

A STUDY OF WORK ORIENTATION STATUS OF HIGHER EDUCATIONAL INSTITUTION WORKING TEACHERS

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ABSTRACT:

According to recent research, the well-being of teachers plays a vital role in enhancing the effectiveness of educational institutions, particularly in terms of students' academic achievements. Therefore, it is essential to investigate the factors that contribute to the well-being of teachers in higher education settings. Building upon previous studies that highlighted a positive association between a calling orientation and well-being while indicating a negative relationship between a job or career orientation and well-being, this study aims to examine the prevailing orientation among teachers working in higher educational institutions. In this study, a sample of 100 teachers from higher educational institutions in Nagpur city was selected. Data were collected using a self-report questionnaire to assess their work orientation status. The results revealed significant differences in the work orientations of these teachers, including job orientation, career orientation, calling orientation, flow work orientation, and flow leisure time orientation. These findings suggest that the majority of teachers in higher educational institutions exhibit a moderate work orientation status

Keywords: Work Orientations, Job Orientation, Career Orientation.

INTRODUCTION:

Numerous cross-sectional studies have confirmed a positive correlation between happiness and various indicators of success, including job autonomy, job satisfaction, job performance, assisting colleagues, popularity, and income. Furthermore, longitudinal and experimental research provides additional evidence that happiness is a precursor to career success, rather than the other way around. In the realm of higher education, recent research over the past two decades has shed light on the impact of teachers' well-being on students' motivation, well-being, academic achievements, classroom climate, and teacher-student relationships within higher educational institutions. While the well-being of teachers contributes to their own effectiveness, the factors influencing their well-being have garnered attention. This study aims to delve into the role of teachers' attitudes toward their work and their experiences of flow in various activities in shaping their well-being. Research has identified three distinct ways in which individuals frame their relationship with work, influencing

their work experiences, thoughts, feelings, and behaviors. The tripartite model of work orientations, initially proposed by Bellah and colleagues, delineates these subjective meanings associated with work: job orientation, career orientation, and calling orientation. Job orientation views work primarily as a means of financial stability and security, with one's identity, interests, and ambitions remaining separate from their work. Career orientation regards work as an avenue for advancement, achievement, and gaining higher social and financial status within one's occupation, partially intertwining with one's identity. Calling orientation, on the other hand, perceives work as intrinsically rewarding, purposeful, and integral to one's identity. It is seen as a fulfilling endeavor that contributes to the common good.

Given the various interpretations of calling, particularly concerning meaningful passion, purpose, and life's meaning, Duffy and colleagues have stressed the need for a clearer conceptual definition. They define calling as "an approach to work that reflects the pursuit of an overarching purpose and meaning, aiming to assist others or contribute to the greater good, and driven by either internal or external summons." Similarly, Steger defines it as "work that holds personal significance, is motivated by a desire to serve a prosocial cause, and responds to a call to work from transcendent sources, such as religious Higher Powers, respected authorities, or perceived societal needs.

Bunderson and Thompson proposed that the concept of a calling can encompass both binding and ennobling aspects. On one hand, it can serve as a source of identity, providing broader meaning and significance to one's work and chosen profession. On the other hand, it can impose a sense of obligation, encompassing moral duties, sacrifices in terms of income, personal time, and comfort, and a commitment to upholding higher standards. This neoclassical theoretical framework has found empirical support in numerous research studies. Consequently, in recent years, there has been a growing academic interest, particularly in the context of the calling orientation.

Numerous research studies have consistently demonstrated that an individual's sense of having a calling has a profoundly positive impact on both their professional and personal life. This calling orientation is associated with a range of favorable employee attitudes and performance indicators, including positive job attitudes, expectations of career success, choices in occupation, personal interests, and goals. Additionally, it is linked to increased self-reflection, heightened work engagement, emotional and normative commitment to one's occupation, career satisfaction, and elevated levels of job performance. Some even argue that a sense of calling represents the core aspect of subjective professional success, facilitating the development of meta-competencies that ultimately enhance both individual and organizational performance. As previously mentioned, having a calling orientation is closely tied to well-being in both work and life domains. Individuals who perceive a calling tend to exhibit higher levels of job and life satisfaction. They invest more time and effort in their work, even when it is uncompensated, compared to those with job or career orientations. They also report elevated levels of job satisfaction, a stronger sense of work and life meaning, greater enthusiasm, and increased life satisfaction. In addition to quantitative research, several qualitative studies have reinforced these findings, with individuals expressing a sense of calling frequently reporting profound fulfillment and happiness in their chosen paths.

Although the studies mentioned above encompass various professions, individuals working in the education and healthcare sectors tend to perceive a calling more frequently than those in other fields. The teaching profession, in particular, shares similarities with a calling, characterized by a deep sense of personal mission, a life purpose

centered around serving others, and substantial interpersonal interactions as a core aspect of the job. Furthermore, teachers with a calling orientation exhibit greater enthusiasm for their work, higher job and life satisfaction, a heightened commitment to their students' well-being, increased work engagement, and a perception of their work as inherently meaningful and in service to the greater good.

In the context of Croatian elementary school teachers, those who view teaching as a calling tend to experience greater happiness, higher job and life satisfaction, a deeper sense of life's meaning, and reduced emotional exhaustion. However, it's important to note that the relationship between calling orientation and these positive outcomes, particularly well-being, is not straightforward. Recent research has shifted its focus to identifying potential mediators that could explain this relationship. For example, a study among Croatian teachers found that the connection between calling orientation and well-being was fully mediated by the meaningfulness of their work and their identification with their occupation. In contrast, the relationship between job orientation and well-being was only partially mediated by these variables.

RATIONALE OF THE STUDY:

Recent research has indicated that the well-being of teachers working in higher educational institutions plays a crucial role in enhancing their effectiveness, particularly in terms of students' academic achievements. Therefore, it is essential to investigate the factors that contribute to teachers' well-being. However, while the presence of a calling orientation has been associated with positive work outcomes and well-being, it appears that having a calling alone may not be enough to produce these favorable outcomes.

In response to the absence of a comprehensive theoretical framework for defining and conceptually clarifying the notion of "calling" and its mechanisms for influencing various outcomes, Duffy and his colleagues recently introduced the Work as Calling Theory in their paper. Among other aspects, they made distinctions between perceiving a calling and living a calling, and examined their associations with positive and potentially negative outcomes. "Perceiving a calling" entails believing that one is meant to pursue a specific type of work or career, whereas "living a calling" involves the opportunity to fulfill the career that one feels called to pursue. It is evident that perceiving a calling is a fundamental precursor to living a calling. The correlation between perceiving and living a calling stands at approximately 0.50, with living a calling demonstrating stronger predictive power for outcomes such as finding meaning in work, finding meaning in life, job satisfaction, and overall life satisfaction compared to perceiving a calling. Furthermore, the links between perceiving a calling and these outcomes are completely mediated by living a calling.

In light of these findings, it can be inferred that teachers who perceive a calling in their profession are more likely to experience a state of flow in their work, which, in turn, positively contributes to their overall well-being. While research on the connection between calling orientation and the state of flow at work is limited, these concepts share similarities and common correlates, such as high intrinsic motivation, engagement, commitment, personal involvement, and identification with work or activities.

However, for individuals who do not have the opportunity to live out their calling, as emphasized by Hirschi, personal and environmental obstacles may prevent them from pursuing careers that align with their aspirations

and preferences. Consequently, their well-being may decline. This study posits that teachers with career and job orientations may enhance their overall flourishing by experiencing flow in activities outside of their work, such as structured leisure or household activities that align with their career or job orientations.

While much of the prior research has primarily focused on examining teachers' levels of job satisfaction and overall life satisfaction, the present study centers its investigation on the concept of "flourishing." This approach integrates both hedonic and eudaimonic aspects of well-being, encompassing not only the experience of feeling good but also the psychological and social functioning that contributes to a sense of well-being. This holistic perspective serves as the primary criterion for assessing the well-being of teachers working in higher educational institutions.

OBJECTIVE OF THE STUDY:

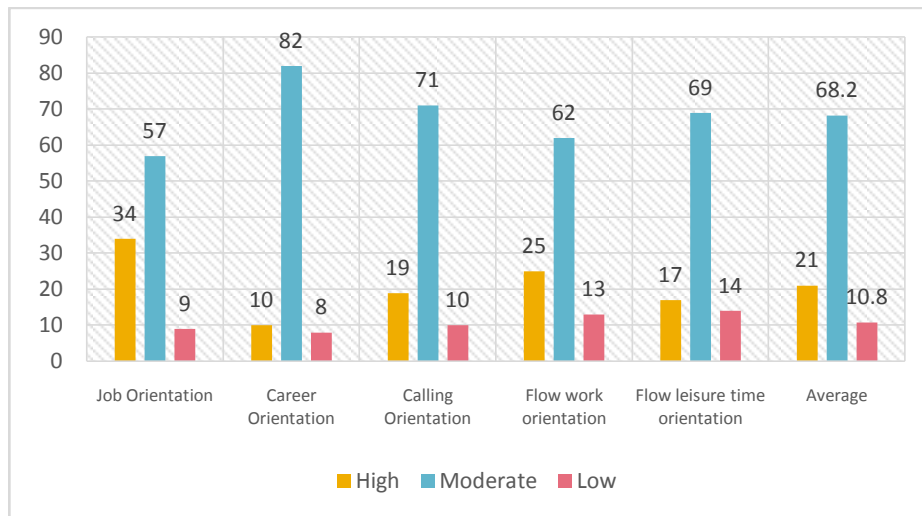
To Study the different work orientations status of teachers working at higher educational institution.

METHODOLOGY:

The correlational research design was used to examine relationships between work orientations, flow in different life domains and teachers' flourishing. The participants were 100 higher educational institutional level teachers from Nagpur city. Questionnaires were administered for those teachers and respective data were collected for study objective. Tools for data collection for this study the self-report instruments were used: Work-Life Questionnaire as a measure of work orientations, as a measure of well-being.

DATA ANALYSIS:

Work orientation	High		Moderate		Low		Chi-square
	N	%	N	%	N	%	
Job Orientation	34	34%	57	57%	09	09%	34.58
Career Orientation	10	10%	82	82%	08	08%	106.64
Calling Orientation	19	19%	71	71%	10	10%	65.06
Flow work orientation	25	25%	62	62%	13	13%	39.14
Flow leisure time orientation	17	17%	69	69%	14	14%	57.38
Average	21	21%	68.20	68.20%	10.80	10.80%	56.26



From the above table shown that, the work orientation status of teachers working in higher educational institution, it's indicated that the job orientation status of higher educational institution teachers 23.00% higher education institution working teachers job orientation status is high, 57.00% teachers job orientation status is moderate and 09.00% higher educational institutional working teacher work job orientation status is low.

Career orientation status of higher educational institution teachers 10.00% higher education institution working teachers Career orientation status is high, 82.00% teachers Career orientation status is moderate and 08.00% higher educational institutional working teacher Career orientation status is low.

Calling orientation status of higher educational institution teachers 19.00% higher education institution working teachers Calling orientation status is high, 71.00% teachers Calling orientation status is moderate and 10.00% higher educational institutional working teacher Calling orientation status is low.

Flow work orientation status of higher educational institution teachers 25.00% higher education institution working teachers Flow work orientation status is high, 62.00% teachers Flow work orientation status is moderate and 13.00% higher educational institutional working teacher Flow work orientation status is low.

Flow leisure time orientation status of higher educational institution teachers 17.00% higher education institution working teachers Flow leisure time orientation status is high, 69.00% teachers Flow leisure time orientation status is moderate and 14.00% higher educational institutional working teacher Flow leisure time orientation status is low.

It's is indicated that most of the 34.00 higher educational institution working teachers job satisfaction status is very high compare to other orientation status. Career orientation status of higher educational institutional teachers very low compare to other orientation status.

CONCLUSION AND IMPLICATION:

This study offers practical implications worth considering. Firstly, the findings underscore the significance of a calling orientation among teachers in higher educational institutions, revealing that those with a calling orientation tend to experience higher levels of well-being compared to those with job or career orientations. This insight holds valuable implications for career counselors and individuals aspiring to become higher educational institution teachers. It underscores the importance of being mindful of the potential negative effects associated with a job-oriented approach. Work orientations, encompassing work attitudes and ethics, should thus be taken into account when recruiting and evaluating teachers. For those already within the teaching profession but lacking a sense of calling, coaching and workshops could serve as avenues to infuse their work with meaning and purpose, ultimately helping them discover their calling. Additionally, employees have the ability to re-craft their work, suggesting that school and educational policies should create space for teachers to tailor their work to align with their sense of calling.

Secondly, the study's results indicate that the experience of flow may serve as a potential mechanism underlying the relationship between calling orientation and well-being. This implies that fostering conditions conducive to flow at work can enhance the flourishing of teachers who perceive a calling. Creating a work environment that promotes flow not only contributes to teachers' well-being but can also boost creativity, productivity, and mutual satisfaction between students and teachers in the classroom. To achieve this, certain prerequisites must be met, including granting autonomy through flexibility within a teacher's role, enhancing competence through professional development programs, and promoting a sense of relatedness through a supportive school climate. In summary, enhancing teachers' flourishing necessitates the cultivation of an optimal balance between skill and challenge, while ensuring the fulfillment of basic psychological needs.

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