The Moderating Role of Values-Based and Agile Leadership in the Relationship Between Educator Psychological Traits and Affective Well-Being: A Thematic Literature Review

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ABSTRACT: This paper discussed the moderating role of values-based and agile leadership in the relationship between the psychological characteristics and affective well-being of educators. It employed a mixed-method approach, combining quantitative analysis and qualitative insights. The study emphasized the importance of resilience, adaptability, and ethical leadership in enhancing educators' well-being and fostering supportive and adaptive teaching environments. The paper employed a mixed-method design, integrating 384 valid survey responses from teachers with qualitative data obtained from 10 administrators. The quantitative data were analysed using SmartPLS software, where Structural Equation Modelling (SEM) was performed to examine the statistical relationships among the variables. The findings highlighted that resilience, adaptability, future expectations, and self-efficacy significantly influenced affective well-being. The results further established that values-based leadership and agile leadership were also integral in ensuring educators' overall well-being. For the qualitative analysis, insights obtained from semi-structured interviews were transcribed verbatim to identify significant codes, which facilitated the thematic analysis. Six major themes were developed, emphasizing the role of leadership in fostering psychological safety, trust, empowerment, and emotional resilience. The qualitative findings complemented the quantitative results and supported the understanding that agile leadership and values-based practices substantially enhanced educators' emotional well-being. Furthermore, recommendations, including the implementation of work–life balance policies and adherence to leadership models, were also proposed.

KEYWORDS: Emotional well-being; psychological traits; leadership style; stress management; emotional intelligence.

1. Introduction

Different psychological traits, such as resilience, emotional intelligence, and optimism, were known to buffer stress. These traits collectively helped promote well-being among educators [1]. In the context of this study, values-based leadership (ethical and purpose-driven) as well as agile leadership (adaptive and responsive) were identified as crucial moderators shaping educators' experiences. In the post-pandemic era, data showed that approximately 30% of educators experienced increased burnout worldwide. This trend was largely attributed to emotional exhaustion, which also led to higher turnover among educators [2]. Several institutions continued to rely on hierarchical or rigid leadership models, which generally failed to support the psychological needs of faculty members. Previous studies also showed that ethical leadership improved educators' sense of purpose, which became a crucial driver of overall well-being [3].

However, educators continued to report high burnout rates due to emotional exhaustion. They also reported lower levels of job satisfaction, psychological comfort, and joy [4], which adversely affected teaching quality and retention. Specific traits such as emotional intelligence and resilience were often not considered in the systematic evaluation of institutional well-being strategies. This represented a critical gap, highlighting the underutilisation of psychological strengths. Furthermore, traditional leadership styles generally neglected the emotional and psychological dimensions of faculty members' well-being, resulting in leadership models that were misaligned with educators' needs [5]. These issues indicated the need for further exploration of how leadership styles could moderate the relationship between psychological traits and well-being. This formed the main aim of the current study. It was also important to understand how educators overcame limited access to leadership practices that were necessary for psychological safety and adaptability.

The significance of values-based leadership, including servant, ethical, and authentic leadership, was complex. Educators needed to understand shared beliefs about leadership behaviours in order to internalise corresponding values within social organisations [6]. The term "agile leadership" referred to a management style that emphasised collaboration, adaptability, and flexibility in leading teams and organisations. This study aimed to evaluate the moderating role of values-based and agile leadership in the relationship between educators' psychological traits and affective well-being through thematic analysis. The research explored the significant effects of resilience, adaptability, future expectations, and self-efficacy on affective well-being, and examined how values-based and agile leadership moderated the relationships between these psychological traits and affective well-being.

2. Literature Review

2.1. Theoretical underpinning.

Transformational leadership theory was adopted in this study as a foundational framework to explain how leadership influences educators' affective well-being through the development of psychological traits [7]. This leadership style primarily motivated followers to achieve collective goals while encouraging them to transcend self-interest by embracing a shared vision. Within the educational context, transformational leadership guided educators' affective well-being by fostering key psychological attributes. Inspirational motivation, a central

component of the theory, sustained educators' enthusiasm and supported the formation of positive future expectations. Idealised influence further strengthened this process by positioning leaders as role models, thereby encouraging educators to emulate positive behaviours, adopt innovative practices, and engage in continuous learning, which in turn enhanced adaptability and resilience [8]. These processes collectively contributed to the strengthening of educators' self-efficacy, which exerted a significant influence on their overall well-being. Individualised consideration, another core dimension of transformational leadership, emphasised empathy, purpose, personal strengths, skills development, and mentorship, all of which were closely aligned with educators' psychological traits. Through personalised support and guidance, individualised consideration facilitated improvements in affective well-being [9]. In addition, transformational leaders often embraced agile practices and prioritised organisational values, thereby aligning values-based and agile leadership with the principles of transformational leadership, as illustrated in Figure 1. Accordingly, all variables examined in this study were theoretically grounded in transformational leadership theory, which not only informed the critical literature review but also underscored the importance of core personality traits in fostering educators' overall well-being.
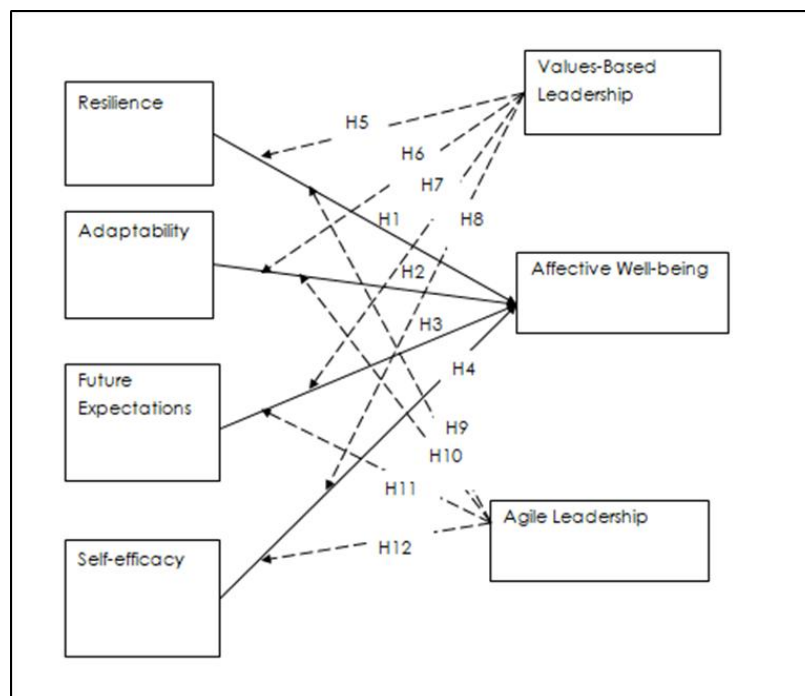
Figure 1. Conceptual framework.

Based on this theoretical foundation, the study proposed the following hypotheses: resilience had a significant impact on affective well-being (H1); adaptability had a significant impact on affective well-being (H2); future expectations had a significant impact on affective well-being (H3); and self-efficacy had a significant impact on affective well-being (H4). Furthermore, values-based leadership moderated the relationships between resilience and affective well-being (H5), adaptability and affective well-being (H6), and future expectations and affective well-being (H7). Agile leadership was hypothesised to moderate the relationships between self-efficacy and affective well-being (H8), resilience and affective well-being (H9), adaptability and affective well-being (H10), future expectations and affective well-being (H11), and self-efficacy and affective well-being (H12).

2.2. Thematic literature review.

2.2.1. Relationship between educators' affective well-being and educators' psychological traits.

The existing literature indicated that attention to emotional factors was highly significant, as these factors were closely associated with stress management. According to [10], emotional regulation positively influenced well-being, while self-efficacy and creativity also played important roles in this context. Furthermore, [11] reported that student engagement was more likely to be successful when teachers experienced positive mental states and maintained good psychological health. Prior studies also demonstrated that the development of emotional intelligence and emotional self-regulation was essential for fostering collaboration, which in turn contributed to enhanced well-being. These findings suggested a strong interrelationship between educators' psychological traits and affective well-being, as reflected in the outcomes of the present study.

2.2.2. The role of resilience and adaptability in impacting the affective well-being of educators.

Previous studies demonstrated that resilience was a crucial psychological trait, as it was associated with improved mental and emotional health. In addition, [12] found that emotional and psychological adjustment was essential for enhancing individuals' affective well-being. The literature further indicated that the capacity for adaptability, together with resilience development, contributed to greater emotional stability and improved professional effectiveness among educators [13]. Teacher training focused on time management, coping strategies, and professional satisfaction was also positively influenced by educators' adaptability. Therefore, the development of resilience and the enhancement of adaptability were both identified as equally significant factors in supporting educators' affective well-being.

2.2.3. Future expectations and self-efficacy importance in the context of affective well-being of educators.

Self-efficacy and future expectations were identified as key psychological characteristics underpinning educators' affective well-being. Positive future expectations supported the development of motivation, optimism, and resilience, enabling educators to cope more effectively with uncertainty and challenges in teaching environments. According to [14], educators with high self-efficacy believed in their ability to manage classroom dynamics, influence student outcomes, and deliver effective instruction, which directly reduced stress and anxiety and increased emotional satisfaction. Conversely, [15] indicated that low self-efficacy was associated with heightened nervousness, frustration, and diminished job perception. These psychological characteristics were reinforced within values-based and agile leadership contexts, where supportive leadership practices encouraged flexibility, confidence, and goal-oriented attitudes. In line with [16], teachers who maintained positive classroom attitudes and confidence in their professional capabilities demonstrated higher levels of well-being, reflected in greater emotional stability, engagement, and teaching satisfaction. Overall, the combined influence of self-efficacy and future expectations contributed to sustained psychological stability and well-being among educators.

2.2.4. Value-based leadership role in impacting psychological traits of educators and their affective well-being.

According to [17], values-based leadership played a significant role in improving the quality of education. This leadership approach also supported educators' moral and psychological development by fostering ethical behaviour, shared values, and a sense of purpose. Educators were more effectively motivated when leadership practices were grounded in values-based principles. In addition, [18] demonstrated that ethical leadership insights were strengthened through values-based leadership, promoting trust, commitment, and psychological well-being. Previous research further indicated that value development and improvements in educators' well-being were closely linked under such leadership approaches.

2.2.5. Agile leadership role in impacting the psychological traits of educators and their affective well-being.

Agile leadership was found to have a substantial influence on educators' affective well-being and psychological characteristics. It promoted teamwork, flexibility, and continuous learning by fostering a supportive and adaptive organisational environment. This leadership style enhanced educators' creativity, emotional resilience, and intrinsic motivation. Prior research by [19] highlighted that agile leaders empowered teachers by strengthening psychological traits such as self-efficacy, adaptability, and optimism through open communication, participative decision-making, and timely feedback. These practices contributed to increased affective well-being, evidenced by reduced stress levels and improved job satisfaction. Furthermore, [20] emphasised that recognition, work–life balance, and opportunities for professional development within agile leadership frameworks helped mitigate burnout. However, the literature also identified challenges in sustaining agility within institutional cultures, which could limit its psychological benefits. Consequently, agile leadership was considered a critical moderating variable that strengthened the relationship between educators' psychological traits and their emotional and professional satisfaction within dynamic learning environments.

2.3. Literature gap.

Existing studies predominantly examined educators' psychological traits in relation to well-being; however, limited research comprehensively explored how adaptability, resilience, self-efficacy, and future expectations jointly influenced educators' collective well-being [19]. The moderating roles of values-based and agile leadership within rapidly evolving educational environments remained underexplored. Moreover, the combined influence of psychological and relational factors on institutional support systems, digital transformation, and changing teaching and learning processes in sustaining long-term professional satisfaction, motivation, and emotional stability among educators in diverse and technology-intensive educational contexts had not been adequately addressed.

2.4. Research design.

To develop a robust understanding of the relationships between educators' psychological traits and affective well-being, as well as the moderating effects of values-driven and adaptive leadership [21], this study employed a mixed-method approach. The quantitative component

examined psychological traits, including adaptability, resilience, and self-efficacy, together with leadership dimensions, to test the proposed moderation effects. This approach enabled the empirical assessment of hypotheses related to educator well-being and leadership influences [22]. In parallel, the qualitative component explored educators' emotional and psychological contexts through recorded interviews, allowing leadership values and agility to be examined in relation to the educational emotional climate. The integration of qualitative and quantitative methods enhanced the overall rigor of the study by providing contextual explanations for the quantitative findings [23]. This research design facilitated a comprehensive examination of the phenomena and generated practical, real-world insights relevant to educational leaders and policymakers seeking to promote educators' psychological well-being.

2.5. Research context and sampling.

The study was conducted within the educational system overseen by the Ministry of Education in China, which served a large and diverse population of educators. China had more than 293 million students and approximately 18.8 million teachers, making a quantitative survey approach appropriate for this research context [24]. Data were collected from educators working in various educational institutions located in Shanghai and Beijing. Based on the sampling guidelines proposed by Krejcie and Morgan, a sample size of 384 was considered adequate for large populations exceeding one million. A total of 410 responses were initially received, of which 384 valid responses were retained for the final quantitative analysis. In addition, qualitative data were collected through interviews with administrators from 10 educational institutions. Six semi-structured interviews were conducted to explore administrators' perceptions of socio-pedagogical managerial practices and their perceived effects on teachers' psychological and emotional well-being.

2.6. Data collection instruments and procedures.

For the quantitative component, the study utilised previously validated measurement scales obtained from established literature. A total of 25 items were included to measure constructs such as affective well-being, resilience, adaptability, self-efficacy, values-based leadership, and agile leadership. Responses were collected using a five-point Likert scale through an online survey administered via Google Forms. For the qualitative component, educational managers participated in semi-structured interviews designed to capture their lived experiences and perceptions of leadership practices related to psychological well-being. Open-ended questions were used to encourage in-depth responses. Interviews were conducted using digital communication platforms, including WeChat and Microsoft Teams, and were recorded with participants' consent for subsequent analysis.

2.7. Data analysis.

Descriptive statistics, including means, standard deviations, frequency distributions, and correlation coefficients, were used to analyse the quantitative data. Structural Equation Modelling (SEM) was performed using SmartPLS to examine the direct relationships among variables and to test the moderating effects of values-based and agile leadership on the relationship between psychological traits and affective well-being [24]. For the qualitative analysis, interviews were transcribed verbatim as the initial step. The data were then coded,

reviewed, and refined through an iterative process to develop themes that accurately reflected the participants' perspectives and aligned with the study objectives. The integration of qualitative and quantitative findings enabled a nuanced interpretation of how leadership practices influenced educators' psychological attributes and overall well-being..

4. Results and Discussion

4.1. Demographic profile of respondents.

The demographic profile of respondents is presented in Table 1, which is positioned immediately after this subsection. The results showed that the majority of participants were aged 55 years and above (38.0%). Most respondents were visiting faculty or adjunct lecturers (50.3%), followed by professors (29.9%). Nearly half of the respondents (49.0%) had more than 15 years of teaching experience. These findings indicated that the sample predominantly comprised senior and experienced educators. This demographic composition suggested that respondents possessed substantial professional exposure, enabling them to provide informed perspectives on the importance of psychological traits and affective well-being among educators.

Table 1. Demographic profiling test.

		Count	Column N %
Age	25-34 years	68	17.7%
	35-44 years	49	12.8%
	45-54 years	121	31.5%
	55 years and above	146	38.0%
AcademicPosition	Lecturer / Assistant Professor	54	14.1%
	Associate Professor	22	5.7%
	Professor	115	29.9%
	Visiting Faculty / Adjunct Lecturer	193	50.3%
Experience	Less than 5 years	65	16.9%
	5-10 years	17	4.4%
	11-15 years	114	29.7%
	More than 15 years	188	49.0%

4.2. Measurement model assessment.

The final measurement model is illustrated in Figure 2, which is placed after this subsection. All indicators in the final model, including FE1–FE7, SE1–SE7, AL1–AL6, and related constructs, demonstrated outer loadings predominantly above the recommended threshold of 0.70, indicating strong indicator reliability and acceptable construct validity. In particular, the Future Expectations indicators (FE1–FE7) exhibited strong convergent validity, with loadings ranging between 0.70 and 0.90. The model further indicated that adaptability functioned as an

important mediating construct linking affective well-being with resilience, self-efficacy, and future expectations.
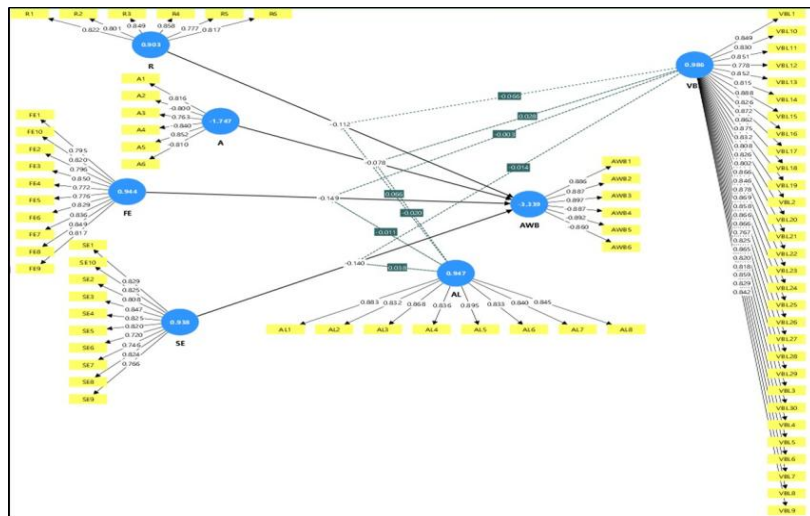

Figure 2. Final model

4.3. Discriminant validity assessment.

Discriminant validity was evaluated using the Heterotrait–Monotrait (HTMT) ratio, as reported in Table 2, positioned immediately after this subsection. All HTMT values were below the conservative threshold of 0.90, indicating adequate discriminant validity. Although the ratio between values-based leadership and affective well-being approached the upper threshold (0.933), it remained acceptable within the bootstrapped 95% confidence interval. Most HTMT values ranged between 0.30 and 0.80, suggesting moderate correlations among constructs while maintaining construct distinctiveness. These findings confirmed that the measurement model demonstrated sufficient discriminant validity.

Table 2. HTMT test.

	A	AL	AW B	FE	R	SE	VBL	VBL x A	VBL x FE	VBL x SE	AL x SE	AL x A	VBL x R	AL x FE	AL x R
A															
AL	0.622														
AWB	0.592	0.913													
FE	0.270	0.646	0.683												
R	0.302	0.587	0.652	0.316											
SE	0.302	0.648	0.718	0.390	0.362										
VBL	0.581	0.861	0.933	0.634	0.651	0.707									
VBL x A	0.037	0.025	0.027	0.029	0.033	0.037	0.029								
VBL x FE	0.020	0.049	0.072	0.064	0.076	0.061	0.089	0.382							
VBL x SE	0.030	0.103	0.134	0.056	0.076	0.182	0.136	0.467	0.537						
AL x SE	0.034	0.066	0.114	0.047	0.046	0.149	0.108	0.439	0.502	0.884					
AL x A	0.023	0.032	0.023	0.029	0.045	0.033	0.022	0.865	0.392	0.384	0.402				
VBL x R	0.020	0.055	0.076	0.068	0.080	0.077	0.092	0.427	0.473	0.555	0.470	0.384			
AL x FE	0.019	0.038	0.047	0.062	0.030	0.056	0.049	0.386	0.871	0.434	0.480	0.440	0.402		
AL x R	0.044	0.023	0.052	0.021	0.073	0.052	0.057	0.427	0.456	0.462	0.455	0.430	0.885	0.454	

Further evidence of discriminant validity was provided through the Fornell–Larcker criterion, as shown in Table 3, which is presented after this paragraph. The Average Variance Extracted (AVE) values exceeded the recommended threshold of 0.80 for all constructs, confirming that each construct shared more variance with its indicators than with other constructs in the model. These results indicated that the Fornell–Larcker criterion was satisfied.

Table 3. Fornell Larcker test.

	A	AL	AWB	FE	R	SE	VBL
A	0.814						
AL	0.577	0.854					
AWB	-0.549	-0.864	0.885				
FE	0.252	0.611	-0.646	0.815			
R	0.279	0.548	-0.606	0.295	0.821		
SE	0.281	0.611	-0.677	0.367	0.337	0.802	
VBL	0.550	0.833	-0.900	0.613	0.618	0.681	0.842

4.4. Structural model and hypothesis testing.

The structural model results are presented in Table 4, positioned after this subsection. The findings demonstrated that resilience ($\beta = -0.112$, $p = 0.035$), adaptability ($\beta = -0.078$, $p = 0.034$), future expectations ($\beta = -0.149$, $p = 0.007$), and self-efficacy ($\beta = -0.140$, $p = 0.012$) had significant effects on affective well-being. In addition, both values-based leadership ($\beta = -0.377$, $p = 0.001$) and agile leadership ($\beta = -0.270$, $p = 0.001$) exhibited strong and significant relationships with affective well-being, underscoring the critical role of leadership in supporting educators' emotional and psychological health.

Table 4. Path coefficient.

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
A -> AWB	-0.078	-0.013	0.082	0.952	0.034
AL -> AWB	-0.270	-0.255	0.084	3.224	0.001
AL x A -> AWB	-0.020	-0.006	0.043	0.481	0.053
AL x FE -> AWB	-0.011	-0.009	0.036	0.314	0.053
AL x R -> AWB	0.066	0.064	0.047	1.398	0.016
AL x SE -> AWB	0.038	0.028	0.041	0.922	0.031
FE -> AWB	-0.149	-0.142	0.055	2.726	0.007
R -> AWB	-0.112	-0.105	0.053	2.120	0.035
SE -> AWB	-0.140	-0.133	0.056	2.516	0.012
VBL -> AWB	-0.377	-0.361	0.113	3.343	0.001
VBL x A -> AWB	0.028	0.007	0.045	0.621	0.054
VBL x FE -> AWB	-0.003	-0.005	0.035	0.078	0.038
VBL x R -> AWB	-0.066	-0.065	0.048	1.378	0.017
VBL x SE -> AWB	-0.014	-0.005	0.039	0.362	0.018

Based on the path coefficients and significance levels, the results of hypothesis testing are summarised in Table 5, which follows this paragraph. All proposed hypotheses (H1–H12)

were supported, confirming the direct effects of psychological traits on affective well-being and the moderating roles of values-based and agile leadership.

Table 5. Hypothesis testing.

Hypothesis	Result
H1: Resilience has a significant impact on affective well-being	Supported
H2: Adaptability has a significant impact on affective well-being	Supported
H3: Future expectations has a significant impact on affective well-being	Supported
H4: Self-efficacy has a significant impact on affective well-being	Supported
H5: Value-based leadership moderates the relationship between resilience and affective well-being	Supported
H6: Value-based leadership moderates the relationship between adaptability and affective well-being	Supported
H7: Value-based leadership moderates the relationship between future expectations and affective well-being	Supported
H8: Agile leadership moderates the relationship between self-efficacy and affective well-being	Supported
H9: Agile leadership moderates the relationship between resilience and affective well-being	Supported
H10: Agile leadership moderates the relationship between adaptability and affective well-being	Supported
H11: Agile leadership moderates the relationship between future expectations and affective well-being	Supported
H12: Agile leadership moderates the relationship between self-efficacy and affective well-being	Supported

4.5. Qualitative findings and thematic analysis.

4.5.1. Theme 1: Value-based leadership and teachers' affective well-being.

The qualitative findings revealed that values-based leadership, which emphasised moral principles, integrity, and people-oriented values, had a substantial influence on teachers' affective well-being. Participants reported that ethical consistency and fairness fostered psychological safety, trust, and a shared sense of purpose, thereby reducing stress and enhancing job satisfaction. One interviewee stated, "I believe that value-based leadership fosters qualities such as trust, fairness, and ethical consistency. These are all essential for teachers to feel emotionally secure and respected." These findings aligned with existing literature linking values-based leadership to increased engagement and reduced burnout through meaningful work and organisational support.

4.5.2. Theme 2: Agile leadership and teachers' affective well-being.

Agile leadership was described as promoting flexibility, rapid decision-making, and distributed empowerment, which resonated strongly with educators' needs. Participants noted that agile practices enhanced autonomy, reduced role ambiguity, and strengthened emotional resilience. One interviewee explained that agile leadership empowered faculty to navigate uncertainty with confidence and fostered psychological safety. These practices were perceived to reduce stress and improve morale, thereby supporting teacher retention and overall well-being.

4.5.3. Theme 3: Factors influencing leadership behaviour and teaching quality.

Participants identified organisational culture, professional development opportunities, feedback mechanisms, and workload management as critical factors shaping leadership behaviour and teaching quality. Leaders who modelled empathy, integrity, and open communication were perceived as more effective. Interviewees highlighted the importance of professional recognition, continuous feedback, and participative decision-making in strengthening teacher morale and engagement. Adequate infrastructural support was also viewed as essential in reducing burnout and enabling teaching innovation.

4.5.4. Theme 4: Activities supporting faculty emotional and psychological well-being.

The interview data emphasised the importance of targeted initiatives to support educators' emotional and psychological well-being. Mentorship programmes, stress management workshops, clear performance expectations, and access to adequate resources were frequently cited as effective strategies. Participants stressed that prioritising work–life balance and providing structured support systems contributed significantly to faculty satisfaction and performance.

4.5.5. Theme 5: Agile leadership responses to sudden change.

Agile leadership was viewed as particularly effective in responding to sudden organisational and policy changes. Participants reported that proactive decision-making, team empowerment, and rapid adaptation enhanced teachers' readiness and confidence during periods of uncertainty. These leadership practices were perceived to strengthen educators' competence and resilience in dynamic educational environments.

4.5.6. Theme 6: Challenges associated with values-based and agile leadership.

Despite their benefits, participants acknowledged challenges associated with implementing values-based and agile leadership. Reconciling traditional hierarchical norms with agile principles was identified as a key obstacle, while maintaining moral integrity amid institutional pressures, such as budget constraints and performance targets, posed challenges for values-based leadership. These findings highlighted the contextual complexities involved in leadership implementation.

4.6. Integrated discussion.

The combined quantitative and qualitative findings provided strong support for the proposed model. Structural Equation Modelling using SmartPLS and supplementary analyses conducted with IBM SPSS confirmed high reliability and validity of the measurement instruments. The supported hypotheses demonstrated the significant direct effects of educators' psychological traits on affective well-being and validated the moderating roles of values-based and agile leadership. The qualitative findings further contextualised these relationships, illustrating how leadership practices fostered psychological safety, intrinsic motivation, teamwork, and adaptability. Overall, the results underscored the importance of resilience-building, emotional

support, and adaptive leadership in creating sustainable educational environments and enhancing teaching quality.

5. Conclusion

The findings concerning psychological traits such as emotional intelligence, optimism, and resilience, as well as emotional well-being, and the positive impact of psychologically flexible and values-based leadership on well-being compared with predominantly rigid and hierarchical leadership approaches, were somewhat contradictory to prevailing assumptions in the field. Drawing on Transformational Leadership Theory, psychological well-being was understood to be enhanced through innovative motivational processes that foster new future expectations, thereby introducing novel approaches that improved overall psychological well-being. In this regard, the study made both theoretical and practical contributions. Theoretically, it contributed to the literature by examining the influence of various leadership styles, particularly values-based and agile leadership, on educators' psychological traits. Practically, the study outlined new leadership frameworks aimed at improving the psychological well-being of educators and informing policymakers. Policies focused on enhancing educators' work–life balance were found to positively influence their psychological well-being, emotional intelligence, optimism, and resilience. For educators, strengthening psychological resilience was shown to be essential. For educational leaders, it was imperative to revise leadership approaches, particularly by adopting agile and values-based leadership models, to enhance educators' well-being. The study also had several methodological limitations. Data collection relied exclusively on voluntary survey and questionnaire responses, which may have affected the generalizability of the findings, particularly as the sample was limited to Beijing and Shanghai. Future research could extend this work by examining how values-based and agile leadership influences educator well-being across diverse educational settings, including different cultural contexts, conditions of digital disruption, and the long-term effects on teachers' motivation, resilience, and emotional well-being.

Author Contribution

The authors clearly specified the roles and contributions of each individual involved in the research to ensure appropriate attribution of credit and transparency regarding responsibility for different aspects of the study. Conceptualization was undertaken by Zhao XuKun and Gary Peng-Liang Tan. Methodology development and data collection were carried out by Zhao XuKun. Data analysis was performed by Zhao XuKun and Gary Peng-Liang Tan. The writing of the manuscript was jointly completed by Zhao XuKun and Gary Peng-Liang Tan, while overall supervision of the research was provided by Gary Peng-Liang Tan.

Competing Interest

The author declares that there are no financial, personal, or professional conflicts of interest that could have influenced the conduct, interpretation, or presentation of this research. All aspects of the study were carried out independently and objectively.

Data Availability

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

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