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Teaching as a Job, Career or Calling: Empirical Evidence from Agricultural University, China

Abstract

Despite an emerging interest in work attitudes (job, career and calling), researchers know little about whether these attitudes matter in the workplace. We explore the under-examined relationship between work attitudes and work outcomes (work satisfaction and internal work motivation) among the teachers of Northwest A&F University China. Although some theory suggests that calling may be strongly correlated with work satisfaction, this study predicted that a career attitude is more positively associated with work satisfaction. The correlation analysis revealed a significant and positive relationship between career, calling and work outcomes as well as a significant and negative relationship between job and work outcomes. The multiple regression analysis indicated a significant impact of career and calling on work satisfaction but only calling has a significant impact on internal work motivation. Further, based on this study, we suggest that work attitudes as a predictor of work satisfaction can give very useful insights into redesigning jobs for the higher education sector in order to increase the level of job satisfaction and motivation of teachers.

Keywords: *work attitudes, work satisfaction, internal work motivation*

1. Introduction

Higher education has become a major source of economic competitiveness in the progressively knowledge-driven global economy. As higher education systems grow and expand, society is increasingly concerned about the quality of institu-