

## **Impact of Psychological Need Satisfaction on Job Crafting with Mediating Role of Calling Orientation**

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### **Abstract**

*Job crafting theory is comparatively a new field of research, which describes that employees themselves alter and reshape their jobs to make their jobs more meaningful. What seems to be ignored in the job crafting research, suggested in the current literature is psychological need satisfaction (competence, relatedness and autonomy) identified by self-determination theory as job crafting determinants. This research examined the effect of psychological need satisfaction on the job crafting behavior with the mediating role of calling orientation. Cross-sectional data were collected by means of questionnaires from primary school teachers. The sample consisted of 200 participants from different public schools in Pakistan. Data was analyzed using Correlation and Regression techniques. The result indicated that calling orientation significantly mediated the relationship between psychological need satisfaction (competence, relatedness and autonomy) and job crafting.*

**Keywords:** Job crafting, psychological need satisfaction, calling orientation

### **Introduction**

Education is a crucial factor not only in the day-to-day success of the child but also has huge contribution in social, cultural personal, and economic contentment of the future adult. Education in general and primary education in particular has its own importance in not only the grooming of a child but also for his/ her personality, career building and also for the well-being of society as a whole (Raza,2017).

According to constitution of Pakistan, Primary Education is recognized as a basic human right of everyone, both at national and international level. It is considered as a life-line of society, and socio-economic development of a nation depends upon it (Raza, 2017). Despite huge importance, primary education is facing a lot of hurdles but these problems can be removed if providers of primary education are psychologically satisfied.

Teaching is the most demanding profession among all professions, it causes increased job demands, lack of resources and less autonomy to cope up with deficiencies, makes a teacher job

stressful (Chan, 2013). Teachers often have to deal with different tasks simultaneously, that includes covering the curriculum and syllabus requirements of the academic sessions. In addition to this, the educators need to adjust their teaching styles and methodology according to the individual needs of their students and learn to tackle them as per the unique personality type of each student (Ghitulescu, 2006). They have to keep on enhancing their skills and information by getting their hands on innovative technological advancement in order to productively deal with the student and parent community (Pillay, Goddard & Wilss, 2005).

In doing so, many difficulties also come in their way. According to Jackson, Rothmann and Van de Vijver (2006), a large number of students in class, a limited authority of decision-making, behavior issues of students, unrealistic time pressures and work overload may pose a negative impact on the teacher's overall well-being. So, in order to ensure that students grow and develop fruitfully, the teachers need to perform their duties effectively and efficiently with full mental and physical well-being (Pillay et al., 2005).

Hence, this research will attempt to see how being psychologically well and satisfied in the form of Competence, Relatedness and Autonomy can stimulate calling orientation, which in turn motivates a teacher to craft their job so as to make it more meaningful and purposeful.

The main objective behind this study is to examine how Psychological Need satisfaction dimensions impacts Job Crafting with mediation of Calling Orientation. Moreover, this study aims to answer the following Research questions:

1. What is the impact of Competence on Job Crafting?
2. What is the impact of Autonomy on Job Crafting?
3. What is the impact of Relatedness on Job Crafting?
4. How Competence, Autonomy and Relatedness impact Job Crafting with the mediation of Calling Orientation?

According to Saraf and Murthy (2016), the growing recognition that a teaching profession is multi-dimensional and a challenging one so further research in the area of teacher's psychological well-being, satisfaction and work orientation is required.

## **Literature review**

### **Psychological Need satisfaction**

Deci and Ryan (2000) conceived Self- Determination Theory, which is recognized as an empirically sound theory of motivation, personality development and well-being. According to this theory, the basic psychological needs include *need for autonomy*, *need for competence* and *need for relatedness*. These are considered to be necessary psychological nutrients for well-being i.e. each need must be satisfied to feel well and healthy (Deci & Ryan, 2000).

Psychological needs satisfaction include **autonomy** (the feeling that you are in control and that your actions are important), **Competence** (the feeling that you are good at what you do) and **Relatedness** (the feeling of connection to others). Those who feel autonomous, competent and related will transform their Career to Calling, which enables them to determine their basic skills, found opportunities to use them and consequently improve with the help of job crafting – a virtuous circle of improvement and enjoyment.

Competence is an individual's natural desire to feel effective in interacting with the environment (Deci & Ryan, 2000; White, 1959). It is the inclination to explore and interact with the environment and to get engaged in challenging tasks to test and extend skills. Competence satisfaction allows individuals to adapt in complex and changing environments. Relatedness is an individual's intrinsic tendency to feel connected to others, that is, to be a member of a group, to love and care and be loved and cared for (Baumeister & Leary, 1995). According to Richer, Blanchard and Vallerand (2002) competence and relatedness have previously been found to relate negatively to turnover-intentions and increase employees' ability to adapt with environment.

Autonomy is considered as the extent to which a job allows one the freedom to plan work, make important decisions and opt for the methods used to perform tasks. If employees feel they have no liberty to craft their jobs, then they are less likely to attempt to change some aspects of their jobs. Thus, a significant condition will be that employees should exercise control over their work to perceive that they have the opportunity to enact their ideas or wishes (Lyons, 2008). When autonomy is enhanced, employees also acquire new skills and experience more responsibility for problems at work (Parker, 1998). So the opportunity to decide for oneself that what and how to do the job can be an important precondition for job crafting (Wrzesniewski & Dutton, 2001).

Deci and Ryan (2000) also postulated that when an employee focuses on materialistic rewards and benefits, it lessens the chances for satisfaction of basic psychological needs for autonomy, competence and relatedness. An empirical study proved that the basic psychological need satisfaction determined from self-determination theory greatly influences intentions and behavior directly. It is this proactive behavior that encompasses job crafting (Hagger *et al.*, 2006).

### **Job crafting**

Job crafting can be defined as behavior patterns, which employees use to adjust or change the content of their job or the relationship with others at workplace. Job crafting are the changes both physical and cognitive that an employee makes within the task or relational work boundaries (Wrzesniewski & Dutton, 2001). Job crafting leads to increased performance of primary teachers (Leana, Appelbaum, & Shevchuk 2009). Job crafting is empirically related to employees' well-being, work engagement and eventually increasing organizational performance (Bakker, Tims, & Derks, 2013).

With Job crafting, employees are more likely to report creativity in jobs, and attain ability to deal with unpredictable events. In other words, organizations increasingly expect from their employees to react to unpredictable conditions by demonstrating proactive behaviors such as identifying opportunities, showing initiative, seek out challenging situations, construe work roles more broadly, and can define jobs to include new tasks and goals.

### **Calling orientation**

Employees with calling orientation do not work only to be financially rewarded but also for the mental fulfillment work brings to them. This is linked to the concept that presence of purpose and meaning in work done is calling. A modern conceptualization regarding calling orientation is an inner drive to do fulfilling and self-actualizing work (Baumeister, 1991; Hall & Chandler, 2005). There is an important relationship between Calling orientation and career (Dobrow, 2007; Hall & Chandler, 2005), and career development (Duffy & Sedlacek, 2007) and with job crafting comes development and growth in career. Also, job crafting also has been shown related with calling orientation (Ghitulescu, 2007). Teachers who take their work as a calling will

find a sense of meaning in both work and life (Steger, Pickering, Shin & Dik, 2010; Wrzesniewski, 2003) and will attempt to make it more productive by job crafting.

Psychological need satisfaction is linked to a concept of subjective vitality. It refers to a positive state of energy, interest and enthusiasm. According to Self- determination Theory, this positive state can induce feelings of purpose and meaning in work which relates to calling orientation (Theiler, 2017). Moreover, research conducted by Wrzesniewski *et al.*, (1997) found that individuals with a calling orientation are more likely to relate significance to their work and will amend their duties and develop relationships to make it more substantive. They are considered to be more content in general with their work and with their lives too.

This research reveals that calling orientation mediates relationship between job crafting and psychological need satisfaction (competence, relatedness and autonomy). Hence, the following hypotheses.

H<sub>1</sub>: Need for Competence is positively linked to Job Crafting

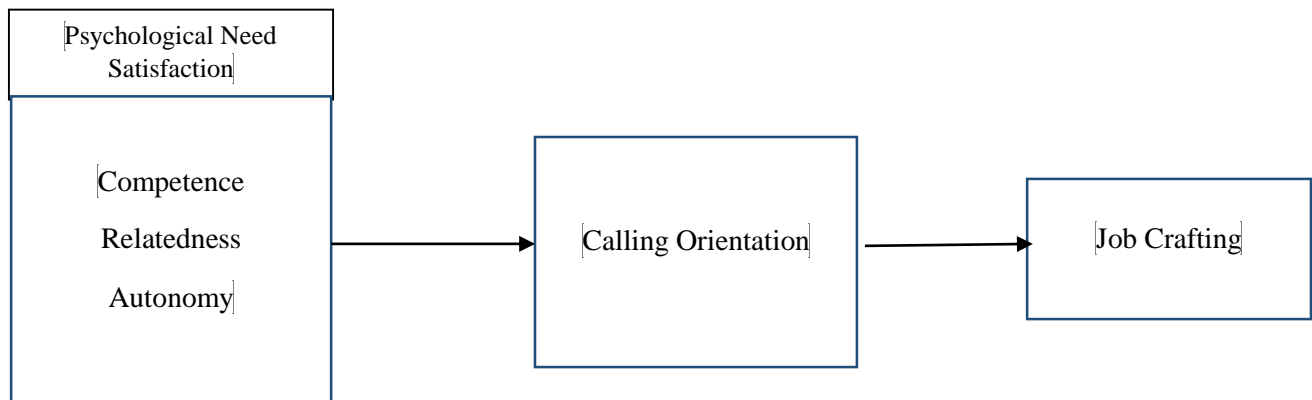
H<sub>2</sub>: Need for Relatedness is positively linked to Job Crafting

H<sub>3</sub>: Need for Autonomy is positively linked to Job Crafting

H<sub>4</sub>: Psychological Needs Satisfaction (Competence, Relatedness and Autonomy) is related to Job Crafting with mediating role of Calling Orientation

### Research Model

This study tests a model of psychological Need Satisfaction with three dimensions, namely Competence, Relatedness and autonomy and Calling orientation as drivers of Job Crafting using Self-Determination Theory.



### Research Methodology

This study predicts the impact of psychological needs satisfaction in making employees willing for job crafting by instigating calling orientation, using cross sectional data. To keep authors away from biasness and personal judgment, quantitative study was conducted.

### Population and Sampling

According to the research objective and questions, Target Population of this study consisted of employees working in the Public sector schools of Pakistan. Convenience sampling

technique was used to collect data. 200 questionnaires were randomly distributed among respondents who were working indifferent public schools in Pakistan. A total of 190 filled questionnaires were received back from respondents with a response rate of 95%.

### Instruments

A survey questionnaire was designed to collect the data. To assess calling orientation, the instrument developed by Wrzesniewski *et al.* (1997) was used. Job crafting was measured with the 21-items scale adapted from Tims *et al* (2012). Psychological need satisfaction (competence, relatedness and autonomy) was measured with items scale, which was developed by Deci and Ryan (2000). All scales used 5-point Likert scales ranging from strongly agree (coded with 1) to strongly disagree (coded with 5).

### Data Analysis Methods

Data was entered using SPSS version 22 for analysis. First, Sample demographics was checked, followed by Reliability and validity test. The relationship between the variables was analyzed using Correlation, Regression and Mediation testing through Barron and Kenny Approach.

## Results and Findings

### Sample Demographics

Table 1 shows the summary of Sample Demographics. The data includes characteristics of gender, marital status, and education of respondents.

**Table 1.**

Characteristic	Frequency	Percentage
Gender		
Male	100	52
Female	90	48
Marital Status		
Single	120	63
Married	70	37
Education		
Graduate	175	92
Post-Graduate	15	8

### Reliability and Validity Analysis

To check the validity of instrument, factor analysis was done and factor loading for items in each scale was found to be more than 0.7, while the reliability of each scale was found to be more than 0.7 as shown in table 2. Hence, the scale for this study was both valid and reliable.

**Table 2**

Variables	Cronbach alpha
Competence	.81
Relatedness	.82
Autonomy	.83
Relatedness	.77
Job crafting	.80

**Hypothesis testing**

On the basis of literature and research questions, hypothesis was tested using Correlation and Regression techniques.

**Correlation**

Table 3 shows that highest correlation exists between Job crafting and autonomy, while the lowest correlation exists between autonomy and competence. But all the correlation coefficients are significant which depicts that all variables are significantly positively correlated with each other. This table proves H<sub>1</sub>, H<sub>2</sub> and H<sub>3</sub>.

**Table 3**

Variables	Competence	Relatedness	Autonomy	Job crafting	Calling orientation
Competence	1				
Relatedness	.356**	1			
Autonomy	.289**	.356**	1		
Job crafting	.389**	.438**	.508**	1	
Calling orientation	.356**	.337**	.421**	.419**	1

**Regression and Mediation Analysis**

For testing H<sub>3</sub> and mediation analysis between Psychological Needs satisfaction dimensions and job crafting through calling orientation, the three steps of Baron and Kenny study were followed. In step 1, job crafting has been regressed on the dimensions individually. In second step, calling orientation has been regressed on each dimension. In step three, job crafting has been separately regressed on Competence, Relatedness and Autonomy.

In step 1, Results reveal that significant association exists between Competence and job crafting ( $\beta=.465$ ,  $p> .05$ ). Step 2 result shows that there is significant relationship between Competence and calling orientation ( $\beta= .550$ ,  $p< .05$ ). Step 3 reveals that calling orientation mediates relationship between Competence and job crafting. Partial mediation exists since the relationship of Competence with job crafting has weakened due to calling orientation but it is still significant ( $\beta=.550$  and  $p=0.000$  to  $\beta=.154$  and  $p=0.010$ ) as shown in the table 4.1 below.

**Table 4.1*****Calling orientation mediates relationship between competence and job Crating***

<b>Variables</b>	<b>S.E</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
Step 1:Job Crafting Competence	.059	.465	7.88	.000
Step 2: Calling Orientation Competence	.053	.550	10.377	.000
Step3: Job Crafting Competence	.060	.154	2.566	.010
Calling Orientation	.062	.566	9.129	.000

Table 4.2 shows the mediation testing between Relatedness and job crafting through calling orientation. The table reveals that Relatedness has positive impact on Calling orientation ( $\beta = .507$  and  $p < .05$ ) and Relatedness also has positive impact on job crafting ( $\beta = .414$ , and  $p < .05$ ). In step 3, when the mediator calling orientation is added between Relatedness and job crafting, the mediation effect emerged as significant. This also shows partial mediation as  $\beta$  value of Relatedness is decreased to .113 and  $p$  value is .041 which is lesser than .05.

**Table 4.2:*****Results of mediation analysis between relatedness and job crafting through calling orientation***

<b>Variables</b>	<b>S.E</b>	<b>Beta</b>	<b>T</b>	<b>p</b>
Step 1:job crafting Relatedness	.071	.414	5.893	.000
Step 2: Calling orientation Relatedness	.065	.507	7.08	.000
Step3: job crafting Relatedness	.035	.113	3.228	.041
Calling orientation	.060	.593	9.883	.000

Table 4.3 shows the mediation analysis between autonomy and job crafting through calling orientation. In step 1, results reveal that significant association exist between Autonomy and job crafting ( $\beta = .575$ ,  $p < .05$ ). Step2 result shows that there is significant relationship between Autonomy and calling orientation ( $\beta = .560$ ,  $p < .05$ ). Step 3 reveals that calling orientation partially mediates relationship between Autonomy and job crafting.

**Table 4.3:*****Calling orientation mediates relationship between autonomy and job Crating***

<b>Variables</b>	<b>S.E</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
Step 1:Job Crafting Autonomy	.059	.575	9.745	.000
Step 2: Calling Orientation Autonomy	.052	.560	10.77	.000
Step3: Job Crafting Autonomy	.060	.254	4.23	.010
Calling Orientation	.062	.466	7.516	.000

**Research Implications****Theoretical Implications**

This study makes multiple contributions to literature. Firstly, the study addresses gap in literature by studying mediating effects of Calling Orientation. This research will add contribution to job crafting theory by investigating the psychological need satisfaction dimension as the predictor of Job crafting using Calling orientation as a mediator, which was ignored in previous research.

Secondly, this study has integrated these variables using Social Exchange Theory and Job Crafting Theory into academic settings, especially public sector schools whose domain needs further exploration. This unique combination of variables has not been tested in Pakistan's Educational Sector before.

**Practical Implications**

The results of the study are significant for the teachers, working in schools as it emphasizes on the psychological need satisfaction of primary school teachers. When the teachers feel and stay psychologically satisfied, they are stimulated to redesign their work to inculcate them in their everyday teaching duties. Such efforts can induce creativity and Innovation in teachers work and make it more productive. This also tends to reduce the stances of stress, burnout and other negative outcomes in teachers. Hence, this way the benefits are dual fold i.e. both for the contentment of the teacher's sense of achievement and betterment of quality of education, students and the school.

**Conclusion**

The agenda behind this research was to understand the impact of Psychological Needs satisfaction dimensions on Job crafting of public sector teachers and to develop a unique combination of variables for testing this relationship with a mediator (calling orientation). This research reinforced existing Job Crafting Theory via quantitative testing and found positive relations further confirming to previous researches on this phenomena. Our results depict that when employees are competent, independent and have sense of relatedness with task and organization, their calling orientation is enticed and they get more committed in crafting their jobs to make it more meaningful.

**Limitations and Directions for Future Research**

Although this study makes significant contributions to theory and practice, it also suffers from a few limitations. Firstly, this study has considered three psychological factors, whereas future studies can include other motivating psychological predictors' e.g. someone with a calling orientation may also desire a good salary and monetary benefits. Secondly, this study can also be



conducted in private schools too, to analyze private school teachers' attitude towards job crafting. Thirdly, a longitudinal study for same variables can add validity to the study.

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