

Development of a Model for Empowering Teacher Job Performance in Private Primary Schools of Henan Province, China

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Abstract

The job performance of primary school teachers significantly impacts the quality of primary education. However, private primary school teachers in China often exhibit subpar job performance. Therefore, it is crucial to investigate ways to enhance private primary school teachers' workplace environment and behavioral factors in China to improve their job performance. This research explored the relationship, path, and mechanism between five variables: workplace spirituality, workplace allies, workplace well-being, organizational citizenship behavior (OCB), and job performance. The research employed a questionnaire survey method targeting private primary school teachers in Henan Province, China. In total, 457 questionnaires were distributed using a random stratified sampling method, with 416 considered valid.

The findings showed that workplace spirituality, allies, well-being, and organizational citizenship behavior positively influenced job performance by constructing a structural equation model and data analysis using Smart-PLS3.0 and SPSS27.0. Furthermore, workplace spirituality and workplace allies mediated the relationship between job performance through workplace well-being and OCB.

In conclusion, the research revealed the significant impact of workplace spirituality, workplace allies, workplace well-being, and Organizational Citizenship Behavior on the job performance of primary school teachers, offering theoretical and practical guidance for enhancing their work efficiency. However, there were limitations, including restrictions in sample selection and reliance on a single data source. Therefore, future research could further expand the sample size, adopt diverse data collection methods, and consider the effects of other potential variables to obtain more comprehensive and accurate findings.

Keywords : Workplace Spirituality, Workplace Allies, Workplace well-being, Organizational Citizenship Behavior, Job Performance

Introduction

As globalization accelerated and the knowledge economy era emerged, foundational education has seen rapid global development, with increased investments and intensified reforms by nations in this sector (Dong et al., 2022). In this environment, teachers, central to the educational landscape, have significantly influenced student growth and national futures through their professional competencies and performance (Zhao et al., 2023). Consequently, teachers face new and greater demands to adapt to the evolving educational landscape.

In China, implementing the 'Double Reduction' policy and a sustained economic downturn in the post-pandemic era has presented unprecedented challenges for private primary school teachers. The Double Reduction policy, designed to reduce academic and extracurricular burdens on students, has required teachers to reevaluate and adapt their pedagogical philosophies, methodologies, and effectiveness (Zheng, 2023). Simultaneously, the economic downturn has increased operational pressures on private schools, affecting teachers' working conditions, compensation, motivation, and performance.

In Henan, a populous province with moderate economic development, there is an exceptionally high parental emphasis on education (Chen, 2023; Wang et al., 2024). As a result, private primary school teachers in Henan face increased work pressures and expectations. Against this backdrop, enhancing teachers' work performance has become critical.

However, research on the impact of workplace spirituality, allies, well-being, and organizational citizenship behavior on job performance requires further exploration. These under-researched factors are crucial in influencing teachers' work performance, and our limited understanding restricts the development of strategies to enhance teacher performance, ultimately impacting the overall quality of teaching in private primary schools. Therefore, this study aimed to bridge this research gap by investigating how these factors affect the job performance of private primary school teachers to create an effective model to empower their performance. The endeavor seeks to improve the teaching quality and job satisfaction of teachers in Henan and provide school administrations with targeted motivational strategies, fostering the healthy development of private primary school education in Henan Province and throughout China.

Literature Review

The sector will first review relevant literature to lay the theoretical foundation for the research. Based on Self-Determination Theory, Social Exchange Theory, and SOR Theory, the article will analyze the influencing factors and mechanisms of teachers' job performance in existing studies. Subsequently, combining the actual situation of private primary education in Henan Province, the article will propose a series of research hypotheses to construct a model that can effectively enhance teachers' job performance.

1. Self-determination Theory

Self-Determination Theory (SDT) is a macro theory concerning human motivation and personality, proposed by American psychologists Deci Edward L. and Ryan Richard M. in the 1980s (Deci & Ryan, 2013). This theory primarily delves into the intrinsic motivations of human behavior and how external environments influence these motivations. It posits that human behavior is primarily driven by intrinsic motivation, which stems from three fundamental psychological needs: autonomy (the control of one's actions and freedom of choice), competence (confidence in one's skills and abilities), and relatedness (the need to

establish closeness and caring with others) (Deci & Ryan, 2017). Individuals exhibit higher motivation, enthusiasm, and creativity levels when these needs are met. Self-determination theory can serve as a theoretical framework to explain and design strategies for empowering teachers' job performance, promoting their active engagement and innovation in the workplace, and ultimately improving overall teaching quality and organizational performance.

Considering the effect of workplace spirituality, workplace allies, Workplace well-being, and organizational citizenship behaviors in unison, it became possible to delve into the job performance of private primary school teachers in Henan Province. This inquiry aimed to deepen understanding regarding teachers' self-determination and behavioral performance within complex environments. Furthermore, it provided valuable insights and recommendations for educational management and teacher development.

2. Social Exchange Theory

Homans (1958), human social behavior could be viewed as an exchange process in which people interact with others to obtain rewards and rewards (Homans, 1958). Blau (1964) proposed that social exchange was the economic exchange and social exchange and distinguished between the two (Blau, 2017), both of which are based on the principle that "giving will be rewarded." Social exchange was an essential form of exchange in people's social interactions in which individuals displayed voluntary behaviors and expected positive future behaviors. This expectation of future benefits drives the process of social exchange. According to the theory, various interactive behaviors in human society can be viewed as exchange behaviors, whereby individuals obtain desired resources, emotions, or status through exchanges (Meira & Hancer, 2021). Such exchanges are not limited to the material level but include non-material aspects such as emotions, information, and services. In the exchange process, individuals assess the costs they incur and the benefits they receive, seeking to maximize the latter. Social Exchange Theory emphasizes the principle of reciprocity, whereby individuals tend to maintain relationships that provide them with satisfactory returns and avoid those where the costs outweigh the benefits (Xu et al., 2022).

Social Exchange Theory can be utilized to analyze and improve the interactions and relationships between teachers and school management, colleagues, students, and parents. Specifically, research can explore how optimizing these social exchange relationships can enhance teachers' job performance. The theory provides a perspective for profoundly understanding the exchange relationships between teachers and leaders, colleagues, and the school, guiding researchers to consider how to effectively improve teachers' job performance by optimizing exchange relationships, balancing costs, and benefits, and ensuring fairness in model development.

3. SOR Theory

The SOR (Stimulus-Organism-Response) model is a theoretical framework in psychology that explains how individuals process external stimuli (S), undergo internal processing (Organism, O), and generate behavioral responses (R) (Mehrabian & Russell, 1974). Originating from environmental psychology, this model has found widespread applications in consumer and organizational behavior. In the model, "Stimulus" refers to external environmental factors, such as social or physical environments; "Organism" represents the individual's internal psychological processes, including emotions, attitudes, and cognition; and "Response" denotes the individual's behavioral or emotional reaction to the stimulus (Jacoby, 2002).

The SOR model can aid in elucidating how a teacher's job performance is influenced by the school environment (stimulus), which undergoes internal psychological processing by the teacher (organism), ultimately affecting their teaching behavior and work outcomes (response) (Kim et al., 2020). The SOR theory provides a practical analytical framework for this study, facilitating a deeper exploration of how to enhance the job performance of private primary school teachers by optimizing external stimuli and stimulating their intrinsic motivation. Based on the S-O-R theoretical framework, external stimuli such as teachers' work environment, leadership, school leaders' strategies, and leadership tactics influenced teachers' OCB. As a result, they perceived well-being as affecting job performance. Improving teacher job performance, which brings higher material and spiritual rewards and social status, would empower teachers' capacity for well-being and OCB. Similarly, increased Workplace Allies and Workplace Spirituality positively affected teachers' perceived well-being.

4. Workplace Spirituality (WS)

Ashmos & Duchon (2000) proposed that spirituality in the workplace was about employees which was defined as the inner life as spiritual identity, which could be experienced as a sense of meaningfulness, unity, and connection (Ashmos & Duchon, 2000). It also included meaning, and purpose in work, a sense of connection and community. Sheep (2006) concluded that Workplace Spirituality was defined through four elements: integration of self with the workplace, meaning of work, transcendence of self, and personal growth within the workplace inner life at work (Sheep, 2006). The concept of workplace spirituality Pandey workplace spirituality could be described as three different dimensions: Harmony with self, Harmony in the work environment, and Transcendence (Pandey et al., 2009). According to UTAMI et al. (2021), three dimensions could be found about Workplace Spirituality. Work that is meaningful, felt like a community, and aligned with the goals (UTAMI et al., 2021).

In the professional environment of private primary school teachers in Henan Province, workplace spirituality referred to the ability of teachers to prioritize their inner growth and development needs despite facing pressures such as epidemics and the double-decrease policy. It involved actively seeking meaning in their work that aligned with their goals and educational mission, experiencing a sense of value and psychological well-being beyond material possessions. Additionally, it involved forming emotional connections, cooperating with others, and providing mutual assistance, all of which help enhance job satisfaction, improve job performance, and contribute to overall educational development. Furthermore, workplace spirituality was viewed as an ability to help teachers maintain psychological balance in stressful environments, prioritize intrinsic value pursuits, and integrated them with work goals. It had a positive impact on individuals, organizations, and society. Therefore, this study proposes the following hypothesis:

- H1. Workplace Spirituality positively effect on Workplace Well-being.
- H2. Workplace Spirituality positively effect on OCB.
- H3. Workplace Spirituality positively effect on Job Performance.

5. Workplace Allies (WA)

Workplace Allies included supervisor support and college support. Eisenberger (1986) defined supervisor support as an individual's perceived supervisor's evaluation of his or her contribution to the organization and the supervisor's concern for his or her well-being, which developed a comprehensive and integrated perception of organizational support by employees (Eisenberger et al., 1986). Wang et al. (2023) perceived that organizational support was

enhanced by providing employees with communication of the ready availability of help and support to increase job satisfaction. Workplace Allies (colleague or supervisor support) constitute an effective form of social support (Wang et al., 2023). Support from colleagues was more prevalent than buffering influences from supervisory leadership versus support received in non-work settings (Collins et al., 2021).

For any team member, the attention and understanding of colleagues or peers became necessary for inner and work needs, and anyone needed support from colleagues or peers at any time. It had also been argued that peer support was the ability to "seek help from colleagues" at a similar level and that good work behavior would result when individuals receive simultaneous support. Peer support was crucial because it satisfies the need for autonomy, competence, and relatedness (Wut et al., 2022). Therefore, this study proposes the following hypothesis:

H4. Workplace Allies positively effect on Workplace Well-being.

H5. Workplace Allies positively on OCB.

H6. Workplace Allies positively effect on Job Performance.

6. Workplace Well-being (WWB)

Workplace Well-being refers to the overall sense of well-being and satisfaction experienced by teachers in their work environment. It encompassed multiple aspects, including physical health, mental health, and social well-being (Diener et al., 1999). Horn et al. (2004) proposed that workplace well-being directly impacts individual job performance. Workplace Well-being referred to the summation of satisfaction, joy, and a sense of accomplishment experienced by teachers in their work. It encompassed teachers' subjective well-being, physical and mental health well-being, and social well-being (Horn et al., 2004). In short, workplace well-being was the pleasure and fulfillment teachers felt in their work, and it served as a crucial indicator for evaluating the quality of teachers' work life and job status.

For private primary school teachers, workplace well-being was one of the driving forces that motivated them to invest in their educational work continuously. Liang (2021) studied four dimensions of workplace well-being for employees in Chinese companies (Liang et al., 2022). The research proposed that high workplace well-being can gain organizational, leadership, and colleague job recognition. In addition, teachers' workplace well-being positively correlates with students' interactive well-being. Singh et al. (2019) concluded that there was a strong relationship between self-efficacy and workplace well-being (Liang et al., 2022). Finally, Penttinen et al. (2020) concluded that teachers' workplace well-being affects teachers' work engagement and classroom effectiveness (Penttinen et al., 2020). Therefore, this study proposed the following hypothesis:

H7. Workplace Well-being positively effect on OCB.

H8. Workplace Well-being positively effect on Job Performance.

7. Organizational Citizenship Behavior (OCB)

Organizational citizenship Behavior was a voluntary behavior exhibited by teachers in the workplace that goes beyond their formal job descriptions and aims to promote the school organization's effective functioning and overall well-being (Organ, 1988; Podsakoff et al., 2000). These behaviors included but are not limited to assisting colleagues, participating in team collaboration, caring about school development, actively offering constructive suggestions, maintaining the school's image, and conserving organizational resources.

Organizational Citizenship Behavior reflects teachers' positive attitudes and high sense of responsibility. It not only helps to improve teachers' job performance but also positively impacts the overall performance of the team and the school (Xin et al., 2021).

Organizational citizenship behavior referred to a series of beneficial actions that teachers voluntarily and proactively demonstrate within the school organization beyond the scope of their formal job duties. These actions might include but were not limited to assisting colleagues, caring about the school's development, actively participating in school activities, and offering constructive suggestions (Bogler & Somech, 2023). Organizational citizenship behavior was manifested at the individual, team, organizational, and societal levels, and it was particularly crucial for promoting school development, enhancing teaching quality, and strengthening school cohesion (Wang et al., 2024). Therefore, this study proposed the following hypothesis:

H9. Organizational Citizenship Behaviors positively effect on Job Performance.

8. Job Performance (JP)

Job performance referred to the tasks completed, and achievements made by teachers, which served as a criterion for evaluating their performance in the workplace. It reflected teachers' work capabilities, professional qualities, and dedication to their jobs (Borman & Motowidlo, 1997). The private primary school teachers mainly encompassed four aspects: tasks, relationships, learning, and innovation. Improving teachers' job performance in private primary schools plays a crucial role in enhancing the overall educational quality of the school and promoting its development (Motowidlo, 2003). Borman (2004) referred person who had done his job well concerning the results and success of the organization (Borman, 2004). Job performance referred to the tasks completed, and achievements made by teachers, which served as a criterion for evaluating their performance in the workplace. It reflected teachers' work capabilities, professional qualities, and dedication to their jobs. The private primary school teachers mainly encompassed four aspects: tasks, relationships, learning, and innovation. Improving teachers' job performance in private primary schools plays a crucial role in enhancing the overall educational quality of the school and promoting its development.

Cheng & Li (2006) defined performance as efficiency and quality over a certain period (Cheng et al., 2021). An employee with greater well-being would be more committed to their job and organization, which enhances job performance. The higher the job performance, the greater its impact on Organizational Citizenship Behavior (OCB) (Jain & Sullivan, 2019). Hewett et al. (2018) argued that high job performance leads to higher Workplace Well-being and self-happiness, and these factors have a mutually reinforcing relationship. Katebi et al. (2022) proposed that job insecurity significantly reduced employee performance. Conversely, high job performance enhanced job security for employees (Katebi et al., 2022).

Based on the comprehensive review of the literature, this study proposed the following hypotheses:

H10. Workplace spirituality positively effect on job performance through organizational citizenship behaviors.

H11. Workplace spirituality positively effect on job performance through workplace well-being.

H12. Workplace spirituality positively effect on organizational citizenship behavior through workplace well-being.

H13. Workplace Allies positively effect on Job Performance behavior through Workplace well-being.

H14. Workplace Allies positively effect on Job Performance through OCB.

H15. Workplace well-being positively effect on Job Performance through OCB.

Among the fifteen hypotheses, nine were direct assumptions between independent and dependent variables, while six involved mediating variables. Furthermore, the research took it into account contextual factors like the epidemic and the double-decrease policy which contributed to a comprehensive exploration and analysis of the factors that influenced teachers' job performance. Specific information was shown in Figure 1.

Research Methodology

1. Sample and Data Collection

This study employed an online questionnaire survey to gather data due to its advantages compared to alternative methods. Specifically, online surveys facilitate the acquisition of substantial datasets, eliminating the need for manual data entry and processing. Moreover, they guarantee data integrity throughout the entire survey period, as Shiau et al. (2019) reported (Shiau et al., 2019).

There are a total number of 25274 private primary teachers in Henan province, according to the Education Department of Henan Province (EDHP, 2022). According to Krejcie and Morgan (1970), the sample with a total number of 25,274 people is 384 (Krejcie & Morgan, 1970). After obtaining approval from the local psychology ethics committee, participants were recruited online. The questionnaire of this research was distributed from June to July in the selected seven private primary school teachers. The inclusion criteria were that a university student with sufficient proficiency in Chinese or comprehension skills would complete all related questionnaires and online data collection. Participants were asked to provide basic demographic details in the questionnaire, which took approximately 30 minutes to complete. The number of people surveyed was 457, and the number of valid questionnaires returned was 416, with a validity rate of 91.02%. Following the exclusion of ineligible questionnaires using SPSS27.0 and Smart-PLS3.0, 416 valid responses were obtained.

Among the 416 respondents, 87.3% were female, and 23.7% were male. People aged 31-40 accounted for 47.6%, which was the most significant proportion. The age groups of 21-30 and 41-45 had a similar proportion, with 22.4% and 21.4%, respectively, placing them in the middle. Of the 416 surveyed individuals, 71.3% held a bachelor's degree, 23.2% College Degree, and 5.5% Junior College.

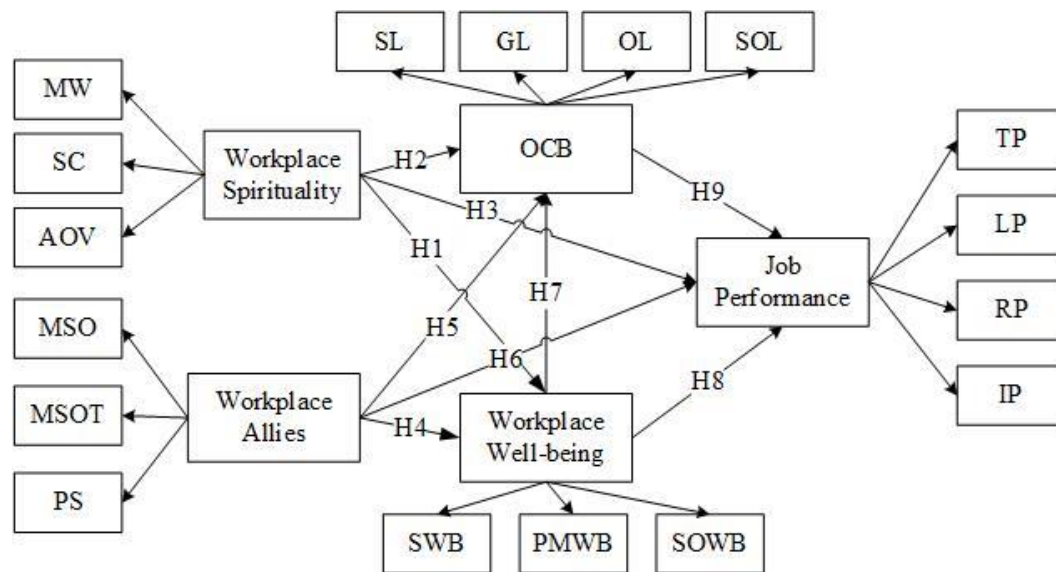


Figure1: Research Hypotheses

Note: WS= Workplace Spirituality; WA= Workplace Allies; WWB=Workplace Well-being; OCB= Organizational Citizenship Behaviors; JP= Job Performance.

3.2 Measurements

Building upon prior research and adhering to the structural equation modeling guideline of a minimum of three items per construct (Shiau et al., 2019), this study incorporated four or more measurement items for each construct. Additionally, a 7-point Likert scale was employed for all scales, ranging from 1 ("strongly disagree") to 7 ("strongly agree"). The main research method of this research was a questionnaire. The Questionnaire consisted of background variables and five measurement instruments (scales). Workplace Spirituality, Workplace Allies, Workplace Well-being, OCB, and Job Performance Scale. There were 61 items. All five scales had been extensively validated and their reliability and validity are relatively stable and mature.

3.3 Ethical Considerations

This study project was approved by Stamford International University -Human Research Ethics on 6th November 2023 (Approval Code: STIU-HREC 023/2023).

Research Finding

1. Common Method Bias

Addressing common method bias is a primary concern in this cross-sectional study, particularly with collecting questionnaire data solely from expatriates. Harman's one-factor approach was implemented to prioritize and tackle this potential issue (Podsakoff et al., 2003). The findings indicated that the initial factor accounted for 27.59 percent of the variance, below the 50 percent threshold, suggesting that common method bias did not pose a significant concern in this research.

2. Analytical Method

This study used Smart-PLS software to perform partial least squares structural equation modeling (PLS-SEM). PLS-SEM, a variance-based method within the SEM framework, is notably effective for evaluating models with limited theoretical backing (Arnett et al., 2013). This approach is also particularly apt for analyzing complex models with numerous moderators (Shiau et al., 2019). Given that the study's hypotheses involved moderators related to an emerging phenomenon, PLS-SEM was deemed an appropriate technique for the data analysis. This study, Smart-PLS 3.0 software was used to analyze the data and test the research hypotheses presented above. The reasons for using this software are path and regression analysis through structural equation modeling and, secondly, to explore the causal relationships between structural variables, deal with model structure and item measurement. In addition to this, the software analysis is not very restrictive on the amount of data and can address issues such as multicollinearity and measuring external models in addition to analyzing complex predictive models. Maximum number for path analysis should be 5–10 times the sample size. This study will test the measured model regarding reliability, convergent, and discriminant validity(Shiau et al., 2019).

3. Outer model and scale validation

The analysis and estimation in this study's Partial Least Squares (PLS) approach were segmented into two discriminant validity phases. Initially, the first phase focused on assessing the reliability and validity of the constructs. Subsequently, the second phase involved estimating and validating the structural model's path coefficients and explanatory capacity. These phases aimed to establish the reliability and validity of the constructs, thereby confirming the interrelations among them(Hulland, 1999). Smart-PLS3.0, developed by Sarstedt and Cheah (2019), was the tool of choice for this purpose. Evaluation of the study's external model involved several metrics: internal consistency, reliability of individual items, and the convergent and discriminant validity of each construct, along with assessing standard method variance (CMV) severity. Table 2 outlines the values for Cronbach's alpha, composite reliability, and average variance extracted (AVE). Following Hair et al. (2021), the reliability of constructs was appraised using Cronbach's alpha and composite reliability. As Hair et al. (2021) define, convergent validity reflects the correlation extent between measurements of theoretically related constructs. As detailed in Table 1, Cronbach's alpha values ranged from 0.936 to 0.981, surpassing the recommended 0.7 threshold and confirming their acceptability (Chin, 1998).

Table1: Reliability and AVE of the outer model

Questionnaire	Cronbach'α	Rho-A	R	AVE
Workplace Spirituality	0.969	0.969	0.977	0.916
Workplace Allies	0.981	0.981	0.986	0.946
Workplace Well-being	0.936	0.936	0.958	0.871
OCB	0.949	0.95	0.966	0.891
Job Performance	0.968	0.969	0.979	0.934

Table2: Results of discriminant validity by HTMT

Questionnaire	WS	WA	WW	OCB	JP
WS	0.896				
WA	0.848	0.91			
WWB	0.842	0.826	0.846		
OCB	0.805	0.838	0.796	0.915	
JP	0.797	0.976	0.793	0.92	0.94

Note1: WS= Workplace Spirituality; WA= Workplace Allies; WWB=Workplace Well-being; OCB= Organizational Citizenship Behaviors; JP= Job Performance.

Note2: The bold values on the diagonal represent the square root of the Average Variance Extracted (AVE) for each construct, while the other values represent the correlation coefficients between different constructs.

Discriminant validity detects the degree of discrimination between tested variables and different constructs criterion. Henseler et al. (2015) indicated a testing method technique which is the heterotrait-monotrait ratio (HTMT) of correlations based on the multitrait-multimethod matrix. Therefore, this study evaluated discriminant validity through HTMT. While the discriminant validity did not have a serious problem when the values of HTMT are lower than HTMT value of 0.90 (Shiau et al., 2019), values as Table 2 shows the HTMT values between the constructs are almost below the 0.90 threshold pointing that discriminant validity has been acceptable. However, there were values of 0.910 and 0.915, which are slightly higher than the commonly expected norms, suggesting that the distinction between certain constructs may need to be clarified. However, considering the specific context of this study, the diversity of the sample, and other validity indicators of the measurement instrument used, this researcher considers these two HTMT values to be within an acceptable range.

Besides, as shown in Table 3, the comparison of cross-loadings and factor loadings for each indicator indicated reasonable discriminant validity, when the factor loading of each scale item for its assigned latent construct is higher than its loading on any other constructs (Hair Jr et al., 2021). Therefore, the constructs in this research had good discriminant validity.

Preventive measures were taken to avoid common method variance (CMV) that may result from the collection of single respondent's cognitive information by a self-reported scale and reduce the impact of CMV. In addition to anonymous surveys, this study strived to hide the meaning of each question and separate questions for different variables as much as possible. However, the variable results in Table 2 and 3 had a considerable degree of construct validity, which also shows that the results were not largely affected by CMV. In addition, this study used Harman's One-Factor Test to test the severity of CMV (Podsakoff et al., 2003). Exploratory factor analysis for the 49 questions in this study found that the explanatory variance for the first factor was 37.69% and was a non-integrated factor. It can be seen that the impact of CMV was not serious in this study.

The study computed the Goodness of Fit (GOF) following to Tenenhaus et al. (2005) to understand the overall quality of the proposed model (Tenenhaus, 2005). The GOF is calculated as: $GOF = \sqrt{AVE \times R^2} = \sqrt{0.912 \times 0.937} = 0.924$

According to above result, GOF is 0.924 which exceeds the cut-off criterion of 0.36 for a large effect size (Wetzels, 2009).

Table 3: Standardized factor loadings and cross loadings of the outer model.

	JP	OCB	WA	WS	WW
IP1	0.964	0.861	0.743	0.755	0.735
IP2	0.927	0.850	0.762	0.757	0.756
IP3	0.859	0.816	0.759	0.748	0.744
LP1	0.947	0.874	0.757	0.751	0.753
LP2	0.957	0.858	0.732	0.741	0.746
LP3	0.966	0.863	0.739	0.749	0.743
RP1	0.933	0.865	0.734	0.738	0.718
RP2	0.945	0.873	0.748	0.742	0.737
RP3	0.946	0.883	0.740	0.735	0.739
TP1	0.945	0.881	0.735	0.744	0.747
TP2	0.945	0.872	0.749	0.762	0.761
TP3	0.936	0.867	0.757	0.750	0.772
GRL1	0.849	0.940	0.744	0.737	0.715
GRL2	0.824	0.919	0.743	0.716	0.716
GRL3	0.879	0.927	0.763	0.756	0.735
ORL1	0.842	0.912	0.805	0.763	0.746
ORL2	0.857	0.935	0.804	0.753	0.749
ORL3	0.888	0.945	0.791	0.757	0.747
SEL1	0.859	0.905	0.728	0.744	0.713
SEL2	0.723	0.846	0.744	0.689	0.676
SEL3	0.850	0.929	0.773	0.733	0.731
SOL1	0.781	0.874	0.746	0.689	0.692
SOL2	0.886	0.924	0.777	0.743	0.750
SOL3	0.849	0.899	0.771	0.740	0.741
MS1	0.707	0.760	0.908	0.777	0.750
MS2	0.718	0.766	0.933	0.779	0.772
MS3	0.742	0.788	0.941	0.799	0.785
OMS1	0.663	0.700	0.924	0.735	0.731
OMS2	0.667	0.698	0.923	0.738	0.730
OMS3	0.681	0.715	0.931	0.747	0.734
PS1	0.810	0.822	0.867	0.804	0.747
PS2	0.764	0.808	0.873	0.786	0.756
PS3	0.738	0.785	0.874	0.765	0.734
AOV1	0.705	0.732	0.781	0.904	0.758
AOV2	0.643	0.665	0.779	0.868	0.749
AOV3	0.695	0.731	0.789	0.910	0.740
MW1	0.751	0.740	0.756	0.894	0.795
MW2	0.712	0.692	0.716	0.870	0.774
MW3	0.699	0.714	0.766	0.863	0.779
SC1	0.750	0.748	0.749	0.929	0.757
SC2	0.732	0.733	0.723	0.910	0.731
SC3	0.720	0.724	0.771	0.912	0.748
PMWB1	0.587	0.587	0.617	0.633	0.835
PMWB2	0.633	0.637	0.654	0.661	0.853
PMWB3	0.632	0.631	0.664	0.666	0.837
SCWB1	0.733	0.718	0.740	0.752	0.862
SCWB2	0.728	0.730	0.720	0.718	0.846
SCWB3	0.763	0.762	0.746	0.751	0.867
SWB1	0.634	0.646	0.676	0.719	0.844
SWB2	0.663	0.664	0.708	0.736	0.862
SWB3	0.636	0.633	0.689	0.710	0.832

Note: MW= Meaningful Work; SC= Sense of Community; AOV= Alignment with Organizational Values; MS= Manager Support; OMS= Other Manager Support; PS= Peer Support; SWB= Subjective Well-being; PMWB= Physical and Mental Well-being; SCW= Society Well-being; SEL= Self-Level; GRL= Group-Level; ORL= Organization Level; SOL= Social Level; TP= Task Performance; RP= Relationships Performance; LP= Learning Performance; IP= Innovation performance.

4. Inner model and hypotheses testing

For assessing the structural model, the bootstrapping resampling method, with 1,000 resamples, was utilized to examine the causal relationships between variables. The preliminary phase of the evaluation focused on confirming the direct relationship between perceived non-work constraints and withdrawal intention. As depicted in Table 4 and Figure 2, presented that workplace spirituality positively affected on workplace well-being and OCB, supporting H1 and H2 (WS \rightarrow WW: $\beta = 0.504$, t-value = 5.170; WS \rightarrow OCB: $\beta = 0.218$, t-value = 1.570). The data showed that workplace allies positively affected t on workplace well-being and OCB (WA \rightarrow WW: $\beta = 0.398$, t-value = 4.018; WA \rightarrow OCB: $\beta = 0.456$, t-value = 5.156), supporting H4 and H5. Meanwhile, the data showed that workplace well-being positively affected on OCB and job performance (WW \rightarrow OCB: $\beta = 0.228$, t-value = 4.175; WW \rightarrow JP: $\beta = 0.126$, t-value = 2.450), supporting H7 and H8. The data also OCB positively affected on job performance (OCB \rightarrow JP: $\beta = 0.772$, t-value = 11.010), supporting H9. The data showed that H3 and H6 was not supporting.

Table 4: Structural Model Assessment Results

H	Relationship	P	T	Result
H1	WS \rightarrow WW	0.504	5.170***	supported
H2	WS \rightarrow OCB	0.218	1.989*	supported
H3	WS \rightarrow JP	0.114	1.570	Not supported
H4	WA \rightarrow WW	0.398	4.018***	supported
H5	WA \rightarrow OCB	0.465	5.156***	supported
H6	WA \rightarrow JP	-0.053	0.810	Not supported
H7	WW \rightarrow OCB	0.228	4.175***	supported
H8	WW \rightarrow JP	0.126	2.450*	supported
H9	OCB \rightarrow JP	0.772	11.010***	supported

Note1: WS= Workplace Spirituality; WA= Workplace Allies; WWB=Workplace Well-being; OCB= Organizational Citizenship Behaviors; JP= Job Performance.

Note2: * p-value < 0.05; ** p-value < 0.01; *** p-value < 0.001.

Note3: Number of bootstrap samples = 10,000.

5. Testing of mediation effects

To evaluate whether the mediation model proposed in this study was statistically meaningful, path analysis and the Sobel test were used (Sobel, 1982). This study used the Sobel test to obtain Z values to approximate p-values in to judge whether there was significant indirect effect (as shown in Table 5). The mediator provides significant mediation effect between the independent variable and the dependent variable if the absolute z-value of a mediator is > 1.96.

The present study further used the Bootstrapping method with bias corrected confidence estimates to estimate effects of the mediators (Shiau et al., 2019). The researcher adopted the 95% confidence interval of the specific mediating effects was obtained with 10,000 bootstrap resamples. Zero value did not fall in the 95% confidence interval suggesting that the significance mediation effects confirmed.

Table 5: Mediation effects testing

Hypotheses	Relationship	Original Sample (O)	z-Value of Sobel test	Bias-corrected percentile bootstrap confidence intervals (95%)
H10	WS -> OCB -> JP	0.07	1.948*	(0.053, 0.375)
H11	WS -> WW -> JP	0.064	2.327**	(0.011, 0.119)
H12	WA -> WW -> OCB	0.091	2.661**	(0.026, 0.154)
H13	WW -> OCB -> JP	0.176	2.007**	(0.086, 0.268)
H14	WA -> OCB -> JP	0.049	4.442***	(0.181, 0.491)
H15	WW -> OCB -> JP	0.359	3.810***	(0.068, 0.256)

Note1: WS= Workplace Spirituality; WA= Workplace Allies; WWB=Workplace Well-being; OCB= Organizational Citizenship Behaviors; JP= Job Performance.

Note2: *p<0.05, ***p<0.001.

In this section, the researcher focuses on conducting path analysis to verify nine hypothetical relationships using data. Results indicate that seven of the hypothesized relationships are supported. Additionally, a goodness-of-fit analysis was performed, revealing a particularly good fit of the three variables. Findings are summarized in Figure 2

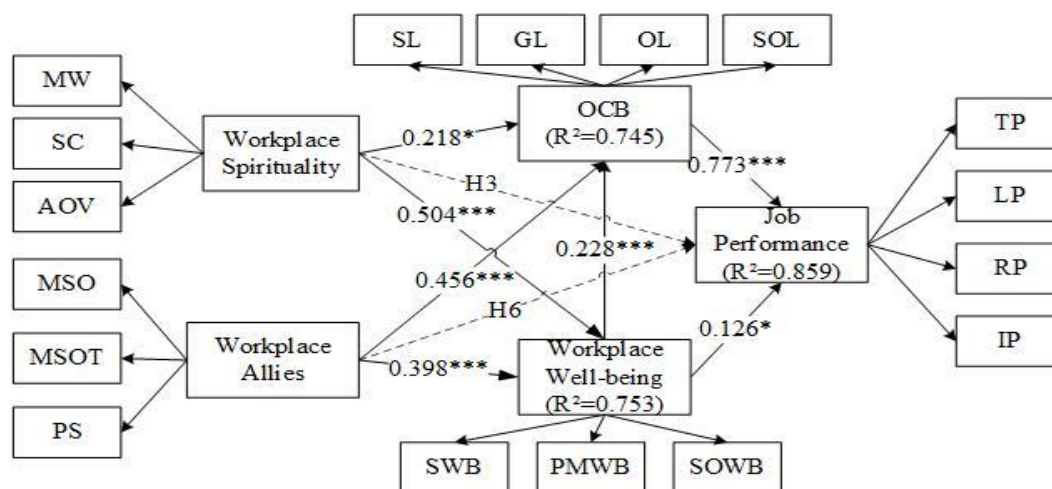


Figure 2: Structural Equation Modelling Results

Discussion

The study discovered that workplace spirituality significantly contributes to enhancing happiness, organizational citizenship behavior, and job performance in the workplace, thereby substantiating Hypotheses H1 and H2. This finding aligned with the research conducted by Chen (2021), Zou (2020) and Jena (2021) (Chen & Eyoun, 2021; Jena, 2022; Zou et al., 2020). Furthermore, the presence of allies in the workplace also positively affected these areas, supporting Hypotheses H5 and H6, which were consistent with Bartels's findings (Bartels et al., 2019; Indarti et al., 2017). However, in the high-pressure teaching environment of Henan Province's private primary schools, the effect of allyship among teachers on job performance was not markedly evident, leading to the non-confirmation of Hypotheses H3 and H6, in line with Wang and Liu's finding (Liu, 2021; Wang et al., 2024). The study further established that

workplace allies positively influence organizational citizenship behavior and job performance, confirming Hypotheses H7 and H8. Additionally, it was found that organizational citizenship behavior positively impacts job performance, validating Hypothesis H9.

The study further established that workplace spirituality and organizational citizenship behavior mediate the relationship between workplace spirituality, workplace allies, and job performance, thus confirming Hypotheses from H10 to H15, which aligned with and supports the findings of Researcher (Li et al., 2023; Wut et al., 2022).

Implications for Behavioral Science

For schools in the private primary of Henan Province, the model would provide a systematic and scientific management tool that could help optimize their administrative processes and enhance management efficiency.

For teachers in the private primary of Henan Province, the study of significance lay in providing a clear career development pathway and incentive mechanism.

For students in the private primary of Henan Province, empowering teachers' job performance promoted students' learning outcomes and development. When teachers' job performance improved, their teaching quality and level of attention to students also increased correspondingly.

For future researchers, the research on job performance in China, especially in the private primary of Henan Province, is still in its infancy. The training program for empowering teachers' job performance in this study would not only have positive significance for private primary in Henan Province and even the whole of China empowering job performance, but it would also have reference value for researchers engaged in the empowerment of educational leadership in private primary in the future. Simultaneously, the study offered future researchers an interdisciplinary research perspective and methodological inspiration, helping to broaden their research horizons and ideas.

Suggestion

The study aimed to enhance the research design by addressing certain limitations. For instance, to minimize the impact of Common Method Variance or Same Source Bias (Podsakoff et al., 2003), the dissertation collected data from diverse regions in Henan, China. Additionally, to enhance the generalization of the findings, the study made utmost efforts to broaden the sample size and scope. Nevertheless, it is important to acknowledge that there are still some limitations in both the process and analysis, which might influence the research outcomes to some extent. Therefore, it is crucial to continue endeavors in future research. Although several strategies have been adopted in this study to minimize potential bias, research bias still exists. In the future, it is recommended to expand the sample size further, apply more advanced statistical methods, and deepen the theoretical framework to optimize the quality of the study continuously.

Subsequent research endeavors should depart from a diversified theoretical perspective to investigate the mechanisms through which workplace spirituality, workplace allies, workplace well-being, and Organizational Citizenship Behavior (OCB) affect job performance. It involved not only delving deeper into the analysis of these constructs from different theoretical frameworks and angles but also situating the research within the practical context of education for a multi-faceted exploration. It was essential to explore potential additional mediating variables among these constructs and how these variables interact with each other,

thereby influencing teachers' job performance. Furthermore, future research should also consider the potential influence and effects of moderating variables within this mechanism.

Conclusion

Firstly, the model developed in this study provides a new theoretical perspective and practical guidance for enhancing the job performance of private primary school teachers in Henan Province, China. This model identifies vital factors affecting teachers' job performance and thoroughly explores the interactions among these factors. These findings aid private school administrators in more comprehensively understanding teachers' job performance complexities, thereby providing a basis for formulating more effective teacher management policies.

This study also reveals a positive correlation between teachers' workplace spirituality, workplace allies, organizational citizenship behavior, and job performance. Through empirical analysis, the effectiveness of the developed model in improving teachers' job performance is verified. This discovery offers private school administrators' new ideas for optimizing teacher resource allocation and enhancing teachers' overall quality, which contributes to improving the educational quality and competitiveness of the school. Meanwhile, professional development programs, changes in school organizational culture, or the introduction of new policies aimed at enhancing workplace spirituality and allies.

Lastly, this study's contribution lies in providing scholars in related research fields, both domestically and internationally, with a new research perspective and methodological reference. The proposed model demonstrates a certain degree of universality and promotional value by comparing the status and development trends of teacher empowerment in private schools across different countries. It will provide valuable insights and inspiration for future research, pushing the development of related fields deeper.

In conclusion, this study's contribution is reflected in not only theoretical innovation and development but also practical application and guidance.

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Data Sharing Statement

The data used to support the findings of this study are available from the corresponding author upon request.

Declaration of competing interest

The author declared that there was no competing financial interests or personal relationships that could have appeared to influence the work reported in the study.

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