

Calling and Emotional Well-being: Mediation by Promotion Focus and Job Crafting

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Abstract

Teachers' emotional well-being is incredibly crucial for both teachers themselves and children. When considering this importance, researchers need to explore ways to enhance teachers' emotional well-being. Before developing an invention program, however, it requires performing in-depth research to give fundamental data for intervention. As part of its efforts, thus, this study intends to examine whether promotion focus and job crafting have a mediation effect on the relationship between calling and emotional well-being. For this purpose, this study collected data from 337 elementary school teachers. Subsequently, the current work administered four scales measuring calling, promotion focus, job crafting, and emotional well-being to them. The findings found that promotion focus and job crafting showed full mediation effects on the relationship between calling and emotional well-being, respectively, with a sequential mediation of promotion focus and job crafting. Finally, this paper critically discusses the implication of which researchers and leaders should be aware and then suggests directions for future researchers.

Keywords: calling, promotion focus, job crafting, emotional well-being, elementary school teachers

1. Introduction

Recently, there are rapidly growing concerns over the emotional well-being of teachers in South Korea (KEDI, 2018; Shin, 2019, May 13; OECD, 2014). Indeed, teachers complain of severe stress and burnout (KEDI, 2018; Shin, 2019, May 13). Also, it is entirely incredible that teachers of South Korea among 34 OECD countries showed the highest regret for choosing a teaching profession (OECD, 2014). Out of teachers, in particular, elementary school teachers teach most of the subjects and spend with their children most of the day (Um, Joo, & Her, 2018). Moreover, given that emotional contagion shown as a critical factor in team processes and group dynamics (Barsade, 2002; Bull Schaefer & Palanski, 2014; Mottet & Beebe, 2000), teachers' low emotional well-being may be directly linked to children's low emotional well-being.

Despite the concerns, unfortunately, teachers' emotional well-being has been overlooked so far (Ecclestone & Hayes, 2009; McLaughlin, 2008). Given this reality, researchers need to make systematic efforts to enhance teachers' emotional well-being. As part of its efforts, this study attempts to conduct an in-depth study to provide essential data for an intervention program to improve teachers' emotional well-being.

Emotional well-being is the emotional state in which positive emotion is high while negative emotion is low (Kern, Waters, Adler, & White, 2014). In a sense, emotional well-being also is the emotional aspect of subjective well-being which Diener (2000) defined as individuals' cognitive and emotional evaluation of their life. Accordingly, in subjective well-being, emotional well-being is as important as cognitive well-being. By nature, further, emotion has characteristics that go through a quicker pathway and have a more powerful memory system than cognition in the brain (LeDoux, 1996; Tyng, Amin, Saad, & Malik, 2017). Consequently, as emotional well-being gets a competitive edge in the speed and intensity of processing information, emotional well-being is more likely to affect cognitive well-being than vice versa. As a result, whether by itself or as an antecedent of cognitive well-being, emotional well-being plays a critical role in subjective well-being.

As contributors to emotional well-being in teaching, so far, work motivation, self-esteem, social skill, and resilience have been noted (Ecclestone & Hayes, 2009; Um et al., 2018). In this study, considering the distinctiveness of teaching, we strive to select a calling, as an independent variable, which is common among teachers and has a long and close association with teaching (Bullough & Hall-Kenyon, 2012; Kang, 2009; Richardson & Watt, 2006; van Vuuren, 2017).

A calling means a moral, urgent, and identity-defining determination to aspire and pursue a transformational goal (van Vuuren, 2017). By nature, a calling connote and induce passion (Hall & Chandler, 2004; Elangovan, Pinder, & McLean, 2010; Vallerand et al., 2003), directly related to some factors of emotional well-being (Kern et al., 2014). Also, a calling causes intrinsic motivation (Becker, Kernan, Clark, & Klein, 2018), leading to emotional well-being. Moreover, a high calling may lead to a strong goal pursuit (Hall & Chandler, 2004). Like this, well, only setting and striving a goal had dramatic ramifications for an individual's emotional well-being (Emmons & Kaiser, 1996). Indeed, an empirical study demonstrated that *high commitment and goal significantly accounted for emotional well-being* (Brunstein, Schultheiss, & Gr ässman, 1998).

More recently, further, Dik and Shimizu (2019) suggested the perspective that a calling focused on passion may be more connected to hedonic well-being than eudemonic well-being, suggesting that the benefit varies with the form of calling. In other words, their view implies that a calling focused on passion may be directly associated with emotional well-being. In sum, as passion is inherent in a calling, a calling seems to cause emotional well-being.

Contradicting the upside of a calling, of course, some raised the downside of a calling below. First of all, individuals with a strong calling may end up burnout due to high expectations (van Vuuren, 2017). Next, assuming a calling in teachers may put a burden on them (Dill, Erickson, & Diefendorff, 2016). Besides, it may induce a feeling of guilt in them struggling through an unanswered calling, in which a calling does not orient toward teaching (Berg, Grant, & Johnson, 2010). At worst, bluntly requesting a calling from teachers could legitimize the unfair treatment of teachers (Kim, Campbell, Shepherd, & Kay, 2019).

Despite the concerns, it is still difficult to deny that individuals oriented toward a calling have a more disposition to show the passion for the work which they perceive as a purpose of life (Hall & Chandler, 2004). Indeed, they tend to show passion, motivation, and goal pursuit and thereby enjoy working (Becker et al., 2018; Dik & Duffy, 2009; Hall & Chandler, 2004). Based on a wide range of literature review, in the end, researchers articulated that such negative issues are due to self-management of teachers and working conditions of organizations rather than drawbacks inherent in a calling itself (Bullough & Hall-Kenyon, 2012; Duffy, Bott, Allan, Torrey, & Dik, 2012; Vallerand et al., 2003; van Vuuren, 2017). Taken together, we can expect that a calling causes emotional well-being.

If we pay a little more attention to earlier discussions on a calling and emotional well-being, we can infer that a calling may also cause emotional well-being through mediators (Becker et al., 2018; Brunstein et al., 1998; Dik & Duffy, 2009; Elangovan et al., 2010; Emmons & Kaiser, 1996; Hall & Chandler, 2004; Vallerand et al., 2003). Thus, we selected a promotion focus, as the first mediator, which is closely linked to passion, motivation, and goal pursuit inherent in a calling while potentially contributing to emotional well-being (Dik & Duffy, 2009; Hall & Chandler, 2004).

A promotion focus is one part of two self-regulation systems which Higgins (1998) posits to delineate the process of aligning oneself with one's goals. Typically, promotion-focused individuals tend to align themselves with their "ideal selves," contrast with prevention-focused individuals who incline to align themselves with their "ought selves" (Higgins, 2000; Higgins et al., 2001; Johnson et al., 2017).

The regulatory focus has a bias toward a particular orientation (Higgins et al., 2001). Nevertheless, the regulatory focus could depend upon situational factors (Higgins, 1998; Johnson et al., 2017; Kooij, Bal, & Kanfer, 2014). According to regulatory fit theory (Higgins, 2000), motivation increases when the direction to pursue goals is the same as a regulatory focus. For example, as a calling in this study is in the same direction as a promotion focus, promotion focus is likely to cause more intrinsic motivation, eventually resulting in emotional well-being (Becker et al., 2018; Hall & Chandler, 2004). On this basis, we expect that the promotion focus mediates the relationship between calling and emotional well-being.

Consistent with the above perspective, some evidence demonstrated that a promotion focus relates to higher emotional well-being than prevention focus (Koopmann, Lanaj, Bono, & Campana, 2016; Lichtenthaler & Fischbach, 2019). For example, Koopmann et al. (2016) showed that promotion focus was linked to higher emotional well-being, whereas prevention focus was linked to lower emotional well-being. In the research, especially, it is worth noting that emotional well-being was the highest when the promotion focus was high while the prevention focus was low. Such findings seem to be due to the psychological mechanisms by which a promotion focus leads to work engagement, thereby brings about a positive outcome, and ends up high positive emotion (Brunstein et al., 1998; Higgins, 1998; Higgins et al., 2001; Lichtenthaler & Fischbach, 2019).

Next, this study picked up, as the second mediator, job crafting, that is, more proactive behavior in teaching (Kooij, Tims, & Kanfer, 2015; Rudolph, Katz, Lavigne, & Zacher, 2017). Job crafting is the physical and cognitive transformation that individuals make in the task or relational boundaries of their work (Wrzesniewski & Dutton, 2001). According to Wrzesniewski and Dutton (2001), task crafting means altering the form and numbers of activities. For example, rather than merely relaxing, learning new things at work is more likely to buffer deviance which impairs well-being under

stressors (Zhang, Mayer, & Hwang, 2018). In a similar vein, Rudd, Aaker, and Norton (2014) also demonstrated that proactive behavior itself caused emotional well-being. Subsequently, cognitive crafting indicates modifying the way in which individuals view the job (Kooij et al., 2015), whereas relational crafting refers to using a broad discretion over people with whom one interacts (Cardador & Caza, 2012). For instance, individuals could alter teammate's perception of their competence after expressing their distress, through reframing the distress as passion (Wolf, Lee, Sah, & Brooks, 2016). As mentioned above, the better outcomes through job crafting may contribute to the achievement of a goal and the pursuit of meaning (Brenninkmeijer & Hekkert-Koning, 2015; Wrzesniewski, LoBuglio, Dutton, & Berg, 2013), ending up emotional well-being (Emmons & Kaiser, 1996). Moreover, job crafting may be authenticity and self-expression for workers struggling through an unanswered calling and for teachers bored in teaching (Berg et al., 2010; Green, Finkel, Fitzsimons, & Gino, 2017; Shin & Grant, 2018).

As a rule, situational and motivational conditions are integral to craft a job (Wrzesniewski & Dutton, 2001). Out of two conditions (Koopmann et al., 2016; Case, Bae, & Maner, 2018), the situational condition is beyond teachers' capacity. Accordingly, a motivational condition needs to be met for teachers to craft a job. Fortunately, as a calling connotes the conditions for job crafting (Becker et al., 2018; Johnson et al., 2017; Kooij et al., 2014; Lanaj, Chang, & Johnson, 2012; van Vuuren, 2017), it is expected that a calling brings about emotional well-being.

Like a calling, a promotion focus also may act as a motivational condition for crafting a job. The reason is because a promotion focus connotes the motivational condition (Berg et al., 2010; Higgins, 1998; Higgins et al., 2001; Johnson et al., 2017; Kooij et al., 2014; Lanaj et al., 2012; Lichtenthaler & Fischbach, 2019; Rudolph et al., 2017; Wrzesniewski & Dutton, 2001). Indeed, some studies demonstrated that promotion focus leads to job crafting (Brenninkmeijer & Hekkert-Koning, 2015; Lichtenthaler & Fischbach, 2019; Rudolph et al., 2017). Taken together, we expect that the higher the calling and promotion focus, the more the job crafting.

Drawing on the discussion so far, we aim to examine a partial mediation effect of promotion focus and job crafting on the relation between calling and emotional well-being, along with a sequential mediating effect of promotion focus and job crafting. To this end, this study sets the research model like *Figure 1*.

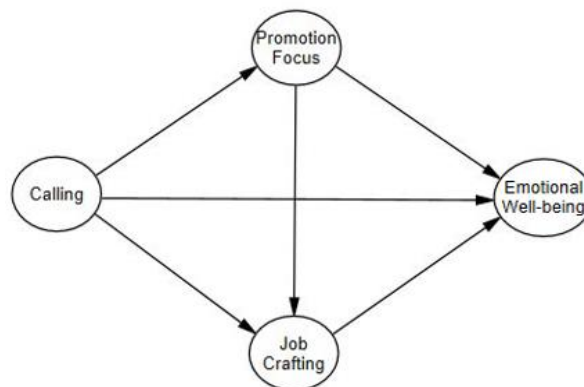


Figure 1. The research model

This research model is a partial mediation model that combines one direct path from calling to emotional well-being and three indirect paths. To be specific, indirect paths encompass two paths from calling through a promotion focus or job crafting to emotional well-being and one path from calling sequentially through a promotion focus and job crafting to emotional well-being. The hypotheses of this research model are specified as follows.

Hypothesis 1. A calling would have a direct effect on emotional well-being.

Hypothesis 2. A promotion focus would show a mediation effect on the relationship between calling and emotional well-being.

Hypothesis 3. Job crafting would have a mediation effect on the relationship between calling and emotional well-being.

Hypothesis 4. A promotion focus and job crafting would have a sequential mediation effect on the relationship between calling and emotional well-being.

2. Method

2.1 Participants

Participants were 337 elementary school teachers in the Seoul metropolitan area in South Korea. Participants consisted of 304 females (90.2%) and 33 males (9.8%). According to KEDI (2017), this gender imbalance properly reflected the overall gender ratio of South Korean elementary school teachers. Also, 179 teachers (53.1%) were in their 20-30's, and 154 (45.7%) were in their 40-50's, whereas only 4 (1.2%) were over their 60's.

2.2 Procedures

After uploading the following four scales to Qualtrics, we posted the URL on several main communities composed of elementary school teachers in the Seoul metropolitan area. From December 24, 2018, to January 2, 2019, we recruited a total of 372 teachers with informed consent. Except for 35 data with missing values, the final data were from 337 elementary school teachers.

2.3 Scales

All four scales used in this study are the 5-point Likert scales from 1 (*strongly disagree*) to 5 (*strongly agree*). The higher score in each scale indicates that respondents have more calling, promotion focus, job crafting, and emotional well-being. Before calculating the scores, we recoded several items in reverse.

2.3.1 Calling Questionnaire

For measuring teachers' calling, this study selected *the Vocation Identity Questionnaire* (Dreher, Holloway, & Schoenfelder, 2007) and then translated it under the supervision of one teacher and one professor. Through confirmatory factor analysis, this study deleted one item from a total of 9 items. After deleting the item, the goodness of fit of the scale was satisfactory or acceptable (NFI=.962, TLI=.961, CFI=.976, RMSEA=.069) (Browne & Cudeck, 1993). The standardized factor loadings of the scale were .52~.90, implying that items validly measure each sub-factor. Cronbach's α coefficient was .85. The highest score of the scale is 45 points, whereas the lowest score is 9 points. There are items such as "While doing my work, I usually feel satisfied and meaningful."

2.3.2 Emotional Well-being Scale

To measure teachers' emotional well-being, we chose *the Multidimensional Scale of Well-being* (Kern et al., 2014). Next, this study translated merely two subscales measuring emotional well-being out of six subscales under the supervision of one teacher and one professor. We eliminated one item from positive emotions subscale via confirmatory factor analysis. After eliminating the item, the fit indices of the scale were satisfactory or acceptable (NFI=.974, TLI=.980, CFI=.986, RMSEA=.056) (Browne & Cudeck, 1993). The standardized factor loadings of the scale were .57~.97, indicating that items validly measure each sub-factor. In consequence, we employed an 11-item scale consisting of positive emotions (5 items) and negative emotions (6 items). Cronbach's α coefficient was .86 and .94 for each subscale and .90 for the total scale. The highest and lowest scores of the scale are 55 points and 11 points, respectively. Examples of items are as follows: "Inspired (positive emotions)" and "Distressed (negative emotions)."

2.3.3 Promotion Focus Measure

To assess teachers' promotion focus, we selected *the General Regulatory Focus Measure* (Lockwood, Jordan, & Kunda, 2002) and then extracted 9 items measuring promotion focus from an 18-item scale. Subsequently, we translated 9 items under one teacher's and one professor's direction. The fit indices of the scale in confirmatory factor analysis showed a good or satisfactory fit (NFI=.945, TLI=.967, CFI=.978, RMSEA=.043) (Browne & Cudeck, 1993). The standardized factor loadings of the scale ranged from .48 to .72, implying that items validly measure each sub-factor. Cronbach's α coefficient of this scale was .81. The highest and lowest scores of the scale are 45 and 9 points, respectively. An example of items is like: "I often think about how I will perform my work successfully."

2.3.4 Job Crafting Scale

For measuring teachers' job crafting, this study used *the Korean Job Crafting Scale* (Lee, 2017). The scale is a 15-item scale comprising task crafting (6 items), cognitive crafting (4 items), and relational crafting (5 items). Cronbach's α coefficient ranged from .73 to .90 for the subscales and was .88 for the total scale. The highest score of the scale is 75, whereas the lowest score is 15 points, respectively. Examples of items are below: "When I do my job, I find a way that is most appropriate for me (task crafting)," "I think about how my job can contribute to the society (cognitive crafting)," and "I actively find a person who can give me advice on my work (relational crafting)."

2.4 Data Analysis

We calculated the validity and reliability of scales and then conducted hypothesis testing as follows. First, this study produced Cronbach's α of all scales, whereas identified validity only for scales translated, via confirmatory factor

analysis. Next, we calculated descriptive statistics and correlations between the main variables. Finally, we verified the measurement model and the research model with Structural Equation Model. Finally, to testify the statistical significance of mediation effects, we used the bootstrapping method after creating phantom variables.

3. Results

3.1 Descriptive Statistics and Correlation Coefficients

Descriptive statistics for calling, emotional well-being, promotion focus, and job crafting and Pearson's correlation coefficients between them are shown in Table 1. There are the means, standard deviations, skewness, and kurtosis of each variable at the bottom. As the absolute values of skewness and kurtosis were less than three and seven, respectively, the assumption of normality was satisfied. All relationships between the calling, emotional well-being, promotion focus, and job crafting were significantly positive ($r=.329\sim.559$, $p<.01$). These results indicate that teachers with a higher calling, promotion focus, and job crafting tend to show higher emotional well-being.

Table 1. Descriptive statistics and correlation coefficients of the main variables

Variable	1	2	3	4
1. Calling	1			
2. Emotional well-being	.375**	1		
3. Promotion focus	.329**	.405**	1	
4. Job crafting	.467**	.496**	.559**	1
<i>M</i>	30.137	40.902	33.718	59.288
<i>SD</i>	5.520	7.260	4.568	7.165
Skewness	-.818	-.257	-.394	-.522
Kurtosis	1.218	.070	1.304	2.242

* $p < .05$ (two-tailed). ** $p < .01$ (two-tailed).

According to the two-step approach (Anderson & Gerbing, 1988), this study tested the measurement model before verifying the research model. The confirmatory factor analysis on the measurement model was performed after item parceling, averaging the scores of the items in sub-factors of each latent variable. To evaluate the measurement model, we used the goodness of fit indices rather than chi-square statistic, because the chi-square statistic assumes multivariate normality and is sensitive to sample size (Hooper, Coughlan, & Mullen, 2008). As a result, NFI (.936), TLI (.924), and CFI (.956) were greater than .90, indicating a good fit. Besides, RMSEA (.077) was below .080, implying an acceptable fit (Browne & Cudeck, 1993).

After verifying the fit of the measurement model, we examined the standardized factor loadings of the measurement model. The standardized factor loadings ranged from .46 to .81, indicating that observed variables validly measure each latent variable. Besides, as correlation coefficients between latent variables were below .80 (.58~.79), this model did not have the multicollinearity problem.

3.2 Verification of Research Model

We tested the goodness of fit of the research model to verify the partial mediation effects of promotion focus and job crafting on the relationship between calling and emotional well-being (Figure 1). As a result, the fit indices were good (NFI=.936, TLI=.924, CFI=.956) or acceptable (RMSEA=.077) (Browne & Cudeck, 1993). Next, as a result of testifying the significance of each path, path coefficients ($\beta = .34\sim.51$, $p < .05$) were significant, except for the direct path from calling to emotional well-being ($\beta = .11$, $p > .05$).

To ensure the simplicity of the model, thus, we fixed the direct path to zero and then tested the goodness of fit of the modified model. The fit indices were good (NFI=.936, TLI=.927, CFI=.956) or acceptable (RMSEA=.076) (Browne & Cudeck, 1993). Consequently, the fit indices of the modified model were relatively higher than that of the research model (RMSEA=.003, RMSEA=.001). Next, as a result of testifying the significance of each path, all path coefficients were significant ($\beta = .34\sim.55$, $p < .05$) (Figure 2).

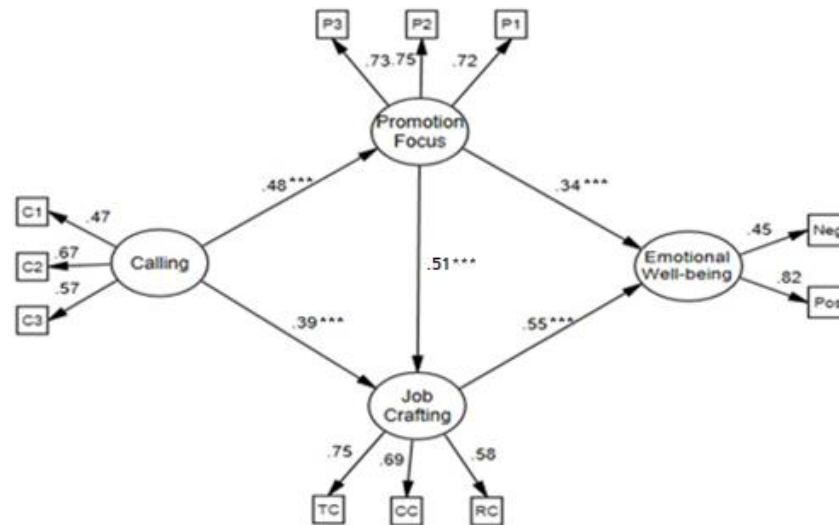


Figure 2. Path Coefficients of the Modified Model

In this model, only indirect effects were significant (.514). Subsequently, we decomposed the indirect effect by the path in relation to each hypothesis. As a result, the indirect effect was .163 in the path from calling to emotional well-being through promotion focus, .215 in the path from calling to emotional well-being mediated by job crafting, and .135 in the path from calling to emotional well-being sequentially through promotion focus and job crafting.

To confirm the statistical significance of mediation effects, we used the bootstrapping method. For this, we introduced phantom variables because AMOS provides bootstrapping only for the total mediation effect even when the model contains multiple mediators. To obtain parameter estimates, we created 2,000 bootstrap samples from raw data ($N=337$) via random sampling.

The mediation effects of promotion focus ($SE=.098$, $CI=.288\sim.617$) and those of job crafting ($SE=.041$, $CI=.542\sim.676$) were significant. Likewise, the sequential mediation effect of promotion focus and job crafting ($SE=.042$, $CI=.304\sim.446$) were also significant.

As we have seen, findings supported three out of four hypotheses. Specifically, first, the path from calling on emotional well-being showed no significant effect. Second, there was a full mediation effect of promotion focus and job crafting on the relationship between calling and emotional well-being, respectively. Third, promotion focus and job crafting had a sequential mediation effect on the relationship between calling and emotional well-being.

4. Discussion

4.1 General Discussion

This paper intended to examine whether promotion focus and job crafting have a mediation effect on the relationship between calling and emotional well-being. For this purpose, four hypotheses were set, and three of them were supported, except for *hypothesis 1* that a calling would have a direct effect on emotional well-being. Consequently, a promotion focus and job crafting showed a full mediation between calling and emotional well-being, respectively, with a sequential mediation of promotion focus and job crafting. The results were discussed with previous studies as follows.

Contrary to the hypothesis, first of all, a calling had not a direct effect on emotional well-being. Consequently, this hypothesis did not support the perspective (Dik & Shimizu, 2019) that calling focused on passion would directly cause emotional well-being. Instead, the result is parallel to investigations that a calling had a positive effect on emotional well-being through psychological mechanisms such as passion, motivation, and goal pursuit (Becker et al., 2018; Brunstein et al., 1998; Duffy et al., 2012; Elangovan et al., 2010; Emmons & Kaiser, 1996; Hall & Chandler, 2005; Rudd et al., 2014; Vallerand et al., 2003). In short, our finding supports that, rather than going straight to emotional well-being, a calling causes emotional well-being indirectly. The specific details are below.

As expected, second, a promotion focus showed a mediation effect on the relationship between calling and emotional well-being. The finding means that teachers with a higher calling are promotion-focused and, in turn, show more emotional well-being. More specifically, in the first part of the path, it was shown that a calling led to a promotion focus positively. Little is known about an empirical study consistent with this finding, but it is explainable indirectly. In other

words, this finding supports the perspective that passion, motivation, and goal pursuit ingrained in the calling are expressed as a promotion focus in teaching (Dik & Duffy, 2009; Duffy et al., 2012; Elangovan et al., 2010; Hall & Chandler, 2004; Lanaj et al., 2012; Vallerand et al., 2003; van Vuuren, 2017). In the second part of the path, a promotion focus also had a positive effect on emotional well-being. This result is consistent with the results of previous research that a promotion focus led to emotional well-being (Brunstein et al., 1998; Koopmann et al., 2016; Lichtenthaler & Fischbach, 2019). *Taken together*, this finding implies that a promotion focus resulting from a calling toward teaching causes emotional well-being.

Third, as predicted, job crafting had a mediation effect on the relationship between calling and emotional well-being. It means that teachers with a higher calling tend to feel more emotional well-being via exercising more job crafting. In detail, in the former part of the path, a calling caused job crafting positively. This result supports the notion that a calling is a motivational condition of job crafting (Wrzesniewski & Dutton, 2001). Perhaps, it is because a calling satisfied a motivational condition for crafting a job (Becker et al., 2018; Lanaj et al., 2012). In the latter part of the path, not surprisingly, job crafting showed a positive effect on emotional well-being. The finding is consistent with the results of prior research that job crafting led to emotional well-being by crafting a task, cognition, or relationship, or in other ways (Berg et al. 2010; Kooij et al., 2015; Wolf et al., 2016; Wrzesniewski et al., 2013; Zhang et al., 2018). Besides, the finding tacitly supported the process by which job crafting causes emotional well-being by goal achievement, authenticity, and self-expression (Brunstein et al., 1998; Emmons & Kaiser, 1996; Green et al., 2017; Hall & Chandler, 2004; Rudd et al., 2014). As a result, this finding implies that job crafting derived from teachers' calling toward teaching brought about their emotional well-being.

Finally, promotion focus and job crafting showed a sequential relationship between calling and emotional well-being. This result means that teachers with a high calling enjoy more emotional well-being by displaying a high promotion focus and thereby much crafting a job. As we already examined the path from calling to promotion focus and that from job crafting to emotional well-being, here, we focused on whether a promotion focus results in job crafting. Consequently, the finding accorded with the result of Rudolph et al. (2017) demonstrating that a promotion focus had a close link with job crafting. It seems to be because a promotion focus, like a calling, meets a motivational condition for crafting a job (Higgins, 1998, 2000; Higgins et al., 2001; Johnson et al., 2017; Kooij et al., 2014; Lanaj et al., 2012; Lichtenthaler & Fischbach, 2019; Rudolph et al., 2017; Wrzesniewski & Dutton, 2001).

Based on the discussion to date, we identified that a calling served as a positive psychological resource that leads to promotion focus and job crafting, ending up emotional well-being. Despite the concerns over a calling, this paper suggests that a calling still plays a critical role in emotional well-being in teaching.

4.2 Theoretical and Practical Implications

This study has several theoretical and practical implications. First, this study will stimulate further studies to have an interest in teachers' emotional well-being. Typically, elementary school teachers in South Korea spend with their children most of the day. In this situation, given even the contagion, processing speed, and intensity of emotion (Barsade, 2002; Bull Schaefer & Palanski, 2014; LeDoux, 1996; Motted & Beebe, 2000; Tyng et al., 2017), teachers' emotional well-being is indispensable to children's emotional well-being. Nevertheless, the studies on teachers' emotional well-being have been overlooked yet, while surveys (KEDI, 2018; OECD, 2014; Shin, 2019, May 13) repeatedly suggested that teachers suffer from high stress. Hence, future researchers will need to study teachers' emotional well-being profoundly, based on this work.

Second, this work will urge educational leaders to reflect on topics such as calling, promotion focus, and job crafting helpful for teachers' emotional well-being. First of all, a calling has the propensity to ooze out of someone's heart rather than the outcome which someone else requests. Unfortunately, however, a high sense of calling is being demanded of teachers in South Korea (Kang, 2009) and touted much. Like this, assuming a calling in teachers may place a psychological burden on them (Dill et al., 2016; Kang, 2009 KEDI, 2018; van Vuuren, 2017) and be a stifling factor for teachers struggling through an unanswered calling (Berg et al., 2010). At worst, bluntly requesting a calling from teachers may license the exploitative treatment of teachers (Kim et al., 2019). Based on these rationales, requesting a calling from teachers should be immediately gone. Only then would a calling be able to shine as a positive psychological resource that causes promotion focus and job crafting.

Drawing on the reflection on calling, promotion focus, and job crafting, by extension, this study will stimulate educational leaders to empower teachers so that they can display promotion focus and job crafting. Typically, teacher autonomy is a requisite for showing promotion focus and job crafting (Wrzesniewski & Dutton, 2001). However, KEDI (2018) reported that teachers complained of a lack of teacher autonomy. For this reason, perhaps, teachers are desperate for leaders with the openness, respect, and admiration of teachers (Case et al., 2018). Thus, educational leaders need to reflect on and enhance their own leadership based on this study. Only then would teachers with a calling show

promotion focus and job crafting.

Third, educational leaders will be able to use this research result to increase teachers' emotional well-being. Specifically, at the time when teachers face severe stress and burnout (KEDI, 2018; Shin, 2019, May 13), educational policymakers will be able to budget, coordinate the work, and reduce busywork, drawing on this study which articulates the importance of teachers' emotional well-being. Simultaneously, training program developers will design training programs to spur leaders to support teachers' promotion focus and job crafting while stimulating teachers to display promotion focus and job crafting to the fullest.

5. Limitations and Future Directions

This study will suggest some future directions with some limitations as follows.

First, we expect later research to explore a prevention focus in addition to a promotion focus. Indeed, most research on regulatory focus has pointed out a promotion focus as a contributor to emotional well-being (Higgins, 1998; Higgins et al., 2001; Koopmann et al., 2016; Lichtenthaler & Fischbach, 2019). Taking one step further, however, we will find that the higher the regulatory fit in pursuing a goal, the higher the motivation, regardless of whether a promotion focus or a prevention focus (Higgins, 2000). Specifically, a calling has a better fit with a promotion focus, whereas avoidance has a better fit with a prevention focus. More intriguingly, in an interpersonal relationship such as a romantic one, it was shown that the opposite fit caused a positive relationship (Bohns et al., 2013). Therefore, future researchers need to investigate the circumstances under which prevention focus may lead to emotional well-being.

Next, further research needs to diversify samples to understand teachers in middle and high school and other countries. For example, South Korean elementary school teachers go through an exclusive training system, unlike middle and high school teachers. For that reason, they are more likely to regard teaching itself as the most rewarding and essential part of their existence (Um et al., 2018). Besides, they consist mostly of elite females, while facing heavy busywork and a shortage of autonomy. Given these considerations, there is a limitation to generalize the findings of this research to teachers differing in the training system, gender ratio, and working conditions. Therefore, it would behoove future research to explore the path through which different teachers reach emotional well-being.

6. Conclusions

This study identified that teachers' calling passed through promotion focus and job crafting to their emotional well-being. At the time when teachers suffer from low emotional well-being, this paper will urge educators to reflect on calling, promotion focus, and job crafting as an initial step to ultimately improve teachers' emotional well-being.

Based on the above, educational leaders should create a favorable condition for displaying teachers' promotion focus and job crafting so that a calling can lead to emotional well-being. In other words, when striving to improve working conditions and design a training program, they need to consider promotion focus and job crafting actively. Simultaneously, teachers should give full play to promotion focus and job crafting for reaching their emotional well-being. In conclusion, we hope working conditions to hit a sweet spot so that teachers can enjoy emotional well-being.

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