

The Teachers' Career Calling at Public Vocational Colleges in Shanghai City

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ABSTRACT

The objective of this research was to explore the components of teachers' career calling at Public Vocational Colleges in Shanghai City under the People's Republic of China.

The research methodology was a mixed-method. The key informants were 7 administrators and 6 teachers obtained by purposive sampling technique. The instrument used for data collection and analysis was an indepth interview questions and content analysis.

The research findings revealed that the components of teachers' career calling at Public Vocational Colleges in Shanghai City included: guiding force, meaning and value, altruistic, career persistence, excelsior and lifelong learning.

Keywords: Career Calling, Vocational College, Shanghai City

1. Introduction

In the new era, the career calling has become a common phenomenon, and ordinary people realize their life value under the guidance of calling. For individuals, the power of career calling is very great. It will make people realize that they are a part of the overall situation and work hard for it. The goal of work is no longer just to pursue material abundance and job promotion, but to be endowed with a higher level of spiritual pursuit. More and more people regard work as the most important way to realize their life value. This desire to realize self-worth from the career is called career calling.

The incentive effect of money and material resources on employees has become increasingly small. Listening to their inner thoughts has become an important way for employees to choose their work and life, thereby satisfying their pursuit of finding their own

sense of value from work. Especially the new generation of employees have begun to become the main force in the labor force, and they are more eager to show their talents and value in the workplace. Faced with this new concept and form of work, organizations urgently need to summon this new source of motivation to stimulate employees' work enthusiasm. It is in this social context that exploring the relationship between people and work from the new research perspective of career calling has become particularly important.

If China wants to become a manufacturing power, vocational education is particularly important, and higher vocational education is an important part of China's education system. The teaching staff is the main body of higher vocational education and the executor of professional teaching. The quality of the teaching staff is directly related to the training quality of the professional skill talents. The newly revised Vocational Education Law of the People's Republic of China, which was implemented in May 2022, stipulates that vocational education is an education type with the same important status as ordinary higher education, and proposes to strengthen the construction of teachers' ethics, create a good learning environment, and ensure the quality of education and teaching, so as to cultivate high-quality technical and skilled personnel for the country and society.

The development goals set by Shanghai require a large number of technical talents, and the cultivation of technical talents cannot be separated from the development of Shanghai vocational education. Teachers are the most core element in the vocational education system. In the past education system in Shanghai, undergraduate and graduate education were more advanced and developed, while vocational education was relatively weak, which did not meet the positioning requirements of Shanghai's future development. The work engagement, educational level, and career calling of vocational college teachers in Shanghai are relatively low, and there is still a lot of room for improvement. This study aims to conduct a multidimensional study on the career calling of vocational college teachers, in order to provide reference guidelines for educational management.

Therefore, it is of great practical and theoretical significance to study the career calling of teachers in higher vocational education.

2. Research Purpose

To explore the components of teachers' career calling at Public Vocational Colleges in Shanghai City.

3. Benefits of Research

College administrators could pay attention to the shaping of teachers' career calling. The research results are not only conducive to promoting teachers to pursue and enhance their career calling in education, internalizing their educational responsibilities into their own conscious behavior, but also conducive to college administrators to more accurately and efficiently stimulate teachers' career calling.

4. Research Process

Step1: To study the components of teachers' career calling by content analysis from literature reviews and related research.

Step2: Create a question by content analysis of component.

Step3: In-depth interview by purposive sampling, with 13 key informants who are 7 administrators and 6 teachers.

5. Population and Sample

1. The population were the teachers who worked in academic year 2023 at Public Vocational Colleges in Shanghai City.

2. Sample were Key informants for in-depth interview total 7 administrators and 6 teachers by purposive sampling, The Selection administrators with more than 3 years of management experience, and teachers with more than 5 years of teaching experience.

6. Instruments

1. The questionnaire for Content analysis
2. The questionnaire for In-Depth interviews

7. Data analysis

Content analysis through the Chinese and international related studies, the career calling dimension structure to summary as the table 1-2, there were several main tools for measuring career calling as follows:

Table 1: Career Calling Dimension Structure

Career Calling Dimension Structure			
Classification	Author	Dimension	Object
Single-Dimension	Davidson & Caddell, 1994	I feel strong calling from bottom of my heart.	employee
	Wrzesniewski, Mccauley, & Rozin, 1997	COS(Calling Orientation Scale)	employee
	Bunderson & Thompson, 2009	NCS (Neoclassical Calling Scale)	employee
	Dik, Eldridge, & Steger, 2012	BCS (Brief Calling Scale)	college student, employee
	Dobrow & Tosti-Kharas, 2011	12-CS (12-Calling Scale)	college student, employee
Three-Dimension	Dik, Eldridge, & Steger, 2012	CVQ (Calling and Vocation Questionnaire)	college student, employee
	Tracy, 2009	Job, Family and social professional calling	employee
	Praskova, Creed, & Hood, 2015	CCS(Career Calling Scale)	college student, employee
	Zhang Chunyu, 2015	CCS(Chinese Calling Scale): 1.guiding force 2.meaning and value, 3.altruistic	college student
	Zhang Chunyu, 2015	CCS-E(Chinese Calling Scale-employee): 1.guiding force 2.altruistic 3.proactive progress	employee
Four-Dimension	Jia & Wang, 2018	1.responsibility 2.purpose and meaning	Old Scientists

Career Calling Dimension Structure			
Classification	Author	Dimension	Object
		3.prosocial behavior 4.long-term sustainability	
	Liao, Hu, & Zhang, 2014	1.mission arousal 2.altruistic dedication 3.responsibility taking 3.professional persistence	Primary and Secondary school teachers
	Tong Jing, 2014	1.intrinsic motivation 2.professional significance 3.calling experience 4.pro social	employee
Five- Dimension	Hagmaier & Abele, 2012	MCM(Multidimensional Calling Measure): 1.transcendent Guiding Force 2.identification with one's work 3.sense of Meaning 4.value-driven behavior 5.person-environment fit	employee
	Zhou Xiaoxue, 2021	1.guiding force 2.meaning and value 3.altruistic 4.career persistent 5.excelsior	skilled talent employee

From table 1: in the current study about career calling, there were five main tools for measuring career calling from the table as below:

1. Brief Calling Scale (BCS). This is a scale developed by Dik, and its biggest feature is that it does not explicitly indicate the source of calling, but requires participants to choose measurement items based on their own inner definition of

calling. Although the scale only has two items, it has good simultaneous and discriminative validity. There is a very high correlation between the two items.

2. Calling and Vocation Questionnaire (CVQ). This is a scale developed by Dik and is currently one of the most frequently followed and cited. Unlike BCS, CVQ uses 12 items to measure two dimensions of career calling, and further subdivides career calling into three dimensions: transcendent calling, meaningful work, and pro social orientation. However, this scale only tested students as test samples and did not conduct research on employees in the workplace.

3. The Multidimensional Measure of Calling (MCM). This is a test developed by Hagmaier and Abele, and is the only one conducted so far using actual workplace employees as a sample.

4. 12-Calling Scale (12-CS). This is a scale compiled by Dobrow and Tosti-Kharas (2011), and its theoretical basis is developed from the modern perspective of calling. 12-CS has obtained strict practical testing and has reliable reliability and validity. If researchers want to measure other occupational groups, they can simply replace the job or occupational name in the entry and use it directly.

5. The scale of Zhou Xiaoxue. This is a new scale developed by Zhou Xiaoxue in the Chinese context, which meets the measurement requirements for career calling in the Chinese context. It mainly includes five dimensions, namely guiding force, meaning and value, altruistic, career persistent, excelsior. This scale tested skilled talent employee as test samples.

Table 2: Career calling dimensions from key informants

In-depth interview dimensions statistics: What do you think are the more important factors in teachers' career calling of public vocational college?

No.	Experts	Dimensions						
		1	2	3	4	5	6	7
		Guiding force	Meaning and value	Altruistic	Career persistence	Excelsior	Lifelong learning	Skill updates
1	Expert1	√	√	√	√	√		√
2	Expert2		√	√		√	√	√
3	Expert3	√	√		√	√		

No.	Experts	Dimensions						
		1	2	3	4	5	6	7
		Guiding force	Meaning and value	Altruistic	Career persistence	Excelsior	Lifelong learning	Skill updates
4	Expert4	√	√	√	√	√	√	
5	Expert5	√	√	√		√	√	√
6	Expert6	√	√	√	√	√		
7	Expert7	√	√		√	√	√	
8	Expert8	√	√	√		√	√	√
9	Expert9	√	√	√	√	√	√	
10	Expert10	√	√	√		√	√	√
11	Expert11	√	√	√	√	√		
12	Expert12	√	√	√	√	√	√	
13	Expert13	√	√	√	√	√		
N=13		12	13	11	9	13	8	5

From table 2 and figure 1: according to the in-depth interview dimensions, six dimensions are divided into the rationality of guiding force, meaning and value, altruistic, career persistence, excelsior and lifelong learning. Based on interviews with key information providers, the researcher chose percentage dimensions that were greater than or equal to 50%, resulting in seven dimensions.



Figure 1: Career calling dimensions from key informants

8. Conclusion and discussion

The components of teachers' career calling based on current situation include (1) Guiding force, (2) Meaning and value, (3) Altruistic, (4) Career persistence, (5) Excelsior, (6) Lifelong learning. The conclusion of these concepts as follows:

1. Guiding force emphasizes that the career calling has a power of traction and guidance. This power can be external, such as national calls, family expectations, etc., or internal, such as personal needs, striving to achieve goals, etc.

The meaning and value emphasizes the alignment of an individual's professional role with their established life goals, personal interests, and regards career calling as an extension of the individual's life meaning. This finding is consistent with Jia, W., & Wang, Z. (2018). A Case Study on the Connotation and Influencing Factors of the career calling.

2. Altruistic emphasizes the spiritual connotation of career calling to provide help and services to others and society, and a willingness to contribute, consisted with Dik, B. J., Eldridge, B. M., Steger (2012). Development and validation of the Calling and Vocation.

3. Career persistence of vocational college teachers refers to their unwavering commitment and sense of responsibility to the education industry when facing challenges, temptations, and pressures, adhering to the principles and values of education, and continuously making efforts for the growth and development of students. This finding is consistent with Liao, C., Hu, Y., Zhang, J. (2014). The Relationship between Career Calling and Professional Commitment of Primary and Secondary School Teachers.

4. The excelsior of vocational college teachers is mainly reflected in their love for the education industry, proficiency in professional knowledge, and high attention to each individual student. They not only impart skills, but also impart professionalism. Striving for excellence is a belief and a mission. They not only teach students skills, but also guide them on how to apply this spirit of excellence to their future career. This professional connotation not only has a positive impact on students' employment, but also has a profound impact on the development of society. Because teachers with this spirit of striving for excellence can cultivate students with a high sense of responsibility, excellent professional skills, and innovation, and contribute to the progress of society. And 5. The lifelong learning for vocational college teachers is mainly reflected in their continuous enthusiasm for the education industry, constantly updated knowledge and skills, and their responsibility for the comprehensive development of students. They not only need to have a solid professional

foundation, but also need to constantly update their knowledge system to keep up with the development of the industry and technological innovation. This finding is consistent with Liao, C., Hu, Y., Zhang, J. (2014). The Relationship between Career Calling and Professional Commitment of Primary and Secondary School Teachers.

The administrators should always maintain the passion and desire for learning, and integrate it throughout their career. At the same time, they also need to convey what they have learned to students, helping them establish correct learning concepts and career plans. Only in this way can teachers provide students with up-to-date education and help them achieve comprehensive development and career success. Therefore, lifelong learning is an indispensable professional requirement for vocational college teachers (Zhou, X. (2021). Research on the calling of skilled talents and its impact on creativity).

9. Recommendation

The policy should make mechanism based on guiding force, meaning and value, altruistic, career persistence, excelsior and lifelong learning to enhance teachers' career calling.

1. Regarding government policies, this research can provide more accurate policy directions and formulate policies and regulations on the promotion of teachers' career calling in a targeted manner.

2. For college management and leadership, measures for teachers' responsibility and a learning platform for improving career calling can be formulated, and the implementation is supervised. For college teachers, they can provide the key directions of teachers' teaching, formulate training courses to improve teachers' career calling, so as to improve teachers' teaching level as a whole.

3. For teachers, they could establish and enhance their career calling, enhance their sense of professional happiness, and find their own meaning in life through different training and activities.

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