

The Relationship Between Teachers' Calling, Job Performance, and Organizational Commitment: The Mediating Role of Work-Related Flow Experience

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ARTICLE INFO

ABSTRACT

Keywords:

Calling
Work-Related Flow
Experience
Job Performance
Organizational
Commitment

Received 30 November 2022

Revised 27 March 2023

Accepted 10 April 2023

Article Classification:

Research Article

Purpose - Teachers' work attitudes play an essential role in raising and educating future generations. This study aimed to investigate the effect of teachers' calling on job performance and organizational commitment and the mediating role of work-related flow experience on this effect.

Design/methodology/approach- The data was collected through proper surveys received from 377 teachers in Adana. The appropriate data's frequency analysis and factor analysis were done with SPSS 24.0 and SmartPLS 3.3.9 programs, respectively. The Structural Equation Model (PLS-SEM) method was used to determine the path coefficients (hypotheses) and the mediating role of the model created at the second level.

Findings-The results have shown that calling positively affects job performance, work-related flow experience, and organizational commitment. The work-related flow experience positively affects job performance and organizational commitment. While the partial mediating role of work-related flow experience in the relationship between calling and job performance was affirmed, the mediating role of work-related flow experience in the relationship between calling and organizational commitment could not be confirmed.

Discussion- Teachers with positive attitudes and behaviors towards their profession have trained qualified human resources in the educational system. Teachers who have a calling sense could experience work-related flow experience under suitable conditions, and this could positively affect both their job performance and organizational commitment. Therefore, a supportive environment with managerial and peer support should be created in schools for teachers to find their work more meaningful and increase their calling and work-related flow experiences.

1. INTRODUCTION

In recent years, concepts, or variables within the scope of positive psychology have been frequently discussed and examined in research on organizational behavior. Researchers have been trying to understand the events, subjects, and concepts that make employees happy, their work meaningful and enable them to work with passion, which positively affects their job and life satisfaction. The researchers have tried to find answers to questions: how individuals feel about their jobs, how they perform their jobs, or what jobs mean to individuals is a relative perception. In this context, a growing number of researchers have aimed to understand how an individual's sense of calling could affect one's work and personal life (Afsar et al., 2019).

Duffy et al. (2011) have shown that calling is positively associated with job satisfaction. Individuals with a calling orientation in their work have experienced higher life, health, and job satisfaction (Berg et al., 2010, p. 974). They are more committed to their organizations and this commitment positively affects their job performance (Kim et al., 2018). Similarly, Raatikainen (1997) has found that nurses who experience a calling are highly satisfied and motivated. Employees who perceive their work as a calling have perceived their work as purposeful, fulfilling, and socially beneficial, thereby achieving higher levels of well-being (Jurčec et al., 2021). Similarly, employees with a sense of calling have a stronger organizational commitment (Afsar et al., 2019). Akçakanat et al. (2019) have determined that academicians' calling positively affects their job satisfaction, and have found that flow experience plays a mediating role on this effect. Erceylan et al. (2021) have shown that the work-related flow experience has a significant mediating role where there is a relationship between academicians' subjective well-being and intrinsic motivation. Lavigne et al. (2012) have found that

Suggested Citation

Çalışkan, Y., Kılınçarslan, Ö., Efeoğlu, İ. E. (2023). The Relationship Between Teachers' Calling, Job Performance, and Organizational Commitment: The Mediating Role of Work-Related Flow Experience, *Journal of Business Research-Turk*, 15 (2), 848-864.

harmonious passion is positively and strongly related to flow experience at work, however negatively related to burnout.

Studies have also found positive relationships between the calling and work-related flow (Duffy et al., 2011). People who are call-oriented place a high value on their work, which represents one of the most critical areas of their lives. Therefore, they are more likely to perform their duties well. While doing their job, they are in the flow of work. Both experiencing work as a calling and being in flow are associated with plenty of positive organizational outcomes such as psychological well-being, job satisfaction, and a sense of meaning (Jurčec et al., 2021). Teaching is a demanding profession that requires dedication, motivation, demanding work, and purposefulness (Beltman et al., 2011). Teachers should love their jobs and show high performance to raise more conscious generations. Karabacak et al. (2020) have emphasized that employees who have intrinsic motivation, absorption, and work enjoyment, have a work-related flow experience, which enables them to engage with the work, and have high job satisfaction as well. Büyükoğlu (2015) has stated that school principals' characteristics (patient, hardworking, intelligent, etc.), experiences, and job completion strategies are effective on their flow experiences. Dik and Duffy (2012) have stated that teachers are more likely to experience calling because they help students directly and concretely. When both family life and work life are taken into consideration, teachers' work-related flow experience is vital for their performance and commitment to the institution. In this way, teachers can fulfill their duties properly, achieve the concentration they need, and work efficiently. Teachers who feel better in the school show better performance. Thus, teachers who have a calling could experience work-related flow, and this may positively affect teachers' both job performance and organizational commitment. In addition, teachers' work-related flow experience may guide students to experience flow and play a vital role in students' passion. For these reasons, the study aimed to investigate the effect of teachers' calling on job performance and organizational commitment and the mediating role of work-related flow experience on this effect.

2. CONCEPTUAL FRAMEWORK

2.1. *Calling*

Although there is no agreement on the definition of calling, Dik and Duffy (2009) have stated that calling is a work principle orientation that expresses the desire of individuals or employees to achieve meaningful goals in their career planning. Dobrow and Tosti-Kharas (2011) have defined calling as a passion that gives meaning to human existence in the workplace. Calling could be defined as fulfilling a desired and meaningful task with a sincere emotional commitment by combining the talents of individuals with knowledge (Hall & Chandler, 2005). Calling is examined under two dimensions (presence of calling, and search for calling) by Dik et al. (2012), who argued that individuals in search for calling want to reach a sense of calling while individuals with the presence of calling are already connected to their work orientation in this emotional state. The perception of calling adds meaning to individuals' work and even their lives (Duffy et al., 2011). Similarly, Hall and Chandler (2005) have stated that calling adds a deep sense of purpose to an individual's work and existence.

2.2. *Work-Related Flow Experience*

Flow experience is defined by Csikszentmihalyi (1990) as "the situation in which an individual fully involved in an activity that nothing else matters; the enjoyable experience that an individual will continue to do it even at a great cost just to do it." Flow experience is the situation where the individuals are satisfied and happy with their work and life by doing something with an internal impulse, not for any external reward (Yeşiltaş & Türk, 2017). This experience develops automatically without any special effort and gives the individual a sense of subjective control. While doing this, flow experience positively affects the individual and helps the individual to show high performance. According to Colombo and Zito (2014), individuals experience flow when they enjoy the activity, spend time and energy in the activity, and balance their skills and the challenge of the activity. When individuals live flow experience in any activity, they show a tendency to be happy afterward (Landhaußer & Keller, 2012).

Flow experience generally is examined in terms of three basic dimensions when considering the work environment (Bakker, 2005). These dimensions are absorption, intrinsic work motivation, and work enjoyment. Here, absorption is explained as an intense concentration case where employees are completely

absorbed in work, intrinsic work motivation means the inherent satisfaction and pleasure of the work-related activity, and work enjoyment refers to the situation where individuals feel happy at work (Bakker, 2005). The term work-related flow experience is defined as individuals' intense focus on the work they are doing, focusing their attention on that work, and isolating everything other than the activity they are doing at that moment from external factors (Csikszentmihalyi, 1990; Özkara & Özmen, 2016). Alternatively, the work-related flow experience refers to the state of being lost with full concentration on the work carried out by the individual (Erceylan et al., 2021). Employees who are aware of a challenge-skill balance will have flow experience at work as long as their professional skills match with job demands (Bakker, 2008). In this regard, Guo (2005) has argued that employees also should have a determined goal regarding the action and receive feedback on how right or wrong they could do during the action.

2.3. Job Performance

Performance is a concept that can be defined as quantitatively and qualitatively indicating what the individual, group, or organization doing a job, can achieve in line with the goal of that job (Çöl, 2008). Job performance refers to an outcome in which the individuals contribute to the organization regarding their behavior and engagement that is assessed by the organization as productive or unproductive (Meyer & Peng, 2005). Employees perform well when they meet the organization's expectations and contribute to the accomplishment of the organization (Jalagat, 2016). According to Serow (1994), individuals who have a calling most probably will tend to invest most of their effort and time in their job, which ends up with individuals' high-level performance. One of the most important reasons for individuals who have a calling is that individuals have high motivation owing to the deep meaning of their job and the benefit that they derive from engaging in it (Duffy et al., 2018). Akhtar and Iqbal (2017) have found that intrinsic motivation is significantly and positively related to job performance. Since intrinsic work motivation is one of the factors that cause work-related flow experience and calling is one of the pioneers of performance, those who have a calling about their career and have intrinsic motivation could show higher job performance.

2.4. Organizational Commitment

Organizational commitment refers to an employee's moral relationship with the organization, which includes loyalty to the organization, belief in the values of the organization, and a sense of commitment to the job (Salincik, 2003). Organizational commitment has significant consequences such as reduced turnover rates, absenteeism, and less workplace conflict (Blau 1986; Pierce & Dunham 1987). In addition, high organizational commitment presents satisfaction, security, and a sense of identity to employees (Lobene & Meade, 2013). Employees' dependence on the organization could be determined through a multi-dimensional approach including normative, affective, and continuance components of organizational commitment (Kim et al., 2019). Normative commitment signifies an obligation of continuance belonging to the organization (Jena, 2015); affective commitment describes an affective and emotional adherence to the organization in which an employee takes pleasure from being a member of the organization (Allen & Meyer, 1990); and continuance commitment means cognizance of costs connected with a break-up (Saha, 2016). Affective commitment differs from normative or continuance commitment in that it is more shaped by individual beliefs and values (Johnson et al., 2010). In this context, especially affective commitment could have a positive relationship with the calling.

2.5. Development of Hypotheses

Dik et al. (2012) have investigated two dimensions: the search for calling and the presence of calling. Erhan et al. (2019) have indicated that studies which explore the relevance between performance and calling are limited. Although these authors examined both search for the calling and the presence of calling's effects on task performance, they found that the only presence of calling positively affects task performance. Similarly, Hall and Chandler (2005) have asserted that if employees have a calling, their job performance will increase. Accordingly, Lobene and Meade (2013) have found that when teachers' level of calling increases, their level of job performance increases. According to these findings, the following hypothesis has been developed:

H1: Calling (CVQ) has a positive effect on Job Performance (JP).

Individuals who love and enjoy their job have absorbed themselves more intensely in their work (Karabacak et al., 2020). They become more motivated by carrying about their job with a sense of pleasure, and this could

lead them to have work-related flow experience. Dik and Duffy (2009) have put forward that the work-related flow experience exists in individuals who have a calling. According to Akçakanat et al. (2019), as the presence of calling among academicians increases, their absorption, intrinsic work motivation, and work enjoyment also increase. Based on these results, the following hypothesis has been created:

H2: CVQ has a positive effect on Work-Related Flow (WOLF).

Since flow experience is qualified with a sense of control, and high motivation, and is seen as a motivating force, positive relation between flow experience and performance was postulated (Landhaußer & Keller, 2012). The work-related flow experience enables individuals to enjoy their work and helps them to achieve significant advantages in their job performance (Nakamura & Csikszentmihalyi, 2005). Accordingly, the work-related flow experience which creates positive feelings for the individual will affect the job performance of that individual positively. In this manner, the work-related flow experience derives the employee a sense of completion, intrinsic motivation, and enjoyment of work (Yeşiltaş & Andıç, 2021). In this context, the following hypothesis has been formed:

H3: WOLF has a positive effect on JP.

Lobene and Meade (2013) have claimed that career calling significantly moderates the relationship between performance and continuance of organizational commitment. Regarding this study results, the next hypothesis has been determined as follows:

H4: CVQ has a positive effect on OC.

According to Ceja and Navarro (2012), the work-related flow experience could affect the employees' happiness and organizational commitment. Similarly, Kim et al. (2019) have found that work-related flow experience significantly affects organizational commitment. Under these outcomes, the subsequent hypothesis has been developed below:

H5: WOLF has a positive effect on Organizational Commitment (OC).

Jalagat (2016) has stated that there is an interaction between job satisfaction, motivation, and job performance. Akçakanat et al. (2019) have determined that the work-related flow experience has a mediation effect in calling's effect on job satisfaction. Since motivation is one of the factors of work-related flow experience and job satisfaction is one of the antecedents of job performance, work-related flow experience could indicate a mediating role in the relationship between calling and job performance. Therefore, the following hypothesis has been constructed:

H6: The WOLF variable has a mediating role in the relationship between CVQ and JP.

According to H4 and H5, people who have a calling and flow experience at their work are more likely committed to their organization. Similarly, Duffy et al. (2011) have found career commitment's partial mediating role in the relevance between calling and organizational commitment. Due to the relationship between the calling, organizational commitment, and work-related flow experience, the last hypothesis has been stated as follows:

H7: The WOLF variable has a mediating role in the relationship between CVQ and OC.

3. METHODOLOGY

3.1. Purpose and Model of the Study

This study is designed to investigate the effect of teachers' calling on job performance and organizational commitment and the mediating role of work-related flow experience on this effect. Figure 1 shows the research model.

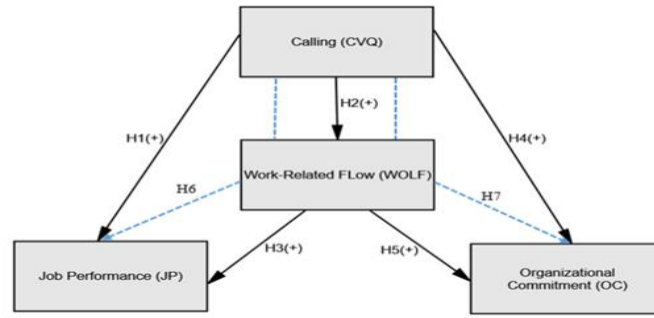


Figure 1. Research model

3.2. Population and Sample

Teachers who work affiliated with the Ministry of National Education from different branches throughout Adana constituted the population of this research. The province of Adana, which is the seventh most crowded province with its cosmopolitan nature among 81 provinces of Türkiye, was chosen as the population to provide advantages in terms of accessibility, cost, and time factors. According to the Ministry of National Education's current statistics report (*National Education Statistics, Formal Education 2020/21, 2021*), there are 30.892 teachers in public and private schools in total in Adana. Due to a lack of opportunities to reach all teachers, survey forms were shared with principals of 30 schools selected by the convenience sampling method from schools in population. A total of 3000 survey forms were sent to those schools' principals using a simple random sampling method regarding the possibility of missing data imputation. Only 400 replies were received, and 377 of the completed surveys were found suitable for evaluation. The population size identified and represented with 0.95 reliability and 0.5 sampling error (Yazıcıoğlu & Erdoğan, 2004), and 394 individuals as a sample could symbolize more than one million people which stands for population (Meydan, 2010). Therefore, the sample size of 377 teachers could be sufficient to represent the population of this study.

3.3. Measures

The Brief Calling Scale, which is shortened from CVQ (Calling and Vocation Questionnaire), was developed by Dik et al. (2012), and its adaptation to Turkish was made by Uzunbacak et al. (2019). This scale consists of two dimensions called "presence of calling (CVQP)" and "search for calling (CVQS)," and each of the dimensions has two items. A five-point Likert scale was utilized to test the items. The scale is scored between (1) not at all of true of me and (5) totally true of me. There is no reverse-scored item in the scale.

The Work-Related Flow Inventory (WOLF) was originated by Bakker (2008) and adjusted to Turkish by Turan and Pala (2021). In its original form, this scale consists of 13 items which were categorized into three dimensions including absorption, intrinsic work motivation, and work enjoyment. However, the Turkish form separated 13 items into two dimensions, which are absorption (A) and intrinsic enjoyment at work (IEAW). Seven-point Likert Scale was utilized to test the items. The WOLF scale is evaluated from never (1) to always (7).

One-dimensional job performance scale which has 4 statements was originated from Kirkman and Rosen (1999) by Sigler and Pearson (2000). Turkish adaptation of the expressions was made by Çöl (2008) and evaluated by scores ranging from (1) strongly disagree to (5) strongly agree.

An abbreviated version of the organizational commitment scale derived by Mowday et al. (1979) from Huselid and Day (1991). This scale was adapted to Turkish by Efeoğlu (2006), which consists of one dimension including 9 items scored between (1) strongly disagree and (5) strongly agree.

The participants included 138 men (36.6%) and 239 women (63.4%). Most of the teachers were aged 41 to 50 years (39%); others were categorized as 23 to 30 (4.5%), 31 to 40 (34.7%), 51 to 60 (20.7%), and 61 and above (1.1%). A total of 84% of teachers owned bachelor's degrees (n=317), however, a small number of teachers had master's degrees (n=57) and PhDs (n=3). A substantial percentage of teachers had no management positions (85.7%), though others were vice principals (6.4%) and principals (7.9%). Teachers' job experience included from 1 to 9 years (n=33), 10 to 19 years (n=142), 20 to 29 years (n=145), 30 to 39 years (n=53), and 40 years and above (n=4). A substantial majority of teachers were teaching at primary schools (53.8%); other categories

included secondary school (23.9%) high school (18.6%), and pre-school (3.7%) levels. Of the 377 attendants, 84.3% were married and 15.7% were single or divorced.

3.4. Data Analysis

The data was analyzed using SPSS 24.0 to determine the frequency and percentage of demographic characteristics. Also, SmartPLS 3.3.9 was used for Confirmatory Factor Analysis (CFA), linearity analysis (Inner VIF values), hypothesis test-path coefficients (p values), blindfolding (Q²), bootstrapping with 5000 sub-samples (statistical significance of p values), and mediating role analysis of measurement model based on PLS-SEM. Due to the failure of the data normally distributed, all latent variables are reflective (they are scales, the concepts exist in the literature, and indicators encompass statements that reflect related variables), and the sample size is not very big, PLS-SEM method could be the best fit technique for the data analysis.

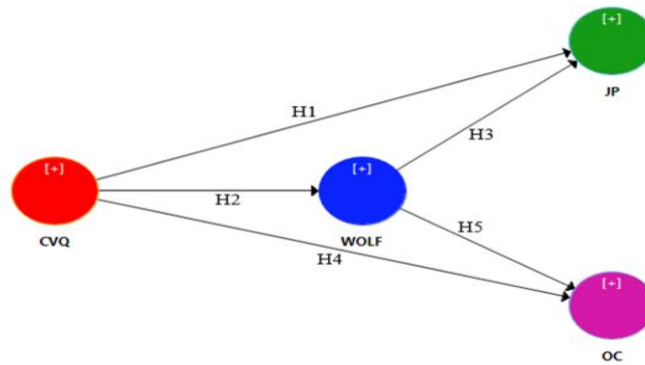


Figure 2. SmartPLS-SEM-inner-measurement model

Figure 2 indicates an inner model which shows the hypotheses of the measurement model in the study. It also shows the relationships between CVQ and JP, CVQ and WOLF, WOLF and JP, CVQ and OC, WOLF and OC. Because both the CVQ variable (CVQP and CVQS) and the WOLF variable (A and IEAW) include two dimensions, the measurement model created a linearity problem and more path coefficients with divergent dimensions. Therefore, PLS-SEM second-order model was formed as shown in Figure 3. To construct reliability, validity, and control linearity of the outer model of the measurement model seen in Figure 3, SmartPLS 3.3.9 was run for factor analysis (CFA) and path analysis (Inner VIF values).

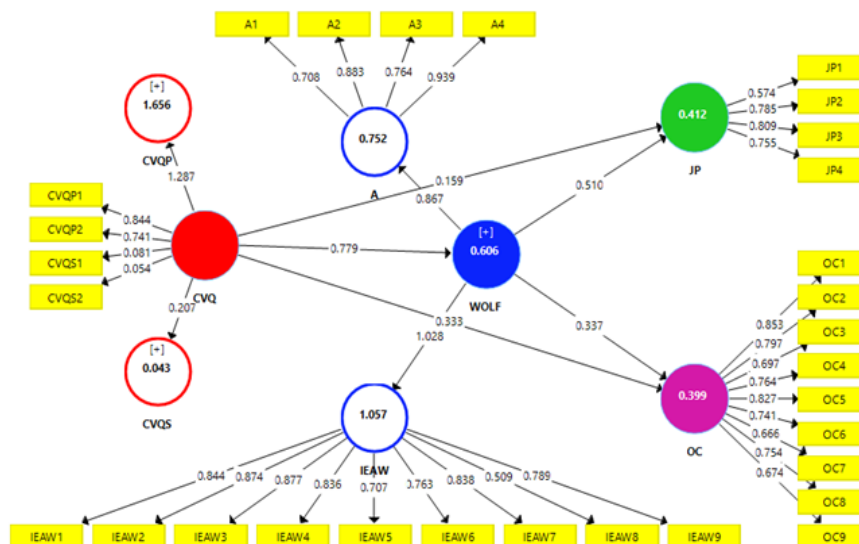


Figure 3. SmartPLS-SEM-outer-measurement model

According to path analysis outcomes, CVQS1 and CVQS2 indicators have low outer loadings and therefore created a linearity problem (VIF<3) as shown in Figure 3. For this reason, these two indicators (CVQS1 and CVQS2) were removed from the model, and then the analysis was repeated. After these two indicators were removed, the linearity problem was solved.

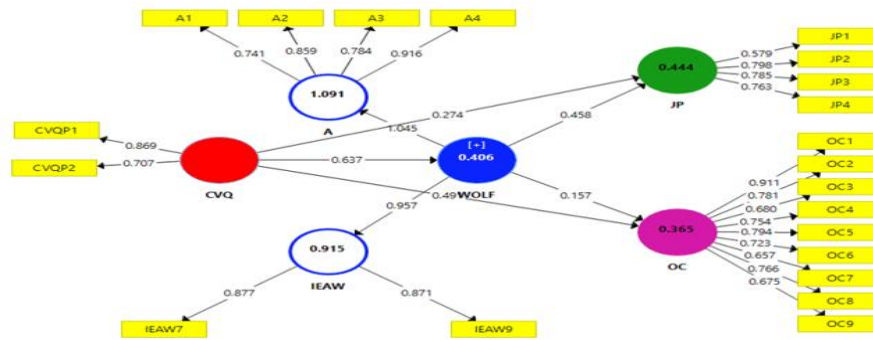


Figure 4. SmartPLS-SEM-structural model

Although outer loadings did not create a problem and reliability coefficients are well, indicators IEAW6, IEAW5, IEAW3, IEAW8, IEAW4, IEAW1, and IEAW2 were removed respectively from the measurement model to provide the Fornell-Larcker criterion. Then, each indicator was removed, and CFA analysis was reapplied for each step. When all these seven variables were expelled from both IEAW variable and WOLF variable, discriminant validity was provided. Afterward, the last form of the measurement model is used as a structural model for the next analyses given in Figure 4. Arrows between indicators and latent variables show outer loadings, arrows between latent variables show path coefficients, and arrows in constructs show R² values in both Figure 3 and Figure 4. In connection with Figure 4 provided all reliability criteria (Cronbach's Alpha, rho_A, Composite Reliability (CR)) and validity criteria (Factor Loadings, Average Variance Extracted (AVE), Cross Loadings, Fornell-Larcker Criterion, HTMT Coefficients) for the last measurement model; linearity analysis, bootstrapping analysis, path analysis-hypothesis test, blindfolding analysis, and mediation effect analysis were done using the structural model shown in Figure 4.

4. RESULTS

While Hair et al. (2017) have suggested that Cronbach's Alpha (α) and CR coefficients are greater than 0.70, Henseler et al. (2016) have suggested rho_A coefficients which are greater than 0.70 for internal consistency reliability criteria. As seen in Table 1, all variables' α , CR, and rho_A coefficients are greater than the threshold value ($\alpha \geq 0.70$; $CR \geq 0.70$; $\rho_A \geq 0.70$). Consequently, the measurement model provided internal consistency reliability. Convergent validity was evaluated through criteria suggested by Hair et al. (2006) based on CFA analysis. These criteria included factor loadings ≥ 0.708 and AVE coefficients ≥ 0.50 . Although there were factor loadings less than the threshold value in Table 1, these loadings were not excluded from the measurement model because AVE coefficients were greater than the threshold value ($AVE \geq 0.50$). Since controlled factor loadings and AVE coefficients were ensured by the criteria, the convergent validity of the measurement model was proven.

Table 1. Internal consistency reliability and convergent validity

Latent Variable	Indicator	Outer Loading	Cronbach's Alpha (α)	rho_A	CR	AVE
CVQ	CVQP1	0.869	0.76	0.78	0.77	0.63
	CVQP2	0.707				
WOLF	A1	0.741	0.90	0.90	0.89	0.59
	A2	0.859				
	A3	0.784				
	A4	0.916				
	IEAW7	0.877				
	IEAW9	0.871				
JP	JP1	0.579	0.82	0.83	0.82	0.54
	JP2	0.798				
	JP3	0.785				
	JP4	0.763				
OC	OC1	0.911	0.92	0.93	0.92	0.57
	OC2	0.781				
	OC3	0.680				

	OC4	0.754			
	OC5	0.794			
	OC6	0.723			
	OC7	0.657			
	OC8	0.766			
	OC9	0.675			

While Fornell and Larcker (1981) have recommended “Cross Loadings” and “Fornell-Larcker Criterion”, Henseler, Ringle, and Sarstedt (2015) have proposed “Heterotrait-Monotrait Ratio (HTMT)” to control discriminant validity. These criteria could be controlled by the CFA analysis results given in Table 2. According to Table 2, first, the latent variables’ each indicator had the highest load under its latent variable, and the difference between the highest load and the load in other latent variables is greater than 0.1. This result indicated that the measurement model accomplished the “Cross Loadings” condition. Second, coefficients of “Fornell-Larcker” written in bold identify square root values of AVE coefficients. Since these values written in bold are higher than other structures’ correlation coefficients, the “Fornell-Larcker Criterion” is fulfilled. Finally, the “HTMT” coefficients in Table 2 are less than 0.85. This outcome demonstrated that all concepts (calling, work-related flow experience, job performance, organizational commitment) are theoretically distant from each other. Consequently, the measurement model provided the “HTMT” condition. Based on these three report results in Table 2, the model conducted discriminant validity condition.

Table 2. Discriminant validity and linearity

Cross Loadings						Fornell-Larcker Criterion					
Indicator	A	CVQ	IEAW	JP	OC		A	CVQ	IEAW	JP	OC
A1	0.741	0.337	0.504	0.395	0.243	A	0.827				
A2	0.859	0.442	0.592	0.480	0.285	CVQ	0.484	0.792			
A3	0.784	0.355	0.551	0.401	0.248	IEAW	0.695	0.736	0.874		
A4	0.916	0.455	0.645	0.542	0.344	JP	0.553	0.566	0.611	0.736	
CVQP1	0.424	0.869	0.668	0.448	0.502	OC	0.341	0.592	0.570	0.615	0.753
CVQP2	0.338	0.707	0.486	0.454	0.433	HTMT Coefficients					
IEAW7	0.575	0.695	0.877	0.528	0.536		A	CVQ	IEAW	JP	OC
IEAW9	0.640	0.592	0.871	0.541	0.459	A					
JP1	0.327	0.288	0.359	0.579	0.371	CVQ	0.484				
JP2	0.458	0.420	0.496	0.798	0.479	IEAW	0.695	0.736			
JP3	0.451	0.472	0.456	0.785	0.466	JP	0.550	0.571	0.611		
JP4	0.383	0.465	0.479	0.763	0.488	OC	0.337	0.591	0.563	0.604	
OC1	0.309	0.470	0.496	0.653	0.911	Inner VIF Values					
OC2	0.224	0.491	0.454	0.493	0.781		A	IEAW	JP	OC	WOLF
OC3	0.215	0.417	0.466	0.385	0.680	CVQ			1.679	1.679	1.000
OC4	0.242	0.438	0.417	0.503	0.754	IEAW					
OC5	0.251	0.531	0.457	0.452	0.794	JP					
OC6	0.251	0.434	0.410	0.436	0.723	OC					
OC7	0.259	0.386	0.367	0.375	0.657	WOLF	1.000	1.000	1.679	1.679	
OC8	0.288	0.450	0.491	0.424	0.766						
OC9	0.266	0.380	0.376	0.401	0.675						

After the measurement model provided reliability and validity conditions, it can be used as a structural model for the next analyses. For the analysis of the structural model, the first step is to control whether the model has a linearity problem or not. Table 2 also gives information about the linearity situation through inner VIF values. According to Hair et al. (2006), a high correlation between latent variables means linearity. If the model is linear, it will lead to increase in standard errors, miscalculation of factor loadings or correlation coefficients,

and even a change of sign of the coefficients (Hair et al., 2017). Diamantopoulos and Siguaw (2006) have put forward that inner VIF values should not exceed 3 (inner VIF < 3) to avoid the linearity problem. Each of the inner VIF values in Table 2 was less than 3. Hence, it could be interpreted that the structural model did not have a linearity problem.

Table 3. Structural model coefficients

Constructs	R ²	Paths	f ²	Blindfolding	Q ²	q ²
WOLF	0.40	CVQ -> WOLF	0.68	Included All Variables		
				JP	0.21	
JP	0.44	CVQ -> JP	0.08	OC	0.17	
				WOLF	0.18	
OC	0.36	CVQ -> OC	0.22	Excluded CVQ		
				JP	0.19	0.03
OC	0.36	WOLF -> JP	0.23	OC	0.11	0.07
				Excluded WOLF		
		WOLF -> OC	0.02	JP	0.13	0.10
				OC	0.15	0.02

Information about R² (rate of explanation), f² (effect size), Q² (blindfolding), and q² (partial predictive power) could be interpreted according to related coefficients in Table 3. While R² indicates the in what percentage of response variables (endogenous) are explained by predictor variables (exogenous), f² shows shares in these explanation rates (Yıldız, 2020). From R² values in Table 3, 40% of WOLF, 44% of JP, and 36% of OC were explained by CVQ. According to Yıldız (2020), these R² values are evaluated as moderate. When f² coefficients are checked, CVQ has a high effect size for WOLF (f² = 0.68 ≥ 0.35), a weak effect size for JP (f² = 0.08 ≥ 0.02), and a medium effect size for OC (f² = 0.22 ≥ 0.15). In terms of mediator, WOLF has a medium effect size for JP (f² = 0.23 ≥ 0.15) and the weak effect size for OC (f² = 0.02 ≥ 0.02). Q² values (Q² > 0) show that the research model has predictive power of endogenous variables (Yıldız, 2020). According to Q² values in Table 3, the model of the research has medium predictive power for JP (Q² = 0.21 ≥ 0.15), OC (Q² = 0.17 ≥ 0.15), and WOLF (Q² = 0.18 ≥ 0.15) according to Sönmez Çakır (2020). To demonstrate the contribution of exogenous variables to predictive power, q² coefficients should be calculated (Yıldız, 2020), which was formulated by Hair et al. (2017): q² = (Q²included - Q²excluded) / (1 - Q²included). Table 3 shows that WOLF has weak partial predictive power for JP (q² = 0.03 ≥ 0.02) and OC (q² = 0.07 ≥ 0.02) when CVQ is excluded from the model. Additionally, CVQ has weak partial predictive power for JP (q² = 0.10 ≥ 0.02) and OC (q² = 0.02 ≥ 0.02) when WOLF is excluded from the model.

SmartPLS program uses bootstrapping (resampling-derivative sampling) technique for hypothesis test (Yıldız, 2020). In order to test hypotheses, there should be the number of "5000" for the subsample (Hair et al., 2017; Henseler et al., 2016). Table 4 shows Bootstrapping (5000 subsamples) results of the hypothesis test. This table shows β coefficients (path coefficients) and their mean values, standard deviation values, t values, p values, 2.5%, and 97.5% confidence interval values. Because path coefficients have p values less than 0.05, t values greater than 1.96, CI (2.5%) and CI (97.5%) do not include zero (0) for all hypotheses; it could be indicated that CVQ positively affects JP (H1), WOLF (H2), and OC (H4); WOLF positively affects JP (H3) and OC (H5) based on the information given by Sönmez Çakır (2020) and Yıldız (2020). Hence, hypotheses H1, H2, H3, H4, and H5 were supported on the 95% CI.

Table 4. Hypothesis test results

Hypothesis	Path	β	Mean (M)	STDEV	T Statistics	P Values	CI (2.5%)	CI (97.5%)	Decision
H1	CVQ -> JP	0.271	0.276	0.075	3.613	0.000	0.131	0.428	Supported
H2	CVQ -> WOLF	0.636	0.637	0.047	13.615	0.000	0.542	0.729	Supported
H3	WOLF -> JP	0.460	0.458	0.074	6.239	0.000	0.306	0.597	Supported
H4	CVQ -> OC	0.488	0.491	0.074	6.625	0.000	0.349	0.636	Supported
H5	WOLF -> OC	0.160	0.161	0.074	2.170	0.030	0.011	0.299	Supported

Baron and Kenny (1986) have suggested four important steps to determine the mediating role in the model. First, the relationship between the exogenous variable (CVQ) and endogenous variable (JP and OC) should be a statistically significant ($p < 0.05$), which is expressed with path 'c' (total effect). Second, the relationship between the exogenous variable (CVQ) and mediator variable (WOLF) should be statistically significant ($p < 0.05$), which is shown with path 'a' (direct effect). Third, when the effect of the exogenous variable (CVQ) is controlled, the relationship between the mediator variable (WOLF) and endogenous variable (JP, OC) should be statistically significant ($p < 0.05$), that is presented with path 'b' (direct effect). Fourth, the exogenous variable's (CVQ) direct effect (path 'c') on the endogenous variable (JP, OC) disappears completely when the model includes the mediator variable, which is a full mediation effect. If this effect decreases, there is a partial mediation effect. However, to control the mediating role's validity, Hair et al. (2017) have suggested to calculate and assess variance accounted for (VAF coefficient) through the formula, which is $VAF = (axb)/(axb+c')$. Here, $VAF < 20\%$ means no mediation, $20\% \leq VAF \leq 80\%$ means partial mediation, and $VAF > 80\%$ means full mediation.

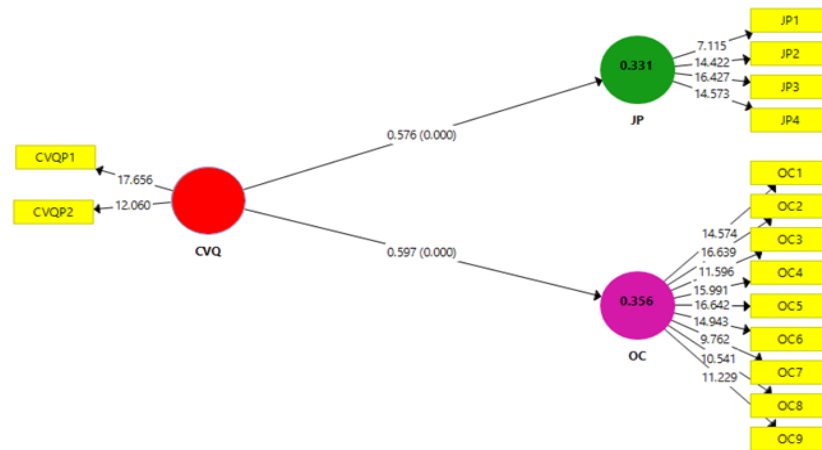


Figure 5. Direct effects without mediator variable

Figure 5 shows the direct effect of CVQ on JP ($\beta = 0.576, p = 0.000 < 0.05$) and OC ($\beta = 0.597, p = 0.000 < 0.05$) when WOLF was excluded from the model. This result provided the first step of the mediating role. When WOLF was included in the analysis, CVQ affected WOLF positively ($\beta = 0.636, p = 0.000 < 0.05$) as seen in Figure 6. This outcome fulfilled the second step of the mediating role. Figure 6 also shows the statistically significant effect of WOLF on JP ($\beta = 0.460, p = 0.000 < 0.05$) and OC ($\beta = 0.160, p = 0.027 < 0.05$). These effects confirmed the third step of the mediating role.

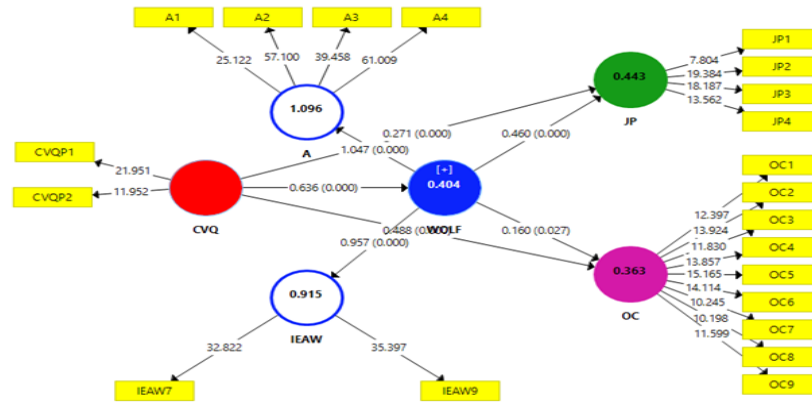


Figure 6. Direct effects with mediator variable

Arrows located between latent variables and observed variables (indicators) stand for t values, arrows between latent variables show path coefficients, values in parentheses refer to p values, and numbers in constructs indicate R² values both in Figure 5 and Figure 6. According to values in Figure 5 and Figure 6, total effects were calculated when the WOLF variable was in the analysis. Direct, indirect, and total effect coefficients, VAF coefficients, t values, p values, 2.5%, and 97.5% confidence interval values are presented in Table 5. When the results of Table 5 are checked, direct, indirect, and total effects are statistically significant for the mediating role. The t values are greater than 1.96, the p values are less than 0.05, and confidence intervals do not include zero. Based on these results, WOLF plays a mediating role in the effect of CVQ on JP and OC. However, according to VAF coefficients in Table 5, VAF = 51.77% < 80% for the CVQ-WOLF-JP path but VAF = 17.29% < 20% for the CVQ-WOLF-OC path. According to these results, while the WOLF variable has a mediating role in CVQ's effect on JP, it has no mediating role in CVQ's effect on OC. Consequently, H6 is supported but H7 is not supported in the model.

Table 5. The results of the mediating role

Hypothesis	Path	a	b	c'	axb	c=axb+c'	VAF (%)	T Statistic	P Value	CI (2.5%)	CI (97.5%)	Decision
H6	CVQ -> WOLF -> JP	0.460	0.636	0.271	0.293	0.564	51.77	5.768	0.000	0.196	0.395	Supported
H7	CVQ -> WOLF -> OC	0.160	0.636	0.488	0.102	0.590	17.29	2.228	0.026	0.011	0.191	Not supported

5. DISCUSSION AND CONCLUSION

People who work with a calling sense try to make the world a better place (Wrzesniewski et al., 1997). Bellah (1989) argues that if work is experienced as a calling, it has intrinsic meaning and value rather than merely serving as a product or benefit. In this sense, when any work is done purely for reasons of financial or personal success does not evoke a sense of meaning or purpose. However, the calling makes the job more meaningful, and accordingly, the self-actualization of the employee increases. As a result of reduced anxiety levels, stress, and negative behaviors, they tend to perform better (Duffy et al., 2017). Teachers also fulfill a sacred duty that serves to create a better world by educating their students.

Teachers who dedicate themselves to the teaching profession could show high work commitment by working with enthusiasm and devotion. The teaching profession could be described as challenging for teachers who do not have a desire for the profession, as it involves raising individuals who will provide benefits to society. Therefore, the teaching profession cannot be done without calling due to its nature. In addition, individuals who love their jobs, focus on their work, and enjoy it internally could experience high work-related flow. Therefore, in this study, the work-related flow experience's mediating role in the effect of calling on job performance and organizational commitment was investigated and evaluated. Both calling and work-related flow experience could positively affect teachers' job performance and organizational commitment. In respect

of these predictions, seven hypotheses have been developed. While five hypotheses (H1, H2, H3, H4, H5) have evaluated the relationships between variables, two hypotheses (H6, H7) have evaluated whether these relationships were achieved through work-related flow experience or not. Only one hypothesis (H7) could not be supported. The results of the hypothesis test have presented that teachers' calling has a positive effect on job performance. If teachers experience their work as a calling, they might believe in the value of their work and have a sense of belonging to their job. Therefore, their calling could result in higher job performance. These outcomes have supported the findings put forward by Erhan et al. (2019), Hall and Chandler (2005), and Lobene and Meade (2013) in the previous literature.

Another important result is that teachers' calling influences work-related flow experience positively. The result has shown that the presence of calling for teachers will lead them to work with intrinsic motivation and provides their commitment to the work. By this means, teachers will spend most of their time at work wishfully and productively. This result has shown parallelism with the findings of Akçakanat et al. (2019), Dik and Duffy (2009), and Karabacak et al. (2020). Similar to research results, Rodríguez et al. (2019) have shown that call-oriented workers have higher levels of flow experience in the workplace (Rodríguez et al., 2019). An individual who has a calling is much more likely to be motivated than an individual who works with the activities they undertake for money, or in pursuit of professional advancement (Rodríguez et al., 2019). The present study also put forward that teachers' work-related flow experience has a positive impact on job performance. Work-related flow experience is more likely to happen if teachers complete their work efficiently through full motivation without realizing the time has passed.

Teachers have a particularly critical effect on the success of students (Hattie, 2008). Students from great deals of countries experience disappointing results in international education evaluations, as school systems fail to attract suitable people to the teaching profession (Schmidt et al., 2011). In this sense, the incompatibility between the difficulties of the job and the skills of the teachers could reduce the education quality of the students. Simultaneously, disharmony and imbalance could affect teachers' experience of the flow of work. In other words, if teachers' skills and the difficulty level of the task complement each other, teachers will be involved in their job fully, and thereby show high-level job performance. In this context, ensuring the harmony of employees with their jobs and organizations positively affects both job satisfaction and organizational commitment (Kristof-Brown et al., 2005). These results are similar to the results of the research conducted by Nakamura and Csikszentmihalyi (2005), and Yeşiltaş and Andiç (2021). However, Duffy, Torrey, et al. (2017) have stated that some barriers could restrict an individual's ability to find jobs that fit their calling. For instance, unemployment, environmental barriers, social pressure, and lack of resources are key barriers and constraints (Duffy, England, et al., 2017). The results of studies examining the relationship between personality traits and flow experience could provide insight into teachers' adjustment to their profession. For instance, Yeşiltaş and Türk (2017) have shown that work-related flow experience has a positive relationship with academic personnel's conscientiousness and extraversion personality traits. Yeşiltaş and Andiç (2021) have revealed significant relationships between work-related flow experiences, generalized anxiety disorder, perfectionism, and initiative-taking personality traits.

Another significant result of the study, the hypothesis that refers to the positive effect of teachers' calling on organizational commitment was confirmed. Calling has referred to teachers' love and commitment to their job. On the other hand, organizational commitment refers to teachers' love and loyalty to the school they work for. Therefore, organizational commitment has emerged from teachers' strong commitment to their job. This finding is supported by previous studies showing that calling is positively associated with organizational commitment (Kent, 2016; Neubert & Halbesleben, 2015). A higher sense of calling among employees leads them to commit to the organization. The idea that teachers with high work-related flow experience will have high organizational commitment was also supported by the results. Because teaching is a two-sided (instructor-learner) knowledge transformation, it is essential that teachers love their job and school, and experience flow during the teaching process. For this reason, calling and work-related flow experience are fundamental qualifications for teachers to show their productive teaching abilities both to students and the school. In this way, teachers will be happy with their job which leads to their higher organizational commitment. This result matches up with the results of previous studies (Ceja & Navarro, 2012; Kim et al., 2019). The hypothesis that work-related flow experience has a partial mediating role in calling's positive effect

on job performance was supported by related results. It showed similarity not directly but indirectly with the results obtained by Akçakanat et al. (2019).

Individuals' calling and work-related flow experience at work significantly predict their performance. While work enjoyment is known as a good predictor of job performance, intrinsic motivation is known as a good predictor of job completion. From this point of view, work-related flow experience strengthens the effect of teachers' calling on job performance and plays a crucial role in increasing the level of this effect positively. As the last hypothesis of the study, the mediating role of work-related flow experience in the positive effect of teachers' calling on organizational commitment was not supported and could not be approved or disapproved by the previous studies. However, Kim et al. (2019) have indicated that employees' work-related flow experience influences organizational commitment, and personality traits such as extraversion, openness, and conscientiousness significantly and positively affect work-related flow experience. Based on these results, the inability to find the mediating role of work-related flow experience in the effect of teachers' calling on organizational commitment in the present study may stem from not examining teachers' personality traits. Teachers' different personal characteristics could affect their organizational commitment. Another plausible reason why the hypothesis is not supported is the differentiation in the opportunities offered by the schools to the teachers. Schools are managed with different management styles and differ in terms of numerous factors such as the support given to teachers, the social environment, the quality of students, and the suitability of the classes in terms of teaching. Teachers need to have adequate resources, and constructive and supportive feedback in a positive and participatory school environment (Tschannen-Moran & Woolfolk Hoy, 2007). These differences in schools could also change teachers' commitment to the organization.

This study suggests practical implications for teachers, school principals, and educational organizations. First, teachers should participate academic practices such as seminars, conferences to understand the value of calling and work-related flow experience for the teaching process which results in higher performance (Jurčec et al., 2021). In addition, school principals should understand the importance of calling sense to encourage teachers' positive work results and behavior. Ministry of National Education of Türkiye and school principals should provide a supportive environment to increase the calling level of teachers and to enable them to find their work more meaningful. In this context, communicating with teachers about the significance of their duties could help them raise their sense of calling (Afsar et al., 2019). Formal mentoring programs and peer support in the workplace could also help teachers calling and flow experience (Beltman et al., 2011). Second, school principals and teacher trainers should encourage and support teachers to participate in training and development programs related to the calling and flow experience. Teachers should be informed through regular training that their profession is one of the most prestigious and highly respected in society. Seminars should be held on topics such as the role of teachers for a better society and teaching as a sacred profession. Consequently, teachers could refocus on their tasks and feel that their work is truly meaningful (Afsar et al., 2019). Teachers with a calling and flow experience could dramatically increase their commitment and job performance (Duffy & Dik, 2013). Third, educational organizations should support schools by implementing strategies that will provide teachers with the resources and opportunities they need. In this context, improving the teachers' socio-economic conditions and providing opportunities for self-development could increase their calling and work-related flow experience.

This study is done with some limitations. First, principally, the collection of research data based on the scales determined in a single period and only with the sample of teachers who measured their perceptions of scale expressions rather than their personal answers. In addition, the study design may have caused common method bias, which may have affected the observed relationships among the variables (Podsakoff et al., 2003). Moreover, extensive longitudinal studies are needed to examine how the calling and flow experience affects teachers' working life. Longitudinal studies not only allow us to confidently identify causal connections between variables but could also enable us to understand changes in important structures (Afsar et al., 2019). Consequently, the sample is not representative of all teachers in Türkiye. Despite these limitations, this study contributes to the relevant literature by modeling the effect of teachers' calling on job performance and organizational commitment by examining the mediating role of work-related flow experience and ensures a considerable explanation for the usage of the second-order PLS-SEM model. As a proposal for further studies, researchers could investigate a large sample size based on the developed research model to ensure the validity of this research framework and generalize the results for the population in Türkiye. In addition, while the

calling is often identified as a positive factor that contributes to beneficial business results, it could also have a negative impact in certain situations (Duffy et al., 2011; Elangovan et al., 2010). For instance, teachers could feel the need to perform a task that endangers their health, even in a toxic work environment (Bunderson & Thompson, 2009). Teachers' calling and work-related flow experience could reduce their well-being by leading to workaholic behaviors and work-family conflict. Therefore, more in-depth studies investigating the underlying values of calling and work-related flow experience could provide information for teachers about when calling and work-related flow experience are beneficial and when they could be harmful to teachers and the education system (Neubert & Halbesleben, 2015). In this sense, the next studies using qualitative and mixed methods to measure the perceptions of teachers could also contribute to the relevant field.

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