

Impact Of Job Crafting On Performance In Teachers Of Private Sector Universities, Pakistan: Mediating Role Of Organizational Commitment

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Abstract

The objective of this study is to know the impact of job crafting on job performance and organizational commitment. In addition, the study investigates the role of organizational commitment as a mediator between job crafting and performance of teachers in private sector universities, Pakistan. Data were gathered from 294 teachers working in private sector universities of Pakistan through Job Crafting Scale (Tims, Bakker, & Derks, 2012), Organizational Commitment Scale (Meyer & Allen, 1991) and Job Performance Scale ((Goodman & Svyantek, 1999). The results of correlation showed a significant positive relationship between job crafting and organizational commitment ($r=0.675$, $p= 0.000$), job crafting and job performance ($r=0.372$, $p= 0.000$) and organizational commitment and job performance ($r=0.534$, $p= 0.000$), which implies that the teachers doing well designed job can ensure higher commitment at work and can prove better performance. The results of structure equation modelling revealed a partial mediating role of organizational commitment between job crafting and job performance.

Key words: Job Crafting; Organizational Commitment; Job Performance; Teachers; Private Universities; Pakistan

Introduction

Work has now become extremely complex, abstruse and dynamic (Davenport, 2005). Previously a job was considered as a combination of different tasks assigned to an employee, was regarded as stagnant and employees were supposed to trail job descriptions formulated by managers (Tims & Bakker, 2010). Now a days, organizations expect its staff to be proactive by going beyond job descriptions in order to address the changing and distinctive working conditions (Demerouti, 2014). Job design has been

conventionally focused in work psychology in order to outline the ways employees adapt to different job characteristics so that they may perform their assigned work (Borman, Ilgen, & Klimoski, 2003). In light of scientific theory by Taylor, task standardization and simplification were mainly focused in theories of job design in bagging but this approach was later on criticized due to its counterproductive outcomes (Parker, Morgeson, & Johns, 2017) and disregarding staff motivation (Taneja, Pryor, & Toombs, 2011). To overcome the problem, the idea of job redesign

based on motivation was introduced (Lee & Lee, 2018) which was later on modified by incorporating employee's initiatives through proactive behavior (Hornung, Rousseau, Glaser, Angerer, & Weigl, 2010). Therefore researchers have now started to focus that how proactively employees modify the features of their job and related situation (Frese, Garst, & Fay, 2007). At work, proactive behavior includes self-initiated, preventive and anticipatory action along with voicing concerns, taking charge, and looking for feedback (Biesok & Wyród-Wróbel, 2017). Employee's engagement in such type of behavior results fruitful and desired performance output which is considerably evident from different studies (Bakker, Hetland, Olsen, Espevik, & De Vries, 2020). Display of proactive behavior while performing job enhances individual job fit, improve work meaning and uplifts the chances and opportunities to utilize employee's strengths (Kooij, van Woerkom, Wilkenloh, Dorenbosch, & Denissen, 2017). Keeping in view the importance of employee's initiatives and proactive behavior, the concept of job crafting has evolved ahead of job design (Wrzesniewski & Dutton, 2001).

It is quite challenging for organizations to attract, hire and retain high performing employees (Shah, Anwar, & Irani, 2017). One of the most instrumental tools that can help organizations to tackle the issue is job crafting (Tims, Bakker, Derks, & Van Rhenen, 2013) and at the same time it could be an exciting strategy for employees to become more engaged in their job, eventually to evolve into a valuable asset for the organization. Job crafting could be termed as a proactive behavior initiated by employees instead of management (Grant & Ashford, 2008), such proactive measures are actually concerns about actions embraced by employees to make alterations about how to achieve roles, jobs and tasks (Frese et al., 2007). Job crafting may also be elaborated as a self-initiated change program of

employee behavior about physical and social qualities of a particular job driven by employee's motivation and understandings (Tims et al., 2013), with an intention to make employee's job more satisfying, engaging and meaningful (Peeters, De Jonge, & Taris, 2013). Developing countries like Pakistan need more employees commitment and higher performances at work place specifically in the education sector which is the backbone of all kinds of developments. Therefore, this study is aimed at exploring the relationship between crafted job and performance of private sector universities teachers in Pakistan, with a mediation of commitment to add on submissions for the policy makers and the managers.

Job Crafting

Idiosyncratic Initiatives are taken by employees to modify their current jobs (Grant & Parker, 2009) such efforts are known as job crafting; comprised of the actions taken by employees to change, shape, redefine and mold their jobs (Wrzesniewski & Dutton, 2001), these actions being a subset of proactive behavior are started by employees instead of management (Strauss & Parker, 2014). According to Peeters et al., (2013) job crafting denotes change and modification of job design via personal meaningful approaches. Research studies reveal that job crafting takes place not only across jobs but also across industries (Nielsen & Abildgaard, 2012) similarly across hierarchical cadres (Berg, Wrzesniewski, & Dutton, 2010) and can result enhanced work engagement (Bruning & Campion, 2018), commitment (Leana, Appelbaum, & Shevchuk, 2009), meaningfulness (Wrzesniewski, LoBuglio, Dutton, & Berg, 2013) and better performance at work (Petrou, Demerouti, & Schaufeli, 2015).

According to the initial conceptualization by Wrzesniewski & Dutton (2001), job crafting being proactive behavior by employees consists

of three distinctive crafting activities including cognitive crafting; change of one's opinion about his job related tasks with the aim to make it more meaningful for himself (Zhang & Liu, 2021), relational crafting; qualitative and or/ quantitative modification in social interaction at work place with staff members and staying cautious about people you work with (Wrzesniewski & Dutton, 2001) and task crafting; including behaviors and actions used to actively change the scope and nature of related tasks by altering the amount or type of tasks and by performing more or less tasks and by altering the means used to accomplish tasks work (Weseler & Niessen, 2016).

Job Performance

Job performance being a distinct phenomenon plays a vital role in the existence of an organization (Esmaeili, Mohammad, & Soltani, 2019; MAQBOOL) because it helps organization in its survival, competition and staying successful in market (Mohammad, Quoquab, Makhbul, & Ramayah, 2016). Employee performance is a combination of in role behavior and extra role behavior (Williams & Anderson, 1991) because empirical evidence shows that managers consider both in the role behavior and extra role behavior while evaluating employees staff performance and both types of the mentioned behaviors have been found to have significant impact on organizational as well as individual performance (Walz & Niehoff, 1996). Similarly, according to Koopmans et al.,(2014), job performance is a combination of two types of unique behaviors namely contextual performance and task performance. Task performance denotes activities required to be performed based on the contract signed for employment while contextual tasks denotes voluntary activities beyond duties (Barksdale & Werner, 2001).

Relationship between job crafting and job performance

In several studies the relationship between these two variables has been focused (Zhang & Liu, 2021). In qualitative studies by Berg et al., (2010) and Lyons (2008) as well as in quantitative studies by Bakker, Demerouti, & Lieke (2012) and Tims, Bakker, & Derks (2012) the existence of significant positive impact of job crafting on dependent variable i.e job performance has been revealed. Similarly Boehnlein & Baum (2022) argued in their study that there exists positive relationship between all forms of job crafting with both extra role and in role performance. In a study by Bizzi (2017) it was established that positive association of job crafting exists with dependent variable i.e job performance. Job crafting has been found to be closely linked with job performance, job satisfaction and employee's motivation (Rosso, Dekas, & Wrzesniewski, 2010). However because of its vitality, job crafting has been used as a means to make employee's job related experience more meaningful (Bacaksiz, Tuna, & Seren, 2017). Hence it could be uttered that job crafting gives meaning to the organizational work on one side and also change staff perception, relations and shortly everything about organizational work on other side (Crum & Langer, 2007). The following hypotheses are developed in light of the above literature:

H₁: Job crafting and job performance of teachers in private universities of Pakistan are positively correlated.

H₂: Job crafting and organizational commitment of teachers in private universities of Pakistan are positively correlated.

H₃: Organizational commitment and job performance of teachers in private universities of Pakistan are positively correlated.

H₄: Organizational commitment mediates the relationship between job crafting and job

performance of teachers in private universities of Pakistan.

Methodology

Data collection procedure

Data were collected from the teachers of private sector universities of KP, Pakistan. Three hundred and sixty (360) questionnaires were physically administered. Three hundred and three (303) filled questionnaires were returned showing a response rate of 86.57%. Seven (7) completed questionnaires containing incomplete information were disposed of. Two hundred and ninety four (294) questionnaires were used for research purpose.

Data Analysis Procedure

Statistical Package for Social Sciences and Amos were used for data analysis. Correlation was used to find out the relationship among job crafting, organizational commitment and job performance. Structure equation modeling was used to

investigate the interdependency of all variables. Baron & Kenny (1986) principles were employed for mediation purpose.

Measurement

The “organizational commitment scale” (Meyer & Allen, 1991) containing eighteen items were used to measure the overall organizational commitment. This scale has three dimensions namely, Affective Commitment, Continuous Commitment and Normative Commitment. Each dimension has 6 items. Example of affective commitment is “I would be very happy to spend the rest of my career in this organization”, continuous commitment “Too much of my life would be disrupted if I leave my organization” and normative commitment “This organization deserves my loyalty”. Five point likert scale ranging from “Strongly Disagree” to “Strongly Agree” was used to record the responses of participants. All dimensions of organizational commitment showed a very good reliability as given in table 1

Table 1: Reliability of Commitment Scale

	No of Items	Cronbach's Alpha
Affective Commitment	6	.88
Continuous Commitment	6	.92
Normative Commitment	6	.84

Job Performance

The “job performance scale” (Goodman & Svyantek, 1999) containing thirteen items was used to measure the overall job performance. This scale has two dimensions namely, in-role performance and extra-role performance. In-role performance has nine items and extra-role seven items. Example items of in-role performance are “I demonstrate expertise in all job-related tasks” and “I achieves the objectives of the job.” The

example items of extra-role performance are “I willingly attends functions not required by the organization, but helps in its overall image,” and “I takes initiative to orient new employees to the department even though not part of his/her job description”. Five point likert scale ranging from “Strongly Disagree” to “Strongly Agree” was used to record the responses of participants. Both dimensions of job performance showed a very good reliability as given in table 2

Table 2: Reliability of job satisfaction scale

	No of Items	Cronbach's Alpha
In-role Performance	9	.93
Extra-role performance	6	.89

Job Crafting Scale

The “Job Crafting Scale” (Tims et al., 2012) containing twenty one items were used to measure the overall job crafting. This scale has four dimensions namely, “Increasing structural job resources”, “Decreasing hindering job demands”, “Increasing social job resources” and “Increasing challenging job demands”. “Increasing structural job resources”, “Increasing social job resources” and “Increasing challenging job demands” have five items scale. While “Decreasing hindering job demands” has six

items. Example of Increasing structural job resources is ““I try to develop my capabilities””, Decreasing hindering job demands ““I make sure that my work is mentally less intense””, Increasing social job resources “, “I ask my supervisor to coach me” and Increasing challenging job demands “When an interesting project comes along, I offer myself proactively as project co-worker” . Five point likert scale ranging from “Strongly Disagree” to “Strongly Agree” was used to record the responses of participants. All dimensions of job crafting showed a very good reliability as given in table 3

Table 3: Reliability of Job Crafting

	No of Items	Cronbach's Alpha
Increasing structural job resources	5	.88
Decreasing hindering job demands	6	.92
Increasing social job resources	5	.84
Increasing challenging job demands	5	.90

Results

Table 4 Pearson Correlation Analysis of the Study**(Sample N= 294)**

	Job Crafting	Organizational Commitment	Job Performance
Job Crafting	1		
		0.675**	
			1

Sig. (2-tailed)

Organizational Commitment	Sig. (2-tailed)	0.000		
Job Performance		0.372**	0.534**	1
	Sig. (2-tailed)	0.000	0.000	

Correlation is Significant at 0.01level, (2-tailed)

As shown in table 4, the Pearson Correlation between job crafting and job performance ($r=0.372$, $p=0.000$) explains a significant positive relationship. The correlation value between job crafting and organizational commitment reveals a significant positive relationship ($r=0.675$, $p=0.000$). Similarly the correlation value between organizational commitment and job performance ($r=0.534$, $p=0.000$) explains the significant positive relationship.

Therefore, the findings are accepting the following hypotheses:

H₁: Job crafting and job performance of teachers in private universities of Pakistan are positively correlated.

H₂: Job crafting and organizational commitment of teachers in private universities of Pakistan are positively correlated.

H₃: Organizational commitment and job performance of teachers in private universities of Pakistan are positively correlated.

Relationship between Job Crafting and Job Performance through Organizational Commitment

The results of structural equation modeling are presented in the below graph. The values of factor loadings are in acceptable range. Similarly, the values of GFI, CFI, NFI and RMSEA are accepted for this model as given in table 5. The value of Chi-square is 36.889 with a value of 24 for degree of freedom. Overall the three factors model (job crafting, organizational commitment and job performance) is accepted. In short, organizational commitment partially mediated the relationship between job crafting and job performance.

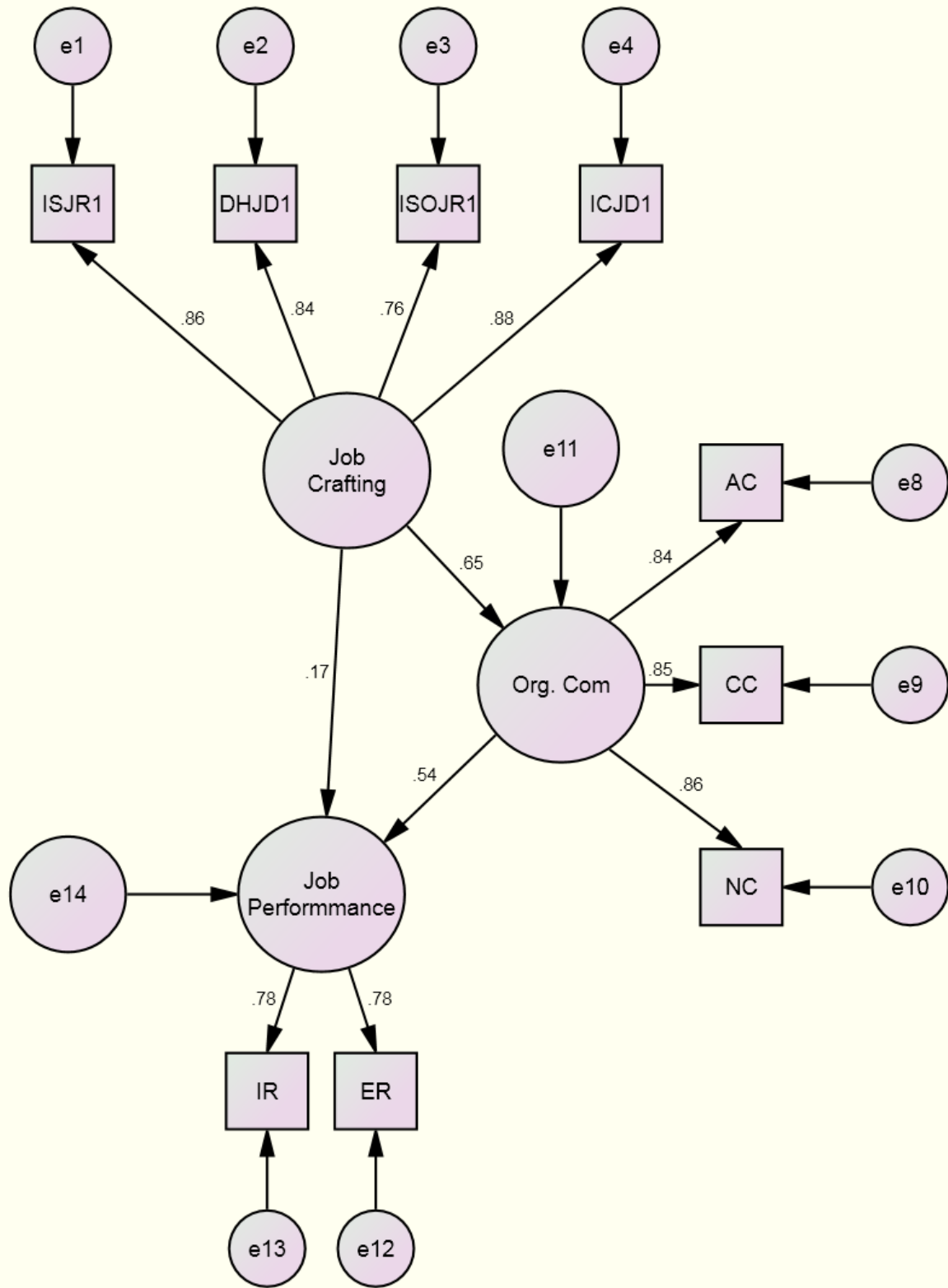


Table 5

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	21	36.889	24	.045	1.537
Saturated model	45	.000	0		
Independence model	9	1776.627	36	.000	49.351

Model	RMR	GFI	AGFI	PGFI
Default model	.021	.976	.954	.520
Saturated model	.000	1.000		
Independence model	.553	.323	.154	.259

Model	NFI	RFI	IFI	TLI	CFI
	Delta1	rho1	Delta2	rho2	
Default model	.979	.969	.993	.989	.993
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.041	.006	.066	.699
Independence model	.388	.372	.403	.000

Conclusion

The objective of this study was to know about the impact of job crafting on job performance and organizational commitment. This study was also done to know about the role of organizational commitment as a mediator between job crafting and performance of teachers of private sector universities, Pakistan. Data were gathered from 294 teachers working in private sector universities of Pakistan through Job Crafting Scale (Tims et al., 2012), Organizational Commitment Scale (Meyer & Allen, 1991) and Job Performance Scale (Goodman & Svyantek,

1999). The results of correlation showed a significant positive relationship between job crafting and organizational commitment ($r=0.675$, $p= 0.000$), job crafting and job performance ($r=0.372$, $p= 0.000$) and organizational commitment and job performance ($r=0.534$, $p= 0.000$). The results of structure equation modelling revealed a partial mediating role of organizational commitment between job crafting and job performance.

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