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Role of Sense of Calling for Job Performance and Job Satisfaction in Public Universities: Lessons from Addis Ababa

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Abstract

The purpose of this research is to investigate the role of sense of calling on job satisfaction and job performance. Employee sense of calling and vocation (the meaning and purpose people attach towards a particular line of work) is considered as a significant element for job satisfaction, engagement and other positive organizational behaviors. The study investigated the role of sense of calling on job satisfaction and performance among academicians of public universities in Addis Ababa. Quantitative method was chosen to collect representative and reliable data from the participants. Multidimensional calling and vocation questionnaire (CVQ), job satisfaction scale (JSS) and Individual Work Performance Questionnaire (IWPQ) were used as a tool. The study employed random sampling technique to select research participants from four sampled universities. The data was analyzed using descriptive statistics such as frequencies, percentages, means, standard deviations etc. Besides, correlation analysis was conducted to investigate the relationship between the variables. The findings of the research informs university and top level government leaders about the level of academicians' job satisfaction which can be manipulated by personal sense of vocational calling. Besides, the study creates awareness about the impact of sense of calling/vocation on job satisfaction and job performance. The result of the study shows that the sampled academicians have a moderate sense of calling dimensions. Most academicians have a high sense of pro-social orientation whereas, a significant percentage of them are still searching for a better pro-social orientation. The descriptive statistics also confirmed that the level of extrinsic satisfaction of academicians is low whereas the intrinsic dimensions of job satisfaction are moderate. The statistics showed that the level of academicians' task performance and contextual performance are moderate. Besides, the study uncovered that academicians occasionally exhibited work counterproductive behaviour. The study also witnessed the absence of significant relationship between sense of calling and job satisfaction dimensions called extrinsic and intrinsic job satisfaction. The moderate senses of calling infer that the studied academicians consider their job as an ordinary task. However, the existence of high sense of pro-social orientation implies that academicians suppose their occupation as respected though they are still yearning for the most prized job.

Key words: Sense of calling, Vocation, Job Satisfaction, Job Performance

I. Introduction

Over the last decade, the concept of calling and vocation has been debated and researched as one of the emerging concept which is widely studied by different scholars on disciplines such as

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organizational behavior, human resource management, leadership and vocational psychology. Senses of calling become one of the most influential elements of inspired and productive work in various business and service companies. Yet, the issue of sense of calling seldom got the attention of researchers in Ethiopia. When it comes to educational institutions, it is vital to have an inspired, motivated and competent staff ready to work towards human development and flourishing the coming generation. Public universities are one of the most sensitive and fortunate places to empower and nurture individuals in different facets of their life. Yet, they are suffering from different challenges. This research is needed to uncover some of the organizational behaviours manifested by academicians and to come up with the way forward. It is focused on the role of sense of calling to job performance and job satisfaction among academicians who work in different public universities.

The findings of the research expose the role of sense of calling on individual job satisfaction which indirectly affects individual job performance and organizational performance as well. It also informs academic staff and university leaders that sense of calling is a critical factor which can be attached to work and life in order to live a better and meaningful life. In addition, the study brings the importance of sense of calling into a discussion, which is a rarely studied concept of organizational behaviour in the Ethiopian context. The findings of the research informs university and top level government leaders about the level of employees' job satisfaction which can be manipulated by personal sense of vocational calling. The study also notifies that job satisfaction might be the factor that transmits the effect of sense of calling on job performance. Besides, the study creates awareness about the impact of sense of calling/vocation on job satisfaction and job performance.

This study has practical significance in the academic and other world of work. People have various reasons and sources of motivation to be engaged in a particular occupation. The meaning and purpose one can attach with his or her career and life is very crucial to live a meaningful and influential life which can achieve its purpose. This study contributes its part in informing and helping various academicians to attach their career with their sense of vocational calling, their job performance and job satisfaction. It also helps academicians to reexamine their professional path and to see the relationship between different variables like calling, job performance and job satisfaction.

2. Statement of the Problem

The performance of various public and business organizations are affected by employee behaviors. Employee behavior in turn is driven by diverse intrinsic and extrinsic factors which can impact their work and life motivation whether positively or negatively. In line with this, sense of calling is recognized as one of the core organizational behaviors which can drive employee behavior to purposeful work, job engagement, job performance, job satisfaction, organizational citizenship behavior and life meaning in recent research works (Bryan Dik J. Duffy D., 2008).

When we see the above organizational behaviors in the light of academic institutions, they are critical for a successful achievement of educational goals. The Ethiopian government is striving to assure the quality of education at different levels. The performance of public universities in nurturing excellent, responsible, creative, passionate and knowledgeable professionals is invaluable.

On this regard, the new educational road map of Ethiopia presented that the educational system should reflect the creation of holistic development in all citizens, nurturing confident,

critical thinkers and competent professionals who satisfy the requirements of the global market; entrepreneurs and innovative, strong ethical and moral values, stand for justice; peace, and unity in diversity (Ethiopian Education Development Roadmap, 2017). This indicates the great responsibility of academic institutions and the staff in order to cultivate an empowered, critical, competent, creative, ethical etc. future workforce. The commitment and dedication of academic staff in various universities of the country take a huge part in achieving such kinds of objectives. Unfortunately, research indicates that there is current teacher attrition in Ethiopia even if there has been limited research on teacher's motivation in the region (Klara Giertz, 2016). The above research put that the education system in Ethiopia is highly affected by the attrition and demotivated teachers (Klara Giertz, 2016). This has an implication on the quality of education.

Besides, there is a research gap on the issue of academicians' work motivation, engagement, organizational citizenship behavior and sense of calling and vocation. In fact, there are few recent studies conducted on academic staff satisfaction level in the core elements of their job among government universities (Fekadu Mulugeta, 2020). For instance, the above study revealed that academicians are dissatisfied with research and community services, in the recognition given to their work, the quality of the students, education and related policies, the administration of universities etc. (Fekadu Mulugeta, 2020). Another study conducted on academicians in public universities also revealed that most academicians are dissatisfied with their jobs with a number of factors such as students' discipline policy, university governance and support, their salary, workload, communication and promotion policy (Bekele Meaza, 2019). From these studies, we can see the challenges of higher educational institutions and its effect on the organizational behavior of the staff. This in turn affects the quality of the education and the capacity of students.

Furthermore, there is a significant research gap on the issue of academicians' sense of calling towards their line of work (the meaning and purpose they attach with their job), their performance and other organizational behaviors. Factors which affect the job satisfaction of academicians are well studied but there is a gap on investigating what elements could make academicians to be satisfied even in the presence of dissatisfying factors. The researcher did not come across an empirical study conducted on sense of calling among academicians as well as other employees in the Ethiopian context. Yet, the meaning and purpose an academician attaches with his/her profession and the inner sources of motivation and dissatisfaction/de-motivation have to be deeply uncovered with research so as to bring a solution to this critical problem.

In order to maximize the capacity and enthusiasm of the academicians, studies should be conducted in the area of professional and vocational development. This study can somehow fill the above gap and bring a discussion on the role of vocational calling on job performance and job satisfaction among academic staff such as teachers, consultants and researchers in various public universities. To achieve this purpose, the following research objectives were addressed: a) to find out academicians level of sense of calling towards their line of work; b) to investigate academicians' level of job satisfaction and job performance in the selected public service universities; and c) to investigate if there is a positive or negative relationship between sense of calling and job satisfaction and between sense of calling and job performance.

3. Literature Review

3.1 Job and Employee Motivation

Work has a central place in different aspects of human development and motivation is the most discussed issue in line with job and career development issues. Thus, motivation, sense of purpose and meaning in the work and life of a human being is very critical.

People are motivated by various factors in their social, political, cultural, economic, work and other facets of their life. Recent literature suggests that the internal meaning and purpose people attach to their work and life highly affect the intrinsic and extrinsic motivation of individuals both directly and indirectly. For instance, a research conducted by Wrzesniewski, McCauley, Rozin, and Schwartz revealed that approximately one third of research participants who viewed their work as a meaningful and purposeful part of their life reported high level of motivation, engagement and satisfaction in their job (Ryan D. Duffy et al, 2015). In this study, it is indicated that having sense of calling towards work and life is a major source of motivation, satisfaction and wellbeing in peoples' life. Work is highly interconnected with personal life, health and wellbeing and it affects people's personality, choices, social relationships, family, etc. which can lead to positive consequences such as happiness, life-satisfaction and sense of wellbeing or it may cause a disastrous situation which may result a negative consequence (Fred W. Vondracek, Donald H. Ford and Erik J. Porfeli, 2014). Therefore, studying about the driving factors of motivation at work and life is very crucial to foster development, change and welfare for the betterment of human life.

3.2 The Concept of Calling

People view and understand their work in a different way. "Three workers were breaking up rocks. When the first was asked what he was doing, he replied, 'Making little ones out of big ones'; the second said, 'Making a living'; and the third, "Building a cathedral" (Dik and Duffy, 2009). The meaning of work contributes to a persons' sense of purpose and meaningfulness. Purpose is defined as a stable intention to achieve something that is at once meaningful to the self and where meaningfulness is conceptualized as the sense made of, and significance felt regarding the nature of one's existence (Dik and Duffy, 2009).

Calling has been taken as a sacred religious term for many years. Recently, calling became a popular concept and one of the emerging research areas in the secular world in relation to motivation, occupation, career development, work engagement and satisfaction, sense of purpose and meaning of life which is derived from calling and vocation.

''Sense of calling'' refers to a person's belief that she/he is interested in doing a particular job to fill some gap/problem among the society, by his/her own inner passion and by a supernatural power (Dik and Duffy, 2009). The first and the second understanding of one's work apply to all people whether they believe or not believe in the existence of supernatural power.

Calling is viewed as "a type of work that is highly personally meaningful, pro-social in nature, and often arises as the result of internal or external summons." (Ryan D. Duffy et al, 2015). Dik and Duffy defined calling as:

> A calling is a transcendent summons, experienced as originating beyond the self, to approach a particular life role in a manner oriented toward demonstrating or deriving a sense of purpose or meaningfulness and that holds other-oriented values and goals as primary sources of motivation (Bryan Dik J. and Ryan Duffy D., 2016).

The above definitions emphasize on the intrinsic and extrinsic nature of calling and its attachment with life direction, purpose, meaningfulness, goal and motivation. On the other hand, Dobrow and Tosti Kharas (2017) put three viewpoints on how to conceptualize calling. Broadly speaking, a ''calling'' refers to a person's belief that she or he is called upon (by the needs of

society, by a person's own inner potential, by a Supernatural Power/God, etc.) to do a particular kind of work (Dik and Duffy, 2009).

3.3 The Concept of Job Performance and Job Satisfaction

Job performance is one of the core organizational behaviors. It is defined as "the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time" (Motowidlo, Borman, & Schmit, 1997). This definition is a slightly revised version of the definition in connection with a theory of individual differences in task and contextual performance. In this definition, performance is viewed as the expected organizational value and a distinct behavior which takes place over some span of time.

Job satisfaction is represented and explained differently by various scholars. It is the most complex element when it is described in the light of managers managing their employees (Brikend Aziri, 2011).The mostly cited definition views job satisfaction as workers sense of achievement, enthusiasm, happiness with one's work, fulfillment, success, productivity, personal well-being and doing a job that one enjoys (Kaliski,2007). The elements pointed in this definition imply that the concept of job-satisfaction is mostly attached with the intrinsic motivation of one's work.

3.4 Theoretical Framework

This study was guided by two theories. The first theory is the tripartite definition of calling as a theoretical ground. Tripartite definition of calling was developed by Bryan Dik and Ryan Duffy in order to develop and validate calling and vocation questionnaire (CVQ) and brief calling scale (BCS) (Bryan Dik et al., 2012). Tripartite definition of calling is a three part definition or conceptualization of calling.

This conceptualization of calling is described as "a transcendent summons, experienced as originating beyond the self, to approach a particular life role in a manner oriented toward demonstrating or deriving a sense of purpose or meaningfulness and that holds other-oriented values and goals as primary sources of motivation" (Bryan Dik et al., 2012).

These three understandings of calling can be summarized as first; people can be called by the supernatural power, second, by the needs of the society and third, by a person's own inner potential or passion to choose and be dedicated to a particular work.

Calling also theorized on two overlying predominant aspects of presence and search (Bryan Dik et al., 2012). Search indicates that people may report that they do not have a sense of calling currently but they can actively seek or search for their calling and presence refers to people who believe that they currently have a sense of calling. The three detailed analysis or the tripartite conceptualization of calling through the lens of search and presence of calling and vocation is used as a theoretical guide for this study.

The second theory which guided this research was Hertzberg Motivator- Hygiene theory of job satisfaction. Herzberg's work motivation theory was introduced in 1959 by the book called "The Motivation to Work" (Smerek and Peterson, 2007). He developed the theory based on a study on 200 accountants and engineers employed by firms and he concluded that job satisfiers or motivators are connected with job content (Achievement, Recognition, Work itself, Responsibility and Advancement), job satisfies or hygiene factors which are not satisfiers by themselves but prevent dissatisfaction (e.g. Corporate policy, Administration, Supervision, Salary, Interpersonal relations, Working conditions, relationships with peers, personal life,

relationships with subordinates and supervisors, status, security) and job setting (Abdul Sattar Khan et al, 2016).

Totally Herzberg put six motivators and ten hygiene factors. He argued that job satisfaction cannot be improved by the ten hygiene factors rather; it can be enhanced by maximizing the six motivators (Smerek and Peterson, 2007). Nevertheless the absence of these six motivators may not result in job-satisfaction if there are hygiene factors. This theory brought significant insights and it is being used in contemporary research and practice.

4. Methodology

The study employed a quantitative enquiry to collect empirical and reliable data. The study used random sampling technique to select research participants from various public universities namely, Ethiopian Civil Service University, Addis Ababa University, Kotebe Education University and Addis Ababa Science and Technology University in order to collect the needed data. During the conduction of this study, there were 2,408 academic staff in Addis Ababa University, who were working in different campuses. In Addis Ababa Science and Technology University (ASTU), Ethiopian Civil Service University (ECSU) and Kotebe Education University, there were 472, 280 and 580 academic staff respectively which were included in the sample. Thus, proportionate sample size was taken from each campus.

The study used simple random sampling technique to select research participants from various public universities in order to collect the needed data. The data was collected from academic staff working in different campuses in Addis Ababa. Only academic staff were included in the sample. The study determined sample size using sample size formula for simple random sampling. To use this formula expected prevalence and confidence level is required.

$$n = [\frac{z^2 \times p \times q}{e^2}]$$

Where *n*= Size of sample
z= Standard variate at a given confidence level
p= Prevalence
q= 1-*p* (expected non-prevalence)
e= Precision

The study applied a 95% confidence level which is conservative that produces the largest sample size given the other parameters constant. The study considers available resources as well as time for deciding the level of precision since there is no standard precision. The higher precision results in the higher sample as the square precision is the denominator in the formula (C. R. Kothari, 2004).

$$n = [\frac{1.96^2 \times 0.5 \times 0.5}{0.05^2}]$$

$$n=384.16$$

Assuming a 5% precision the sample size *(n)* is 384.16. Thus, 385 questionnaires are distributed to randomly select respondents.

a. Instrumentation

In this study multidimensional calling and vocation questionnaire (CVQ) and the brief calling and vocation scale (BCS) which was developed by Dik et al (2012) based on the tripartite

theoretical conceptualization of calling and vocation was used. The calling and vocation measure has two parts. The first part has 23 items and the second part has four items which address the search for a calling and the presence of calling. There are four response scales for each item in part one and five response scales for part two.

Totally, the questionnaire has six sub-scales for presence of calling and search for a calling. These are transcendent summons for presence, transcendent summons for search, purposeful work for presence, purposeful work for search, prosocial orientation for presence and prosocial orientation for search. The questionnaire included one reverse score or negatively constructed question.

The instrument which was selected to measure job satisfaction was the job satisfaction scale (JSS) which was developed by Chris Stride, Toby D. Wall and Nick Catley. The Job Satisfaction Scale consists of 15 items, and respondents are asked to indicate on a seven-point response scale the extent to which they are satisfied or dissatisfied with each. The Intrinsic Job Satisfaction subscale comprises seven items (items 2, 4, 6, 8, 10, 12, 14); and the Extrinsic Job Satisfaction subscale is made up of eight items (items 1, 3, 5, 7, 9, 11, 13 and 15). There are no reverse scored items.

To evaluate job performance, an Individual Work Performance Questionnaire (IWPQ) was used. IWPQ was originally developed by Campbell which evaluates four dimensions of individual work performance.

b. Validity and Reliability

The questionnaires that were used in the study are standard questionnaires whose validity and reliability were tested by its developers. However, they were evaluated by some professionals who have academic and research background to assess the questionnaires.

Reliability Analysis

On the study, standardized scales, internal consistency analysis was carried out through Cronbach alpha-reliability tests in order to re-affirm the reliability of the questionnaire. Inter-connectedness of the items which meant to measure the same construct was explained by internal consistency (Tavakol and Dennick, 2011).

The Cronbach's alpha results presented above measure the internal consistency or reliability of the instruments or scales used in the study. The Cronbach alpha results satisfy the criteria set by Field because all of them are above the minimum threshold set by Field. Field suggested cronbach alpha values of .7 to .8 to be an acceptable value (Field, 2009).

Table 4.1 Reliability Analysis of the Items

No.	Description	Cronbach's Alpha	Number of Items
1	Sense of Calling	.804	24
2	Job Satisfaction	.895	15
3	Job Performance	.807	13

Source: Survey 2020

Similarly, Gliem provided the following rules of thumb by quoting George and Mallery: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and_ < .5 – Unacceptable" (Gliem, J. A., and Gliem, R., 2003).

c. Data Analysis

After collecting the questionnaires the relevant data were sorted, coded and analysed using statistical software called SPSS. Descriptive statistics such as frequencies, percentages, means and standard deviations were analyzed. In addition, statistical results of correlation were computed and analysed. Correlation identifies the relationship between variables in which one variable changes with changes of the other (Stephen Gorard, 2003). The data was presented in tabular form.

5. Results and Discussion

The researcher distributed 385 questionnaires to gather the required data whereas only 339 questionnaires were fully filled out and returned which makes the return rate 88.05%.

Table 4.2 General Information of Respondents

No.	Item	Frequency	Percent	Cumulative Percent
1	Gender			
	a) Male	174	51.3	51.3
	b) Female	163	48.7	100.0
	Total	339	100	
2	Age			
	a) <33	114	33.6	33.6
	b) 33-40	125	36.9	70.5
	c) 41-49	69	20.4	90.9
	d) 50-59	23	6.8	97.6
	e) ≥ 60	8	2.4	100.0
	Total	339	100.0	
3	Service Year			
	a) <6 Years	112	33.0	33.0
	b) 6-10 Years	102	30.1	63.1
	c) 11-15 Years	68	20.1	83.2
	d) 16-20 Year	31	9.1	92.3
	e) >20 Years	26	7.7	100.0
	Total	339	100.0	
4	Educational Status			
	a) Degree	26	7.9	7.9
	b) Masters	213	62.9	70.8
	c) Doctorate	99	29.2	100.0
	Total	339	100	

Source: Survey 2020

The result and discussion is presented based on the objectives of the study. Table 4.2 presented information concerning respondents such as demographic data, service year and educational status. The study identified that 51.3% of respondents were male while the remaining 48.7% were female. Though the total proportion of females was fairly lower when compared with the proportion of male, they were well represented in the sample.

Employees who are aged below 33 were 33.6% while 36.9% were aged from 33 to 40. In addition, respondents aged from 41-49 accounted for 20.4% while 6.8% were aged from 50-59 and the remaining 2.4% were aged 60 and above. The data demonstrated that all age groups were included in the sample which assures the overall generational representation.

Employees who are working for less than six years accounted for 33% while 30.1% were working from six to ten years. In addition, 20.1% of employees were working from 11 to 15 years and the remaining 16.8% were working for more than 15 years. The data showed that most of the respondents were working for more than six years which entails validating their ability to judge the subject of discussion.

In an attempt to identify the educational status of respondents, the study revealed that 29.2% of respondents have a Doctorate Degree while 62.8% and 7.7% have Masters Degree and BA/Bsc Degree respectively. This shows that most of the respondents were qualified and considered that their understanding and judgement of the issue under discussion was more objective.

a. Academicians level of sense of calling towards their line of work

Academicians' level of sense of calling is presented in three major categories. Namely, purposeful work, transcendence summons, and pro-social orientation. Three of these dimensions are presented as search and presence which shows whether the participants were searching or already have the specific element during the study time.

Table 4.3 Responses on the Level of Transcendence Summon Presence

		Frequency	Percent	Cumulative Percent
	Not true of me	78	23	23
	True of me	207	61	84
	Absolutely true of me	54	16	100
	Total	339	100	

Source: Survey 2020

As can be seen in the above table the majority of the respondents (61%) agreed on the presence of transcendence summon which is they believed that they are pursuing their current line of work because they believed they are called to do so. Thus, it can be said that the level of transcendence summon presence is high as only 23% of the participants said 'not true of me'.

Table 4.4 Responses on the Level of Purposeful Work Presence

		Frequency	Percent	Cumulative Percent
	Not true of me	57	16.8	16.8
	True of me	119	35.1	51.9
	Absolutely true of me	163	48.1	100
	Total	339	100	

Source: Survey 2020

The above table shows that 48.1% and 35.1% of respondents rated their sense of being engaged in purposeful work as 'absolutely true of me' and 'true of me'. From this result, it can be said that the sense of academicians engaging in purposeful work is high as only 16.8% of them said 'not true of me'.

Table 4.5 Responses on the Level of Purposeful Work Search

	Frequency	Percent	Cumulative Percent
Not true of me	108	31.9	31.9
True of me	123	36.2	68.1
Absolutely true of me	108	31.9	100
Total	339	100	

Source: Survey 2020

The above table shows that 36.2% of respondents sensed that they are searching for purposeful work as they responded 'true of me'. Besides, 31.9% of respondents disagreed that they are not searching for purposeful work. This result indicates that most academicians are searching for purposeful work which has an implication on how academicians are being recruited and joining to this line of work.

Table 4.6 Responses on the Level of Pro-social Orientation Search

	Frequency	Percent	Cumulative Percent
Not true of me	110	32.4	32.4
True of me	128	37.8	70.2
Absolutely true of me	101	29.8	100
Total	339	100	

Source: Survey 2020

The results shown above indicate that 37.8% and 29.8% of the respondents are searching for pro-social orientation as they rate their level of pro-social orientation 'true of me' and 'absolutely true of me'. On the other hand 32.4% of the participants responded 'not true of me' which shows they are not searching for pro-social orientation. This result indicates that the majority of respondents are looking for other careers which meet society's needs.

The below table indicates that the majority of the research participants 56.6% have a high level of pro-social orientation presence as they responded 'absolutely true of me'. The rest 6.5% of respondents did not sensed pro-social presence as they said 'not true of me'. The above finding shows that the majority of the academicians have pro-social orientation presence in their career.

Table 4.7 Responses on the Level of Prosocial Orientation Presence

	Frequency	Percent	Cumulative Percent
Not true of me	22	6.5	6.5
True of me	125	36.9	43.4
Absolutely true of me	192	56.6	100
Total	339	100	

Source: Survey 2020

b. Academicians level of Job Satisfaction and Job Performance

The job satisfaction result of academicians' is presented with two major categories as extrinsic and intrinsic job satisfaction.

Table 4.8 Responses on the Level of Extrinsic Job Satisfaction

	Frequency	Percent	Cumulative Percent
Extremely dissatisfied	4	1.18	1.18
Very dissatisfied	46	13.57	14.75
Moderately dissatisfied	90	26.55	41.30
Moderately satisfied	129	38.05	79.35
Very satisfied	63	18.58	97.93
Extremely satisfied	7	2.07	100
Total	339	100	

Source: Survey 2020

The above table demonstrates that a significant number of academicians (41.3%) are dissatisfied extrinsically with their job. The other 38.05% and 18.58% are moderately satisfied. Only 2% of the participants are highly satisfied in their current job. This implies a lack of extrinsic motivations in the working environment. Thus university leaders and concerned bodies have to revisit the working environment and identify the reasons which can add to the extrinsic dissatisfaction of the academic staff.

As indicated on table 4.9 a fairly significant number 31.85% of academicians are dissatisfied extrinsically. The other 64% of them are moderately satisfied. The rest 3.55% are highly satisfied intrinsically in their current line of work. When it is compared with the result of respondents in extrinsic satisfaction, the number of respondents intrinsically satisfied is better.

Table 4.9 Responses on the Level of Intrinsic Job Satisfaction

	Frequency	Percent	Cumulative Percent
Extremely dissatisfied	5	1.47	1.47
Very dissatisfied	33	9.73	11.20
Moderately dissatisfied	70	20.65	31.85
Moderately satisfied	106	31.27	63.12
Very satisfied	113	33.33	96.45
Extremely satisfied	12	3.55	100
Total	339	100	

Source: Survey 2020

This can imply that some academicians are linked their internal motivation drives with their job no matter what the external work environment look like.

Table 4.10 Responses on the Level of Task Performance

	Frequency	Percent	Cumulative Percent
Strongly disagree	13	3.8	3.8
Disagree	36	10.6	14.4
Agree	167	49.3	63.7
Strongly agree	123	36.3	100
Total	339	100	

Source: Survey 2020

As indicated in the above table a significant portion of respondents (49.3%) rated their task performance responding 'agree' while the other sizable portion of respondents (36.3%) responded 'strongly agree'. Therefore, the level of academicians' task performance is said to be high as only 14.4% of respondents disagree.

Table 4.11 Responses on the Level of Contextual Performance

	Frequency	Percent	Cumulative Percent
Strongly disagree	3	0.9	0.9
Disagree	31	9.1	10
Agree	152	44.8	54.8
Strongly agree	153	45.2	100
Total	339	100	

Source: Survey 2020

The questionnaire contained five items which are intended to measure contextual performance of employees. As indicated in the above table most of the respondents (45.2%) responded 'strongly agree' while the other significant portion (44.8%) of respondents said 'agree'. Thus, it can be said that academicians are good at contextualizing themselves with their work environment.

Table 4.12 Responses on the Level of Counter Work Performance

	Frequency	Percent	Cumulative Percent
Strongly disagree	16	4.7	4.7
Disagree	124	36.6	41.3
Agree	128	37.8	79.1
Strongly agree	71	20.9	100
Total	339	100	

Source: Survey 2020

The questionnaire included five questions intended to measure employees' counterproductive behavior. The responses of respondents were required to be reversed as the questions were reversing phrases (Field, 2009). Therefore, these reverse-scored items are reversed in order to avoid response bias. As indicated in the above table, 41.3% of respondents gave low results for their counter work performance behavior. The rest 58.7% of the respondents agreed on the presence of counterproductive behaviors. Thus, it can be concluded that most academicians demonstrated counterproductive behavior.

c. The Relationship between Sense of Calling and Job Satisfaction and between Sense of Calling and Job Performance

Correlation Analysis

Correlation analysis was conducted in order to ascertain the existence of the relationship among the variables. The below table indicated the relationship between sense of calling and job performance dimensions. Correlation coefficient values (r) between 0 and 0.09 (0 and -0.9) indicate a very weak or no significant positive or negative relationship (Ratner, 2009). As indicated in Table 4.14 there is no significant relationship (*r*=.025, *p*=.647) between sense of calling and task performance. Besides, there is no significant relationship (r=.060, p=.272) between sense of calling and contextual performance. Conversely, there is a significant inverse relationship (r=-.281, p=.000) between sense of calling and counterproductive behavior.

Table 4.14 Relationship between Sense of Calling and Job Performance Dimensions

		Task Performance	Contextual Performance	Counterproductive Behaviour
Sense of Calling	Pearson Correlation	.025	.060	-.281**
	Sig. (2-tailed)	.647	.272	.000
	N	339	339	339

**. Correlation is significant at the 0.01 level (2-tailed).

In contrast to the above finding, Dik and Duffy (2008) found out that sense of calling has a direct relationship with job satisfaction and job performance. Similarly, a study conducted in South Korea revealed that perceiving a calling is positively correlated to job satisfaction, job involvement and performance (Park, Kim, Lim and Sohn, 2019). This study also shows that job involvement mediates the relationship between sense of calling and job satisfaction as well as the relationship between calling and job performance (Park, Kim, Lim and Sohn, 2019). Another study conducted in China among construction managers also put calling positively moderates the relationship between role conflict and job performance but the moderate effect of calling on job performance and job ambiguity is insignificant (Wu, Hu and Zheng, 2019).

Table 4.15 Relationship between Sense of Calling and Job Satisfaction Dimensions

		Extrinsic Job satisfaction	Intrinsic Job Satisfaction
Sense of Calling	Pearson Correlation	.086	-.037
	Sig. (2-tailed)	.112	.492
	N	339	339

**. Correlation is significant at the 0.01 level (2-tailed).

The above table indicated the relationship between sense of calling and job satisfaction dimensions. As indicated in Table 4.15 there is no significant relationship (*r*=.086, *p*=.112) *between sense of calling and extrinsic job satisfaction. Besides, there is no significant relationship (r*=-.037, *p*=.492) *between sense of calling and intrinsic job satisfaction. Unlike the above finding, i*n a study conducted by (Duffy et.al, 2015), calling was strongly correlated with job satisfaction and work engagement. Likewise, Douglass, Duffy, and Autin (2016) also found that there is a significant level of connection between sense of calling and job satisfaction.

Factors such as cultural and traditional differences, various situations, settings, institutional circumstances and other diversity factors might affect the relationship of sense of calling and the strength of its correlation with job-satisfaction and other organizational behaviors.

Table 4.16 Relationship between Job Satisfaction and Job Performance Dimensions

		Task Performance	Contextual Performance	Counter Productive Behavior
Job Satisfaction	Pearson Correlation	.503**	.392**	.340**
	Sig. (2-tailed)	.000	.000	.000
	N	339	339	339
**. Correlation is significant at the 0.01 level (2-tailed).				

The above table indicated the relationship between job satisfaction and job performance dimensions. As indicated in Table 4.16 there is a significant positive relationship(*r*=.503, *p*=.000) *between* job satisfaction *and Task performance.* There is also a significant positive relationship (r=.392, p=.000) between job satisfaction and contextual performance. In addition, a significant positive relationship (r=.340, p=.000) exists between job satisfaction and counterproductive behavior.

The above result is supported by Revenio Jalagat (2016) who proved that job satisfaction and job performance correlates with each other and functioned interdependently. Higher job satisfaction leads to higher performance when job satisfaction and performance is linked with group performance (Jalagat, 2016).

On the other hand, the result of a study which used seven general models to see the connection between job satisfaction and job performance put an inconsistent relationship between job satisfaction and job performance (Judgeet.al, 2001).

6. Conclusion

Conclusion is made based on the findings presented above. The moderate senses of calling infer that academicians consider their job as an ordinary task. However, the existence of a high sense of pro-social orientation implies that academicians suppose their occupation as respected though they are still yearning for the most prized job. The presence of high sense of searching pro-social orientation along with low job satisfaction could infer that academicians are searching for a better job in order to get satisfaction while maintaining their respected job.

In addition, the absence of significant relationship of sense of calling with both dimensions of job satisfaction and the two job performance dimensions called task performance and contextual performance inferred that sense of calling is not a motivating factor for academicians. On the other hand, the existence of an inverse relationship between sense of calling and counterproductive behavior infer that sense of calling reduces destructive behavior in the working environment of the academicians.

7. Recommendation

Based on the findings of the study, the following recommendations are given which academic institutions would consider for improving academicians' satisfaction and enhancing performance and maintaining the same to contribute their utmost for the nation's development.

- The academic institutions should strive to escalate academicians' morale by attaching meaning to their work; hence, they consider their job more than an ordinary task. Instead, they are engaging in purposeful and respectable work which contributes a lot to the development, enrichment and betterment of the national society and beyond.
- Further research should be studied to identify reasons which are affecting academicians' level of satisfaction, sense of meaning and purpose in their profession in order to maximize their job satisfaction, a sense of meaning and purpose they attach in their work as it is a crucial occupation to nurture the coming generation or workforce and initiate change, transformation and holistic development.
- The academic institutions should bring sense of calling or the meaning and purpose academicians attach in their work and life into discussion as it has a diminishing effect on counterproductive behavior.
- More studies should be conducted to address the absence of significant relationship of sense of calling with both dimensions of job satisfaction and the two job performance dimensions called task performance and contextual performance in contrary to the theories and empirical findings.
- Behavioral researchers also need to address the issue since some behavior that lead to beneficial results in one culture do not necessarily lead to positive results in another culture. So a study which can provide evidence for cross-cultural differences of sense of calling is recommended to uncover more on the area.
- The way or the strategy that the academic staff is being recruited should be assessed and reevaluated as most academicians are searching for purposeful work rather than taking their current line of work as meaningful and purposeful.
- Education policies and curriculums should also be seen and revisited on how they can incorporate the dimensions of sense of calling and vocation or the personal meaning, passion and purpose that individuals attach with various professions in order to lead the coming generation into what they inclined so as to help them grow rich and flourish.

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