBM SPSS and SmartPLS 4.0.9.5 software, specifically adopting the partial least squares-structural equation modelling (PLS-SEM) approach.

Findings: The results indicated a significant positive relationship between spiritual leadership, career calling, and teachers' professional well-being, and that career calling mediated the relationship between spiritual leadership and teachers' professional well-being.

Contributions: This study highlights how spiritual leadership enhances teachers' sense of calling, ultimately contributing to their professional well-being. The study advances the body of knowledge by identifying the causal relationships between spiritual leadership, career calling, and teachers' professional well-being.

Keywords: Spiritual leadership, professional well-being, career calling, primary and secondary school teachers, mediating effect.

1.0 INTRODUCTION

Well-being is the common pursuit and the ultimate pursuit of human society (Meng & Guan, 2013). The OECD released the "OECD Learning Compass 2030" in 2019. According to the report, education should focus on a broader goal—Well-being in 2030, with "well-being" as a common concern, being placed at the core of human development (OECD, 2019). Teachers' Well-being: A Framework for Data Collection and Analysis, published by the OECD in 2020, established teacher well-being as a key component of the Programme for International Student Assessment (PISA) (OECD, 2020). Primary and secondary school teachers are the mainstay of basic education, an indispensable and important force in the educational endeavor, and shoulder the important mission of training future talents (Lauwerier & Akkari, 2015). Only happy teachers can instill happiness in their students (Meng & Guan, 2013). Nonetheless, in China, teaching is regarded as a high-intensity, high-pressure vocation. In today's environment of rapid development, change, and adjustment, social transformation and competition increase teacher job pressure and burnout, and teachers' professional well-being of Chinese is severely threatened (Yao, 2019). Teachers' teaching quality, job passion, self-efficacy, and emotional commitment will suffer if their professional well-being is low, affecting students' learning quality and physical and mental health development (Tian et al., 2021). As a result, boosting teachers' professional well-being is a practical issue that must be addressed as soon as possible.

Some scholars have investigated the influencing aspects of teachers' professional well-being in order to improve their professional well-being, and one of the major factors is leadership style (Hascher & Waber, 2021). Research shows that transformational leadership, distributed leadership, authentic leadership, and servant leadership have a significant impact on teachers' professional well-being (Clarence et al., 2021; Shie & Chang, 2022; Tian et al., 2021). Spiritual leadership, as a new leadership theory, aims to stimulate employees' intrinsic work motivation and initiative to perform positive work behaviors that are conducive to the development of the organization by satisfying their spiritual needs (Fry, 2003). Although spiritual leadership is a concept from Western culture, it is equally applicable to the Chinese cultural context (Yang et al., 2019) and is widely used in various industries such as education (Li et al., 2023; Tsui et al., 2019), healthcare (Zou et al., 2020), hotel (Wang et al., 2021), and energy (Wang et al., 2019). Previous research have shown that spiritual leadership is associated with positive psychological variables such as psychological ownership, life satisfaction, and job satisfaction (Arshad & Abbasi, 2014; Mahmood & Huma, 2012; Wahid & Mustamil, 2017). Spiritual leadership will influence the organizational identity of their subordinates (Chou et al., 2019), enhance their organizational commitment (Karadag, 2009), and significantly increase their work engagement level (Deng, 2016). Simultaneously, several research have revealed that spiritual leadership significantly affects staff well-being and the psychological well-being of nurses (Hunsaker, 2019; Caldeira & Hall, 2012; Zou et al., 2020). Some studies show that in Pakistan, spiritual leadership positively predicts teachers' professional well-being (Samar & Chaudhary, 2021). However, in the Chinese field, there are fewer studies on spiritual leadership on teachers' professional well-being (e.g. Li & Ju, 2023).

National development has always attached great importance to the core value of "Remain True to Our Original Aspiration and Keep Our Mission Firmly in Mind". Career calling is a concept that has received much attention in strengthening and improving the professional ethics education of teachers in China. Education authorities and school leaders hope to improve teachers' professional ethics and promote the generation of positive professional psychology and behavior by enhancing primary and secondary school teachers' career calling (Liao et al., 2019). Individuals with career calling are motivated to work based on a strong sense of intrinsic direction, which enhances job performance (Markow & Klenke, 2005). Li et al. (2023) found spiritual leadership was a positive predictor of teachers' professional calling. Teachers with a high career calling have a stronger responsibility for their work, are better able to find meaning and purpose, are more likely to realize their self-worth, and have greater professional well-being (Zhang et al., 2020). So, is it through career callings

that spiritual leadership influences teachers' professional well-being? The literature review revealed a lack of studies on the influence mechanism between the three variables of spiritual leadership, career calling, and teachers' professional well-being in the Chinese context. The question of whether there is only a direct correlation between them or whether there is some kind of indirect relationship has not been verified.

Therefore, this study aims to investigate the influence mechanism of principals' spiritual leadership on primary and secondary school teachers' professional well-being in the Chinese context, and examine whether career calling plays an intermediary role in which, to promote primary and secondary school teachers' professional well-being to provide new insights and enlightenment.

2.0 LITERATURE REVIEW

2.1 Spiritual Leadership and Teachers' Professional Well-being

Spiritual leadership is a new hot spot in leadership research. Spiritual leadership is a model of leadership behavior that integrates vision, hope/belief, and altruistic love and internally inspires oneself and others and gives employees spiritual satisfaction (Fry, 2003). As Fry (2003) points out, spiritual leadership has three characteristics: vision, hope/faith, and altruistic love. Teachers' professional well-being refers to the continuous happiness experience that teachers need to be satisfied, to realize their professional ideals freely, and to develop their potential along with the growth of their strengths. By describing the vision of the organization, spiritual leadership unifies individual development with the destiny of the organization, so that employees can feel the significance and value of their work and improve their professional well-being (Schulte & Vainio, 2010). Employees with full hope and firm faith in work can withstand the pressure and challenges of work, reduce anxiety and frustration, and help to improve their positive emotions, enhance their sense of control and competence for work, and thus improve their professional well-being (Charalampous et al., 2019). Spiritual leadership conveys altruistic love to employees, close the working relationship between employees and leaders and others, enhances their positive emotions, suppresses negative emotions, improves their emotional experience at work, and thus improves employees' professional well-being (Guerci et al., 2022). Research has indicated that a strong relationship exists between the spiritual leadership of principals and teachers' well-being in the workplace in Pakistan (Samar & Chaudhary, 2021). Li and Ju (2023) found that the vision and hope/belief dimensions of spiritual leadership positively and significantly affected teachers' workplace well-being in a Chinese context. Spiritual leadership in education integrates school development planning and

teachers' professional development, and it helps teachers to translate school vision into personal aspirations. Simultaneously, spiritual leadership instills hope and faith in teachers, allowing them to achieve the school's vision and personal goals while also improving their professional competence. Spiritual leadership also fosters a relaxed and cheerful, united, and mutually beneficial environment for teachers, resulting in active endogenous motivation for work and life and an improvement in teachers' professional well-being. On the basis of the above literature, hypothesis 1 is as follows:

H1: Spiritual leadership positively and significantly influences teachers' professional well-being.

2.2 Spiritual Leadership and Career Calling

Career Calling refers to a positive mental condition where individuals combine work with personal and social significance, expect their work to be worthwhile to society, and experience internal fun and self-realization during their career (Dik & Duffy, 2009). It is an intrinsically positive emotional experience and value identity (Dik & Duffy, 2009). In modern society, work is not only a means of earning a living but also an important vehicle for realizing the value of life and gaining a sense of spiritual fulfillment. Spiritual leadership promotes people to build the correct work values and sense of professional mission by satisfying employees' spiritual needs (Ma, 2021). Spiritual leadership works by creating meaningful visions for subordinates to enable them to experience meaning in their work and life and feel a sense of purpose (Wu & Lee, 2020). Rosa and Ancok (2020) found that spiritual leadership helps to enhance employees' sense of belonging and teamwork, and improves career calling. Wang et al. (2021) found that the three dimensions of spiritual leadership, vision, hope/belief, and altruistic love, all positively and significantly influenced calling. Liu et al. (2023) also proved that spiritual leadership is positively predictive of employee career calling. As a result, we believe that in the sphere of education, principals' spiritual leadership is favorable to enable primary and secondary school teachers to find the aim and meaning of their work, realize their self-worth, and experience their career calling while serving others and society. Hypothesis 2 is based on the preceding literature:

H2: Spiritual leadership positively and significantly influences teachers' career calling.

2.3 Career Calling and Teachers' Professional Well-being

Prior research has found significant inherent links between career calling and positive psychological characteristics such as occupational health, life well-being, and job satisfaction (Pei & Zhao, 2015; Dik & Duffy, 2009; Hirschi & Herrmann, 2012). In accordance with self-determination theory, when individuals' basic psychological needs are met, internal motivation is stimulated, the sense of will to act is significantly enhanced, and the quality level of behavior is higher, all of which contribute to improved physical and mental health (Gagné & Deci, 2005). Individual work motivation and career calling are inextricably linked. Motivated by career calling, primary and secondary school teachers love work from the bottom of their hearts and stimulate their inner motivation to recognize the significance of work, which improves the general cognitive appraisal of work and professional well-being (Zhang et al., 2020). Studies have shown that career calling has a positive and significant effect on the professional well-being of company staff (Ahn et al., 2017), police (Zhou & Li, 2020), healthcare staff (Emerson, 2017), and teachers (Lee et al., 2020; Zhang et al., 2020). Hence, the following hypothesis is developed:

H3: Career calling positively and significantly influences teachers' professional well-being.

2.4 The Mediating Effect of Career Calling

Career calling may be the mediating variable between spiritual leadership and teachers' professional well-being. In the school setting, principal spiritual leaders instill hope and confidence in teachers by establishing school goals, allowing teachers to discover the significance and worth of their job and to pursue their career vocation (Liu et al., 2022). When teachers are called upon to confront their ownership in the organization, they engage in more virtuous behaviors that consider the organization as well as out-of-role behaviors (Meng et al., 2018). Therefore, primary and secondary school teachers are driven by their career calling to love their work from the bottom of their hearts, to maximize their ability, and to fulfill their career goals in order to increase teachers' professional well-being (Zhang et al., 2020). Therefore, the current study proposes the following hypotheses:

H4: Career calling mediates the relationship between spiritual leadership and teachers' professional well-being.

2.5 Conceptual Framework

Self-determination theory provides a theoretical framework for research related to leadership style and well-being (Forner et al., 2020; Jiang et al., 2021; Kanat-Maymon et al., 2020; Manganelli et al., 2018). Deci and Ryan (2013) proposed self-determination theory as a motivational process hypothesis for individual self-determination behavior. It explains the causes of human behavior from the perspective of intrinsic motivation and reveals the effective pathways through which the external environment influences an individual's internal motivation. External environmental factors refer to environmental conditions that affect an individual's internal motivation and autonomy (Deci & Ryan, 2013). Self-determination theory argues that the external environment can reinforce individuals' internal motivation, facilitate the internalization of external motivation, and assure healthy growth by bolstering the satisfaction of the three basic psychological needs of individuals: autonomy, competence, and relationships. In school organizations, principals' leadership styles have a positive effect on school development and teachers' individual behaviors and attitudes (Tian et al., 2021). Spiritual leadership is a style of leadership that intrinsically motivates and fulfills the spiritual needs of employees (Fry, 2003). Spiritual leadership promotes the fulfillment of teachers' basic psychological needs through vision, hope/belief, and altruistic love (Haque et al., 2022), which enhances teachers' internal motivation and may lead to a strong career calling, which in turn affects teachers' professional well-being. Therefore, this study constructs a conceptual framework based on self-determination theory, takes spiritual leadership as an external environmental factor and career calling as an intrinsic motivation, and explores the influence mechanism on teachers' professional well-being. Figure 1 depicts the conceptual model.
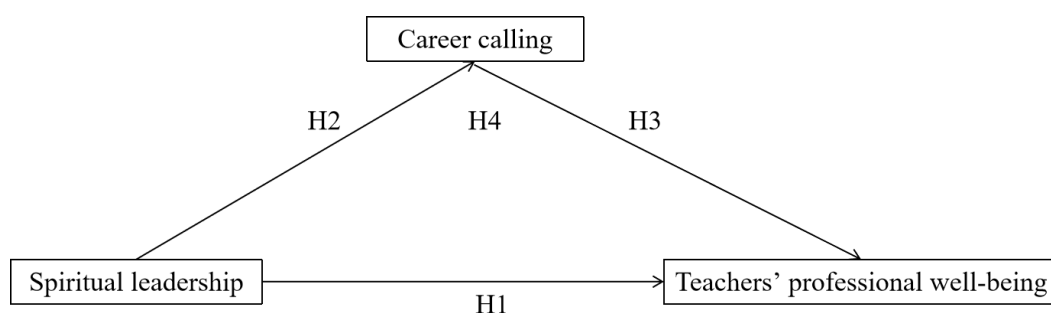

Figure 1: Hypothesized model

3.0 METHODOLOGY

3.1 Research Design

The quantitative research design of this study was conducted using a web-based survey method with primary and secondary school teachers in Heze City, Shandong Province, China. The web-based questionnaire was delivered using the Questionnaire Star network platform, and the teachers voluntarily filled it out anonymously, taking about 6 minutes for each individual.

3.2 Participants

This study utilized a non-probability convenience sampling method with 380 participants. To determine the necessary sample size for this study, a priori power analysis was performed utilizing the G*Power software as outlined by Faul et al. (2009). Considering a medium effect size, a significance level (α) of 0.05, and a desired power of 0.80, the recommended minimum sample size for this study was 92 respondents. With 380 respondents, the study comfortably surpassed the minimum sample size for examining the research model.

The proportion of male and female teachers among all respondents was 22.89% and 77.11% respectively. The percentage of teachers aged under 30 years old, 31-45 Years old, and Over 46 years old were 27.89%, 47.63%, and 24.47%, respectively. The percentage of teachers with teaching experience of 1-5 Years, 6-10 Years, 11-15 Years, 16-20 Years, 21-25 Years, and More than 26 years were 33.16%, 21.05%, 11.05%, 6.32%, 7.89% and 20.53% respectively. Teachers with titles of primary, intermediate, deputy senior, and senior were 56.32%, 29.74%, 13.68%, and 0.26%. Educational qualifications in junior college education, undergraduate, and master's degree were 11.05%, 81.32%, and 7.63% of teachers. The percentages of teachers from primary schools, junior middle schools, and senior middle schools were 56.84%, 33.68%, and 9.47%, respectively. Teachers from the city and rural areas are 53.42% and 46.58% respectively.

3.3 Measures

The three scales of spiritual leadership, career calling, and teachers' professional well-being in this study all used the maturity scale and transformed the setting under the educational scenario.

3.3.1 Spiritual Leadership

The spiritual leadership scale is the Chinese version of Fry's Revised Spiritual Leadership Scale (SLS) translated by Tang et al. (2014). It has 14 items in three dimensions: vision, hope/faith, and altruistic love. The scale has been revised to reflect the educational context,

such as "understand and commit to the school's vision," "persistent and willing to make extra efforts to help my school succeed because I have faith in my school," "school leaders will communicate with teachers on an irregular basis to understand teachers' ideas," and so on. Cronbach's alpha values were 0.942, 0.955, and 0.919, respectively. It demonstrates that the Chinese version of the spiritual leadership questionnaire is reliable and valid. The scale is scored using Likert-5 points (1 = strongly disagree, 5 = strongly agree), with the higher the score reflecting a more obvious spiritual leadership style.

3.3.2 Career Calling

Zhang (2015) employed the brief calling scale (BCS) created by Dik et al. (2012) in the Chinese validation. It consists of a BCS-presence scale and a BCS-search scale each with 2 items. The scale is changed according to the educational setting, such as: "I have a feeling of mission in the teaching profession" and "I am looking for my own mission in the profession". Cronbach's alpha was 0.920 in one case and 0.951 in the other. The scale uses Likert-7 points to score (1 = completely disagree, 7 = completely agree); the greater the score, the stronger career calling.

3.3.3 Teachers' professional Well-being

The professional well-being scale is a subscale of the employee well-being scale developed by Zheng et al. (2015). It has six items, such as "In general, I feel fairly satisfied with my present job." "I find real enjoyment in my work.". The Cronbach's alpha value was 0.954. The scale uses Likert-7 points for scoring (1 = strongly inconsistent, 7 = strongly consistent). The higher the score is, the stronger the teachers' professional well-being is.

4.0 ANALYSIS AND RESULTS

To test the measurement and structural models, this study adopted partial least squares modeling (PLS-SEM) (Hair & Alamer, 2022; Chin et al., 2003) and Smart PLS 4.0 (Ringle et al., 2022) as a statistical tool. PLS-SEM is a method for running both measurement and structural models that combines confirmatory factor analysis and linear regression. SmartPLS 4.0 is an essential tool for analyzing PLS-SEM and has been employed by numerous scholars (Deng & Yu, 2023; Li et al., 2023). Anderson and Gerbing (1988) define model validation as two steps: measurement model validation and structural model validation.

4.1 Common Method Bias

When respondents answered questions regarding both exogenous and endogenous variables, i.e., when data were acquired from a single source, common method bias (CMB) is likely to arise (Ngah et al., 2015; Podsakoff et al., 2012). To avoid CMB, the authors processed the data using procedural and statistical methods. In terms of the procedures, the researchers informed the respondents that the data was anonymous and that the answers were not correct or incorrect. Furthermore, the scales have different scoring ranges (MacKenzie & Podsakoff, 2012), with the exogenous scale having a range of 1-5 and the endogenous scale having a range of 1-7. In terms of statistical analytic methodologies, the authors employed Kock's (2015) full-collinearity test. If the variance inflation factor (VIF) value is greater than 5, the CMB is a major issue (Hair et al., 2011; Hair et al., 2017; Hair et al., 2019). As shown in Table 1, the VIF values for each indication were less than 5, showing that there was no CMB problem in this study.

Table 1: Full collinearity testing

AL	HO	PR	PWB	SE	VI
3.067	4.024	1.936	2.436	1.224	2.441

Note: VI=Vision, HO=Hope/faith, AL=Altruistic Love, PR=Presence, SE=Search, PWB=Professional Well being.

4.2 Measurement Model

For this study, all low-level constructs were reflective, while among the high-level constructs, spiritual leadership (Fry et al., 2011; Tang et al., 2014; Yang & Fry, 2018) and career calling (Dik et al., 2012; Zhang, 2015) were formative. Therefore, this study assessed the reflective measurement model and formative measurement model.

According to Henseler (2017), the two key factors used to determine measurement goodness are validity and reliability. According to Hair et al. (2019), indicator loadings were applied to assess indicator reliability. As to examine items loading, all remaining items have loadings that are above the acclaimed criterion of > 0.708. The loading values of the study items ranged from 0.867 to 0.980, indicating that all remaining items are loaded strongly on their own constructions and less on the other constructs, as shown in Table 2 (Henseler, 2017). Unfortunately, due to low loading, items VI4 and VI5 were removed from the study model and were not included in the next step process. Cronbach's alpha (CA) and composite reliability (CR) were utilized to assess internal consistency reliability. Table 2 shows the CA and CR

results for vision (0.942, 0.963), hope/faith (0.955, 0.965), altruistic love (0.919, 0.943), presence (0.920, 0.961), search (0.951, 0.976), and professional well-being (0.954, 0.963). Convergent validity can usually be determined employing average variance extraction (AVE) with an acceptable minimum AVE of 0.50 ((Hair et al., 2017). The findings in Table 2 indicated that the AVE value for all dimensions ranged from 0.805 to 0.953, demonstrating a satisfactory degree of convergent validity.

Table 2: Convergent validity and reliability assessment

Construct	Item Code	Outer Loading	CA	CR	AVE
VI	VI1	0.933	0.942	0.963	0.896
	VI2	0.965			
	VI3	0.942			
HO	HO1	0.915	0.955	0.965	0.847
	HO2	0.945			
	HO3	0.927			
	HO4	0.897			
	HO5	0.916			
AL	AL1	0.867	0.919	0.943	0.805
	AL2	0.916			
	AL3	0.884			
	AL4	0.920			
PR	PR1	0.960	0.920	0.961	0.926
	PR2	0.964			
SE	SE1	0.980	0.951	0.976	0.953
	SE2	0.973			
PWB	PWB1	0.876	0.954	0.963	0.814
	PWB2	0.910			
	PWB3	0.880			
	PWB4	0.901			
	PWB5	0.926			
	PWB6	0.921			

Note1: VI4 and VI5 were deleted due to low loading

Note2: VI=Vision, HO=Hope/faith, AL=Altruistic Love, PR=Presence, SE=Search, PWB=Professional Well-being

We investigated discriminant validity utilizing the Heterotrait-Monotrait (HTMT) ratio of correlation criterion to determine that the constructs are different from the other constructs in the research framework. If the HTMT result is less than or equal to 0.9, discriminant validity is confirmed (Franke & Sarstedt, 2019; Henseler et al., 2015). Table 3 reveals that all HTMT values were less than 0.9, demonstrating the constructs' discriminant validity within the research framework.

Table 3: Discriminant validity assessment (HTMT)

Construct	AL	HO	PR	PWB	SE	VI
AL						
HO	0.880					
PR	0.571	0.637				
PWB	0.645	0.718	0.700			
SE	0.375	0.331	0.410	0.354		
VI	0.815	0.899	0.665	0.777	0.343	

Note: VI=Vision, HO=Hope/faith, AL=Altruistic Love, PR=Presence, SE=Search, PWB=Professional Well-being

Spiritual leadership is a formative higher-order construct, according to the measurements of Fry et al. (2011), Tang et al. (2014), and Yang and Fry (2018), and vision, hope/faith, and altruistic love are lower-order constructs. Career calling, according to Dik et al. (2012) and Zhang (2015), is a formative higher-order construct of BCS-presence and BCS-search. Chin (1998) suggests employing redundancy analysis to evaluate convergent validity in formative measurement models. According to Hair et al. (2019), the relationship between formative measurement constructs and single global items should be greater than 0.70. The relationships of spiritual leadership and career calling with the single global item were 0.916 and 0.960, respectively, which were higher than the specified thresholds, indicating that favorable convergent validity had been established. Also, with VIF values less than 5, covariance is not an issue (Hair et al., 2017). This study tested the significance of indicator weights by assessing the t-value (Hair et al., 2019). According to Hair et al. (2019), a t-value higher than 1.960 (two-tailed test) when assuming a significance level of 5% indicates that the indicator weights are statistically significant. As can be seen in Table 4, the t-value of the low-order structure of spiritual leadership and career calling is greater than 1.960, which indicates that the indicator weights are all significant, except for AL. Hair et al. (2017) proposed that where an indicator's weight is not significant but the accompanying item loading is relatively high (i.e., ≥0.50), or

statistically significant, the indicator should be preserved. Table 4 shows that the p value of AL is 0.472, which is greater than 0.05, indicating that the weight of AL is not significant. However, because the AL loading value (0.827) is more than 0.50, the indicator can be kept, as suggested by Hair et al. (2017).

Table 4: Convergent validity for formative higher-order construct

Constructs higher-order	Lower order	Outer Weight	T Value	P Value	Outer Loading	VIF
SL	VI	0.688	7.947	0.000	0.984	3.798
	HO	0.288	2.756	0.006	0.930	0.500
	AL	0.067	0.720	0.472	0.827	3.243
CC	PR	0.927	24.843	0.000	0.989	1.173
	SE	0.162	2.436	0.015	0.518	1.173

Note: SL=Spiritual Leadership, CC=Career Calling.

4.3 Structural Model

The structural model is evaluated by calculating the significance of the relationships between variables and whether the model hypothesis is supported (Hair et al., 2019). Before testing the study hypothesis, the researchers verified that multi-collinearity was not serious because all of the VIF values were all less than 5 (Hair et al., 2017). Since spiritual leadership and career calling are formative higher-order constructs, a disjoint two-stage approach was adopted (Sarstedt et al., 2019). We used the Smart PLS 4.0 to evaluate the structural model using a bootstrapping technique with 5,000 resamples (Preacher & Hayes, 2008).

Table 5 and Figure 2 show the outcomes of direct and indirect effects in the study. According to the PLS-SEM results, (H1) spiritual leadership positively and significantly affects teachers' professional well-being ($\beta = 0.542$, t = 10.465, p = 0.000). (H2) Spiritual leadership positively and significantly affects career calling ($\beta = 0.643$, t = 20.027, p=0.000). Furthermore, (H3) career calling positively and significantly affects teachers' professional well-being ($\beta =0.316$, t = 5.640, p = 0.000). According to Chin (1998), the values of determination of coefficient (R^2) should be greater than 0.1. The results show that all R^2 values are all within the defined threshold. This study revealed that 61.1% variance occurred in teachers' professional well-being, explained by spiritual leadership and career calling, and 41.2% variance occurred on career calling by spiritual leadership. As suggested by Cohen (1988),

effect size is determined by the f^2 value, and effect size is described as small, medium and large when the f^2 value is 0.02, 0.15 and 0.35. The results reveal that spiritual leadership have a large effect size on teachers' professional well-being ($f^2 = 0.445$) and career calling ($f^2 = 0.704$), and the effect size of career calling on teachers' professional well-being ($f^2 = 0.152$) is medium. The findings support hypotheses H1, H2 and H3.

To identify the mechanism that triggers an observed relationship between spiritual leadership and teachers' professional well-being, the mediation variable (career calling) was introduced within the research framework. According to Preacher and Hayes (2008), determining whether indirect effects hold requires examining if the findings reveal the lack of zero between the lower and upper levels of the confidence range. The results indicate that (H4) the indirect effects of spiritual leadership on teachers' professional well-being were positive and significant ($\beta= 0.203$, t = 5.156, p = 0.000). Hypothesis H4 is supported since there is no zero between the lower and upper levels of the results.

Table 5: Hypotheses testing

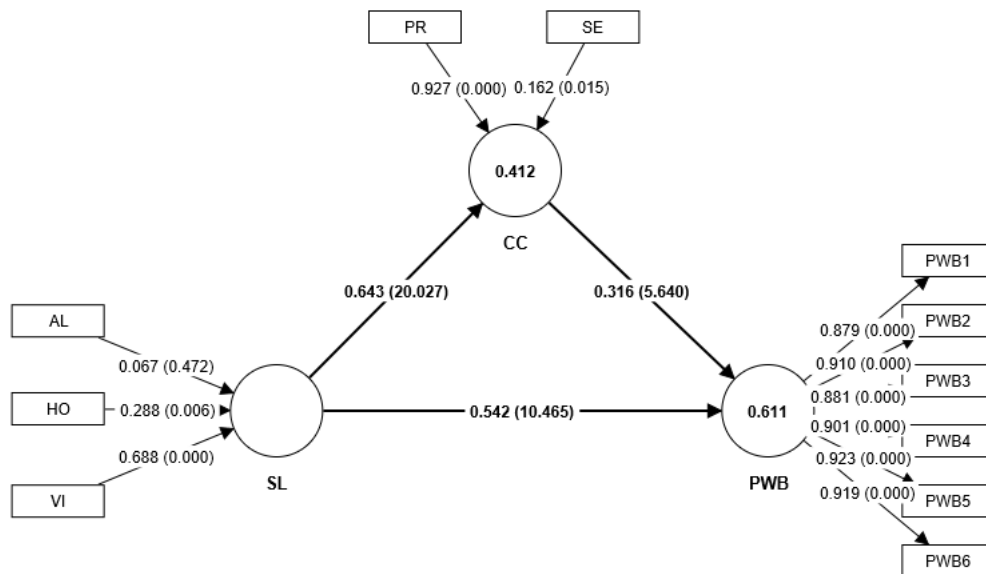| Hypothesis	Relationship	Beta	Se	T values	P values	LL	UL
H1	SL -> PWB	0.542	0.052	10.465	0.000	0.443	0.644
H2	SL -> CC	0.643	0.032	20.027	0.000	0.568	0.697
H3	CC -> PWB	0.316	0.056	5.640	0.000	0.201	0.419
H4	SL -> CC -> PWB	0.203	0.039	5.156	0.000	0.124	0.278

Figure 2: Hypothesis testing

5.0 DISCUSSION

This study presented a mediation effect model based on prior research, with spiritual leadership as the predictor variable, career calling as the mediating variable, and teachers' professional well-being as the outcome variable. A statistical study of questionnaire data from 380 Chinese primary and secondary school teachers validated this mediation effect hypothesis.

Previous research has found that transformational leadership, distributed leadership, authentic leadership, and servant leadership have a positive impact on teachers' professional well-being (Clarence et al., 2021; Shie & Chang, 2022; Tian et al., 2021), but there have been few studies on the impact of spiritual leadership on primary and secondary school teachers' professional well-being. This study discovered that spiritual leadership positively and significantly affects teachers' professional well-being and demonstrated the importance of spiritual leadership in the process of enhancing teachers' professional well-being based on the self-determination theory. Excessive class schedules, heavy administrative work, lack of support from leaders and students' parents, and heavier after-school service work have become the main sources of stress for primary and secondary school teachers in China (Yu et al., 2023), which has led to low professional well-being among teachers. In a school organization, the principal is the manager of the school, and the leadership style of the principal plays a key role in teachers' work behaviors and attitudes (Luo, 2019). Spiritual leadership, as a new type of leadership style, focuses on transmitting a positive value and giving it an attitudinal and behavioral dimension to the individual, thus giving the individual a sense of spiritual presence

and membership belonging (Fry et al., 2005). In the field of education, principals' spiritual leadership strengthens teachers' confidence by establishing the future prospects of the school and conveying the hope and belief that the school's vision will be realized. Even when teachers encounter stress and challenges, they are able to make positive efforts to complete their teaching work, gain value and meaning from their work, and experience professional well-being. At the same time, principals who practice a spiritual leadership style can also create a favorable work atmosphere and work environment by giving selfless love and trust to their teachers, thus enabling them to build friendly interpersonal relationships. These can have a positive impact on teachers' professional well-being.

The study discovered that spiritual leadership significantly positively affects career calling, confirming hypothesis 2. This study's findings are consistent with those obtained by Ma (2021) and Wu and Lee (2020). This suggests that career calling as a positive work attitude and professional value orientation is positively influenced by spiritual leadership as a leadership style. Currently, China is moving towards an affluent society, and people's material living standards have been significantly improved. Despite the increasing material wealth of society, relying on material incentives alone can no longer meet the needs of teachers' professional growth, let alone the spiritual needs of primary and secondary school teachers (Yao & Zhang, 2022). As a result, the spiritual leadership style, which emphasizes intrinsic motivation and spiritual guidance, has gradually attracted extensive attention from scholars (Haque et al., 2022). In contrast to previous leadership theories that focused on performance and effectiveness, spiritual leadership pays more attention to the satisfaction of employees' spiritual needs in addition to the organizational vision to achieve harmony between organizational expectations and personal values (Fry, 2003). Intrinsic motivation based on spiritual needs is a lasting driving force for teachers' professional growth and progress (Wang, 2018). Spiritual leadership inspires teachers to match their own goals with those of the school, to work energetically, to seek work value, and to advance their career calling. The greater the level of spiritual leadership, the stronger the career calling of teachers (Li et al., 2023). Spiritual leadership can be a great tool in assisting individuals in discovering and pursuing their career calling. Therefore, principal spiritual leadership should be responsive to the changes of the times, focus on spiritual guidance, meet the spiritual needs of teachers, and continuously improve the teacher's career calling and spiritual power in the workplace.

The findings also supported hypothesis 3. Career calling has a significant and positive impact on teachers' professional well-being. The stronger the career calling, the greater teachers' professional well-being. This is in line with the findings of Zhang et al. (2020). As an

important professional psychological quality, career calling is an antecedent variable of teachers' professional well-being. Career calling is expressed as a strong feeling of an individual towards the career he or she is engaged in, and individuals with a high career calling can experience a strong meaning in the career they are engaged in (Dobrow & Tosti-Kharas, 2011). In the field of education in China, education departments and schools have been paying special attention to teachers' career calling (Liao et al., 2019). This is because Teachers with a high career calling have more professional identification with and internalization of their educational career and have a greater responsibility for their work (Tian & Ge, 2020). They pay less attention to money benefits and more attention to internal incentives, particularly the worth of the vocation in self-realization and social sense (Zhang & Gao, 2023), and they have a greater level of professional well-being. However, if teachers have a weaker career calling, they are not as positive and do not invest a lot of time and energy in their work, and therefore, are prone to burnout (Li et al., 2023). Moreover, teachers with low career calling are more likely to give up and get stuck in their jobs when they encounter frustrations and challenges in teaching and learning, which results in lower achievement, job satisfaction, and professional well-being (Lee et al., 2020). Therefore, career calling is of high value in helping primary and secondary school teachers to achieve professional well-being.

The mediation effect test results demonstrated that career calling mediated the prediction effect of spiritual leadership on teachers' professional well-being, confirming hypothesis 4. This shows that the reason why spiritual leadership can significantly and positively predict teachers' professional well-being is largely through the intermediary role of career calling. Teachers' career calling model was used to validate the relationship between spiritual leadership and professional well-being. Spiritual leadership attaches importance to the construction of values in the organization, and can subconsciously form intrinsic motivation for individuals through their behaviors so that individuals develop a sense of mission and belonging to the organization (Meng et al., 2018). Principals who practice a spiritual leadership style can convey a clear and uplifting vision to their teachers, prompting a strong sense of calling (Malone & Fry, 2003). Moreover, principal spiritual leadership adheres to the human-centered philosophy, empowers teachers with more attention and support and binds the whole organization together, infects teachers with spirit, love, and warmth, and activates the sense of mission within them (Liu et al., 2022). Teachers' original aspiration and mission, is the attitude and spiritual pursuit of educational work. Teachers who are motivated by their original aspirations and mission in a school organization will be more likely to achieve alignment between organizational expectations and self-expectations during their career development and

self-growth (Ma, 2021). Teachers with career calling always maintain a high degree of self-requirement and a rigorous work attitude in their work, constantly improve their professional skills and quality, and make unremitting efforts to realize their personal values and school goals (Zhang, 2021). As a result, they are more willing to enjoy the fun brought by their work and have higher professional well-being.

6.0 CONCLUSION

Based on self-determination theory, this study explored the mechanisms of principals' spiritual leadership on primary and secondary school teachers' professional well-being in the Chinese context, using spiritual leadership as an external environmental factor, and verified that career calling plays a mediating role. The findings of the empirical study were as follows: (1) Direct effects. The findings indicated a positive correlation between spiritual leadership, career calling and teachers' professional well-being. (2) Indirect effects. The results indicated that career calling mediated the relationship between spiritual leadership and teachers' professional well-being.

This study adds significant theoretical contributions to previous research. First, while there have been previous studies on the effects of various leadership styles on employee well-being, there are still few studies on the impacts of spiritual leadership on well-being, particularly among teachers. This study investigates the mechanism of spiritual leadership's influence on teachers' professional well-being in Chinese primary and secondary schools, expands awareness of the internal relationship between leadership style and well-being, and adds to the literature on spiritual leadership. Second, the majority of the literature reflects studies carried out in a Western setting, and this study not only adds new insights from China to the literature on the professional well-being of spiritual leadership in the faculty group. Therefore, this study validates career calling as a mediator between spiritual leadership and teachers' professional well-being, giving us a better knowledge of how spiritual leadership influences the process of teachers' professional well-being.

This study's results have implications for organizational management practice. First, cultivate the principal's spiritual leadership style and play a constructive role of spiritual leadership. Spiritual leadership not only enhances teachers' professional well-being directly but also has an indirect impact on teachers' professional well-being through career calling. It advises that superior departments emphasize and promote the formation of spiritual leadership in principals, as well as build spiritual leadership style through special training, theoretical learning, and practical actions. Second, spiritual leadership behavior should be completely

shown in school management practice to increase teachers' professional well-being. Based on a thorough understanding of the school's educational development characteristics, the principal should construct the school's long-term strategy and development plan, as well as establish high-performance expectations for teachers through a shared vision. Principals should value teachers' work, respect and care for their feelings and needs, foster a healthy working environment, reinforce teachers' career callings, increase their confidence and sense of accomplishment at work, and improve teachers' professional well-being.

We discovered various limitations in the study after reflecting on the entire research process. This study used a cross-sectional questionnaire. More longitudinal research or well-designed experiments could be utilized in the future to investigate the causal relationship between spiritual leadership and teachers' professional well-being. Although this study is concerned with the significant predictive effect of spiritual leadership on teachers' professional well-being, spiritual leadership has more to that for the teacher group. The effect of spiritual leadership on the organization and management system will also enhance the work enthusiasm of teachers. Therefore, researchers may pay more attention to the positive effect of spiritual leadership in the future, and investigate more diverse and effective strategies to promote teachers' professional well-being.

REFERENCES

Ahn, J., Kim, H. W., & Lee, J. Y. (2017). Career calling and well-being among South Korean adult workers: Living a calling and work volition as mediators. *Psychologia, 60*(3), 132-146.

Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin, 103*(3), 411-423.

Arshad, A., & Abbasi, A. S. (2014). Spiritual leadership and psychological ownership: Mediating role of spiritual well-being. *Science International*, *26*(3), 1265-1269.

Caldeira, S., & Hall, J. (2012). Spiritual leadership and spiritual care in neonatology. *Journal of Nursing Management*, *20*(8), 1069-1075.

Charalampous, M., Grant, C. A., Tramontano, C., & Michailidis, E. (2019). Systematically reviewing remote e-workers' well-being at work: A multidimensional approach. *European Journal of Work and Organizational Psychology, 28*(1), 51-73.

Chin, W. W. (1998). The partial least squares approach to structural equation modeling. *Modern Methods for Business Research*, *295*(2), 295-336.

Chin, W. W., Marcolin, B. L., & Newsted, P. R. (2003). A partial least squares latent variable modeling approach for measuring interaction effects: Results from a Monte Carlo simulation study and an electronic-mail emotion adoption study. *Information Systems Research, 14*(2), 189-217.

Chou, Y., Meng, Y. C., & Yang, X. H. (2019). How does spiritual leadership inspire innovation? The study on the chain mediating effect of leader-member exchange and organizational identification. *East China Economic Management, 33*(04), 44-50.

Clarence, M., Devassy, V. P., Jena, L. K., & George, T. S. (2021). The effect of servant leadership on ad hoc schoolteachers' affective commitment and psychological well-being: The mediating role of psychological capital. *International Review of Education, 67*(1), 305-331.

Cohen, J. (1988). *Statistical power for the social sciences*. Laurence Erlbaum and Associates.

Deci, E. L, & Ryan R. M. (2013). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.

Deng, X., & Yu, Z. (2023). An extended hedonic motivation adoption model of TikTok in higher education. *Education and Information Technologies, 28*(1), 13595–13617.

Deng, Z. H. (2016). The impact of spiritual leadership on employee's job engagement. *Economic Management, 38*(4), 181-189.

Dik, B. J., & Duffy, R. D. (2009). Calling and vocation at work: Definitions and prospects for research and practice. *The Counseling Psychologist, 37*(3), 424-450.

Dik, B. J., Eldridge, B. M., Steger, M. F., & Duffy, R. D. (2012). Development and validation of the calling and vocation questionnaire (CVQ) and brief calling scale (BCS). *Journal of Career Assessment*, *20*(3), 242-263.

Dobrow, S. R., & Tosti-Kharas, J. (2011). Calling: The development of a scale measure. *Personnel Psychology, 64*(4), 1001-1049.

Emerson, C. (2017). Calling to nursing. *Advances in Nursing Science, 40*(4), 384-394.

Faul, F., Erdfelder, E., Buchner, A., & Lang, A. G. (2009). Statistical power analyses using G* Power 3.1: Tests for correlation and regression analyses. *Behaviour Research Methods, 41*(4), 1149-1160.

Forner, V. W., Jones, M., Berry, Y., & Eidenfalk, J. (2020). Motivating workers: How leaders apply self-determination theory in organizations. *Organization Management Journal, 18*(2), 76-94.

Franke, G., & Sarstedt, M. (2019). Heuristics versus statistics in discriminant validity testing: A comparison of four procedures. *Internet Research, 29*(1), 431-447.

Fry, L. W. (2003). Toward a theory of spiritual leadership. *The Leadership Quarterly, 14*(6), 693-727.

Fry, L. W., Hannah, S. T., Noel, M., & Walumbwa, F. O. (2011). Retracted: Impact of spiritual leadership on unit performance. *The Leadership Quarterly, 22*(2), 259-270.

Fry, L. W., Vitucci, S., & Cedillo, M. (2005). Spiritual leadership and army transformation: Theory, measurement, and establishing a baseline. *The Leadership Quarterly, 16*(5), 835-862.

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior, 26*(4), 331-362.

Guerci, M., Hauff, S., & Gilardi, S. (2022). High performance work practices and their associations with health, happiness and relational well-being: Are there any tradeoffs? *The International Journal of Human Resource Management, 33*(2), 329-359.

Hair, J. F., & Alamer, A. (2022). Partial least squares structural equation modeling (PLS-SEM) in second language and education research: Guidelines using an applied example. *Research Methods in Applied Linguistics*, *1*(3), 100027.

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)*. SAGE Publications, Inc.

Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice, 19*(2), 139-152.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review, 31*(1), 2-24.

Haque, M. J., Nawaz, M. Z., Shaikh, H. A., & Tariq, M. Z. (2022). Spiritual leadership and unit productivity: Does psychological need mediate the relationship between spiritual leadership and unit productivity? *Public Integrity, 24*(7), 615-628.

Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000-2019. *Educational Research Review, 34*(1), 100411.

Henseler, J. (2017). Bridging design and behavioral research with variance-based structural equation modeling. *Journal of Advertising, 46*(1), 178-192.

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science, 43*(1), 115-135.

Hirschi, A., & Herrmann, A. (2012). Vocational identity achievement as a mediator of presence of calling and life satisfaction. *Journal of Career Assessment, 20*(3), 309-321.

Hunsaker, W. D. (2019). Spiritual leadership and job burnout: Mediating effects of employee well-being and life satisfaction. *Management Science Letters, 9*(8), 1257-1268.

Jiang, R. P., He, Y. M., & Gan, C. H. (2021). Research on the impact of authentic leadership on employees' happiness: Based on the chained mediational role between self-efficacy and the authenticity of work and family. *Journal of China University of Labor Relations, 35*(2), 75-86.

Kanat-Maymon, Y., Elimelech, M., & Roth, G. (2020). Work motivations as antecedents and outcomes of leadership: Integrating self-determination theory and the full range leadership theory. *European Management Journal, 38*(4), 555-564.

Karadag, E. (2009). Spiritual leadership and organizational culture: A study of structural equation modeling. *Educational Sciences: Theory and Practice, 9*(3), 1391-1405.

Kock, N. (2015). Common method bias in PLS-SEM: A full collinearity assessment approach. *International Journal of e-Collaboration, 11*(4), 1-10.

Lauwerier, T., & Akkari, A. (2015). Teachers and the quality of basic education in sub-Saharan Africa. *Education Research and Foresight: Working Papers Series, 11*(1), 1-11.

Lee, H. S., Lee, E. S., & Shin, Y. J. (2020). The role of calling in a social cognitive model of well-being. *Journal of Career Assessment, 28*(1), 59-75.

Li, J., & Ju, S. Y. (2023). The Correlation between spiritual leadership and the well-being of Chinese primary and secondary school teachers. *International Journal of Academic Research in Progressive Education and Development, 12*(2), 1667–1681.

Li, J., Ju, S. Y., Kong, L. K., & Jiang, N. (2023). A study on the mechanism of spiritual leadership on burnout of elementary and secondary school teachers: The mediating role of career calling and emotional intelligence. *Sustainability, 15*(12), 9343.

Liao, C. J., He, C. C., Du, Q. Z., & Cai, X. D. (2019). A comparative study of teachers' sense of vocational duty and job burnout in elementary and secondary schools. *Journal of Ningbo University (Educational Science Edition), 41*(6), 115-122.

Liu, P. Q., Cui, Z. K., Zhao, L., Liu, Y. Y., & Yang, Z. (2022). Influence mechanism of spiritual leadership on R&D personnel's innovation behavior in China. *Journal of Beijing Institute of Technology (Social Sciences Edition), 24*(1), 65-76.

Liu, Y., Liu, Y., Liu, P., Liu, D., & Liu, S. (2023). The spiritual force of safety: Effect of spiritual leadership on employees' safety performance. *International Journal of Occupational Safety and Ergonomics, 29*(2), 538-546.

Luo, X. J. (2019). Implications of classical leadership trait theory for modern primary and secondary school principals. *Education Observation, 8*(15), 34-47.

Ma, Y. (2021). Empirical analysis of the impact of spiritual leadership on employees' career calling in public sector - perspective from the mediating role of job satisfaction. *Journal of the Party School of Leshan Municipal Committee of C. P. C, 23*(04), 88-97.

MacKenzie, S. B., & Podsakoff, P. M. (2012). Common method bias in marketing: Causes, mechanisms, and procedural remedies. *Journal of Retailing, 88*(4), 542–555.

Mahmood, A. B., & Huma, A. (2012). Workplace spirituality: A spiritual audit of banking executives in Pakistan. *African Journal of Business Management*, *6*(11), 3888-3897.

Malone, P., & Fry, L. W. (2003). Transforming schools through spiritual leadership: A field experiment. *Academy of Management, Seattle, WA, 5*(1)*,* 1-40.

Manganelli, L., Thibault-Landry, A., Forest, J., & Carpentier, J. (2018). Self-determination theory can help you generate performance and well-being in the workplace: A review of the literature. *Advances in Developing Human Resources, 20*(2), 227-240.

Markow, F., & Klenke, K. (2005). The effects of personal meaning and calling on organizational commitment: An empirical investigation of spiritual leadership. *International Journal of Organizational Analysis, 13*(1), 8-27.

Meng, W. J., & Guan, Q. (2013). *Practical guide to well-being education: A must-read manual for all.* Educational Science Publishing House.

Meng, Y. C., Yang, X. H., & Chou, Y. (2018). From "external constraints" to "intrinsic motivation": Research on mechanism of spiritual leadership influences employees' voice behaviors. *Human Resources Development of China, 35*(03), 6-17.

Ngah, A. H., Zainuddin, Y., & Thurasamy, R. (2015). Barriers and enablers in adopting of Halal warehousing. *Journal of Islamic Marketing, 6*(3), 354-376.

OECD. (2019). The future of education and skills: Education 2030, conceptual learning framework. https://www.oecd.org/education/2030-project/

OECD. (2020). Teachers' well-being: A framework for data collection and analysis. https://www.oecd-ilibrary.org/docserver/c36fc9d3-en.pdf?

Pei, Y. J., & Zhao, S. M. (2015). Study on knowledge workers' calling, career commitment and job attitudes. *Journal of Management Science, 28*(2), 103-114.

Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual Review of Psychology, 63*(1), 539-569.

Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, *40*(3), 879-891.

Ringle, C. M., Wende, S., & Becker, J.-M. (2022). *SmartPLS 4.* SmartPLS.

Rosa, N. T., & Ancok, D. (2020). The influence of spiritual leadership on affective commitment through calling and membership (A study at Zainab mother and child hospital in Pekanbaru). *Journal of Leadership in Organizations, 2*(1), 18–29.

Samar, S., & Chaudhary, A. H. (2021). A study of relationship between spiritual leadership and workplace well-being of teachers in secondary schools, Lahore Pakistan. *Al-Idah, 39*(2), 21-31.

Sarstedt, M., Hair Jr, J. F., Cheah, J. H., Becker, J. M., & Ringle, C. M. (2019). How to specify, estimate, and validate higher-order constructs in PLS-SEM. *Australasian Marketing Journal*, *27*(3), 197-211.

Schulte, P., & Vainio, H. (2010). Well-being at work - overview and perspective. *Scandinavian Journal of Work, Environment & Health, 36*(5), 422-429.

Shie, E. H., & Chang, S. H. (2022). Perceived principal's authentic leadership impact on the organizational citizenship behavior and well-being of teachers. *SAGE Open, 12*(2), 21582440221095003.

Tang, Z., Zhang, H., Zhao, J. J., & Wang, M. H. (2014). Reliability and validity of the Chinese version of the spiritual leadership scale. *Psychological Research, 7*(02), 68-75.

Tian, J., Mao, Y. Q., Tian, Z. H., & Du, Y. (2021). The influence of transformational leadership on teachers' well-being: The mediating role of social emotional competence and teacher-student relationship. *Journal of Educational Studies, 17*(02), 154-165.

Tian, Q. T., & Ge, F. (2020). A new perspective on career goals: A literature review of career calling and future prospects. *Journal of Shanghai University of International Business and Economics, 26*(5), 39-51.

Tsui, K. T., Lee, J. C. K., Zhang, Z., & Wong, P. H. (2019). The relationship between teachers' perceived spiritual leadership and organizational commitment: A multilevel analysis in the Hong Kong context. *Asian Journal of Social Sciences & Humanities, 8*(3), 55-72.

Wahid, N. K. A., & Mustamil, N. M. (2017). Ways to maximize the triple bottom line of the telecommunication industry in Malaysia: The potentials of spiritual well-being through spiritual leadership. *Journal of Organizational Change Management*, *30*(2), 263-280.

Wang, M., Guo, T., Ni, Y., Shang, S., & Tang, Z. (2019). The effect of spiritual leadership on employee effectiveness: An intrinsic motivation perspective. *Frontiers in Psychology, 9*(1), 1-11.

Wang, X. (2018). Constructing a school-based teacher incentive mechanism directed toward professional growth. *Shanghai Jiaoyu Keyan, 1*(5), 94-96.

Wang, Y., Jin, Y., Cheng, L., & Li, Y. (2021). The influence of spiritual leadership on harmonious passion: A case study of the hotel industry in China. *Frontiers in Psychology, 12*(1), 730634.

Wu, W. L., & Lee, Y. C. (2020). How spiritual leadership boosts nurses' work engagement: The mediating roles of calling and psychological capital. *International Journal of Environmental Research and Public Health, 17*(17), 6364.

Yang, F., Liu, J., Wang, Z., & Zhang, Y. (2019). Feeling energized: A multilevel model of spiritual leadership, leader integrity, relational energy, and job performance. *Journal of Business Ethics, 158*(1), 983-997.

Yang, M., & Fry, L. (2018). The role of spiritual leadership in reducing healthcare worker burnout. *Journal of Management, Spirituality & Religion*, *15*(4), 305-324.

Yao, J. H, & Zhang, M. (2022). The opportunities, problems and strategies of teacher professional development under the "double reduction" policy. *Journal of Beijing Normal University (Social Sciences), 6*(1), 41-49.

Yao, R. (2019). The current situation of Chinese primary and secondary school teachers' well-being: An investigation and strategies. *Chinese Journal of Special Education*, *3*(1), 90-96.

Yu, X. D., Qi, X. D., & Mei, W. H. (2023). A survey study on the happiness of primary and secondary school teachers under the perspective of beautiful education. *JiaoXueYueKan, 1*(2), 12-17.

Zhang, C. Y. (2015). *A study of career as a calling in China: Structure, assessment, and its relation to well-being.* (Unpublished doctoral dissertation). Chongqing Southwest University.

Zhang, L., & Guo, X. (2023). Social support on calling: Mediating role of work engagement and professional identity. *The Career Development Quarterly, 71*(2), 97-110.

Zhang, M., Chen, G., Han, M., & Wang, J. Y. (2020). Research on the influence of career calling on inclusive education teachers' work well-being: The mediating role of self-efficacy. *Studies of Psychology and Behavior, 18*(2), 248-254.

Zhang, X. Y. (2021). *Research on the influence of service-oriented leadership on the well-being of new middle school teachers - Based on the perspective of self-determination theory.* (Unpublished master dissertation). Taiyuan Shanxi University of Finance and Economics.

Zheng, X. M., Zhu, W. C, Zhao, H. X., & Zhang, C. (2015). Employee well-being in organizations: Theoretical model, scale development, and cross-cultural validation. *Journal of Organizational Behavior, 36*(5), 621-644.

Zhou, H. R., & Li, H. (2020). The influence of police-public trust on police well-being. *Journal of Hubei University of Police, 05*(01), 133-141.

Zou, W., Zeng, Y., Peng, Q., Xin, Y., Chen, J., & Houghton, J. D. (2020). The influence of spiritual leadership on the subjective well-being of Chinese registered nurses. *Journal of Nursing Management, 28*(6), 1432-1442.