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Job crafting-satisfaction relationship in electrical/electronic technology education programme: Do work engagement and commitment matter?

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ABSTRACT

This study investigates the multiple mediating roles of work engagement and work commitment in the job crafting-job satisfaction relationship. The participants of the survey were 247 electrical/electronic technology education lecturers in Nigeria Universities. We applied bivariate correlation, regression and path analysis via 5000 re-samples bias corrected (BC) bootstrap method, and confirmatory factor analysis for data analyses. The findings showed that job crafting has positive significant prediction of work engagement, work commitment, and job satisfaction. We also found that work engagement and work commitment has positive significant prediction of job satisfaction. The path analytical results revealed that work engagement and work commitment has full multiple mediation on the job crafting-satisfaction relationship. In the same vein, work engagement partially mediated job crafting and work commitment relationship. Similarly, we found that work commitment partially mediated the relationship between work engagement and job satisfaction.

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La relación entre *job crafting* y satisfacción en un programa de tecnología eléctrica/electrónica: la importancia de la implicación y el compromiso

Palabras clave:
Proferores de educación en tecnología eléctrica/electrónica
Job crafting
Implicación laboral
Compromiso laboral
Satisfacción laboral
Mediación

RESUMEN

Este trabajo investiga los diversos papeles mediadores de la implicación y el compromiso laborales que hay en la relación entre *job crafting* y satisfacción. En el estudio participaron 247 profesores de educación en tecnología eléctrica/electrónica de universidades nigerianas. Como análisis de datos se calculó la correlación bivariada, la regresión y el análisis de rutas mediante el método de *bootstrap* de 5.000 muestras con corrección de sesgos, así como el análisis de factores confirmatorio. Los resultados mostraron que el job crafting predice positivamente y de modo significativo la implicación y el compromiso laborales, así como la satisfacción. También se comprobó que la implicación y el compromiso laborales predicen positiva y significativamente la satisfacción laboral. Los resultados del análisis de rutas mostraron que la implicación y el compromiso laborales ejercen una total mediación múltiple en la relación entre *job crafting* y stisfacción. En el mismo sentido, la implicación laboral media parcialmente en la relación entre el *job crafting* y el compromiso laboral, lo mismo que se observó que el compromiso laboral mediaba parcialmente en la relación entre implicación laboral y la satisfacción.

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The educational organization approach to work conditions is gradually paving ways for more job demands from employees. The nature of employment is changing as a result of the present "transformations of the work environment caused by global competition, faster innovations, and lighting from production economies to service and knowledge oriented economies and the rapid advancement of information technologies" (Sekiguchi, Li, & Hosomi, 2014, p. 3). Similarly, the consistent organization work overload, time pressure, and emotional demands have been observed to have a positive relationship with employees' burnout (Alarcon, 2011; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Erdogan and Bauer (2005) also affirmed that organizations increasingly expect jobholders to act on information and react to circumstances by demonstrating proactive behaviors.

The job demands in the present day higher educational organization require the lecturers to craft their job, be properly engaged on their job, and be committed to the organization, but maybe with a little emphasis on their satisfaction. The design and nature of lecturers' jobs can significantly shape how they experience meaningfulness of their work (Berg Dutton & Wozesmewski, 2013; Grant, 2007). By implication, the demand is more peculiar to electrical/electronic (E/E) technology lecturers. In Nigeria, the job tasks of an E/E technology lecturer involve teaching activities, administrative duties, and research engagement (Chukwuedo & Igbinedion, 2014). Although the tasks are common among lecturers in all fields of study, the E/E technology lecturer also deals with workshop/laboratory tasks that involve handling modern, complex, and emerging electrical and electronic devices practical purposes. Hence, the need for proactive behaviour via effective work engagement and commitment.

Job crafting is seen as a form of proactive behavior (Grant & Ashford, 2008). It involves both active and reactive behaviors through which lecturers increase fit for their work environment by changing it (Eggerth, 2008; Parker & Ohly, 2008; Tims & Bakker, 2010). Job crafting represents actions employees take to alter the physical boundaries of a job (type or number of activities), the cognitive task boundaries of a job (how one sees the job), and the rational boundaries of a job (whom one interacts with at work) (Berg & Dutton, 2008; Demerouti & Bakker, 2014; Wrzesriewski & Dutton, 2001). Thus, job crafting does not just occur in the workplace and usually without the knowledge of supervisors, but the aim is for positive impact and improvement in the job (Lyons, 2008).

In developing countries as Nigeria, E/E technology lecturers in the universities are surrounded with various on-the-job irregularities ranging from limited or no electrical and electrical devices and circuits to carry out practical in the workshop, overcrowded class size, multiple job tasks, balancing work-family affairs, political instability, ill-equipped or no workshop facilities, to the gap between what is obtainable in the industry and the educational system. The lecturer thus needs to craft his/her job to attain the goal of the university education to ensure the production of demand driven manpower for the world of work. These activities that the lecturer must undertake therefore engage him/her on the job. Bakker, Tims, and Derks (2012) therefore stated that work engagement should be predicted when employees craft their jobs.

Work engagement is a motivation concept that deals with the voluntary allocation of an individual's resources directed at the range of tasks required by a particular vocational role (Christian, Garza, & Slaughter, 2011; Schaufeli & Bakker, 2003; Vallieres, McAuliffe, Hyland, Galligan, & Ghee, 2017). In the view of Maslach and Leiter (1997) engagement is characterized by energy, involvement, and efficacy, which are considered the opposites of the three burnout dimensions, namely exhaustion, cynicism, and lack of professional efficacy, respectively. Maslach and Leiter see engagement as measured opposite to burnout, but Schaufeli, Salanova, Roma, and Bakker's (2002) study showed that engagement and burnout are not the same and should be measured differently and separately. Work engagement is usually measured in three dimensions, namely vigor, dedication, and absorption (Schaufeli & Bakker, 2003). Therefore, work engagement has a close association with job performance and organizational commitment. (Silman, 2014).

Although organizational commitment is not the same as work engagement of employee (Schaufeli et al., 2002; Little & Little, 2006), it is expected that a work engaged E/E technology lecturer should be committed to his/her institution. Commitment takes place when a person, by making a side bet, links extraneous interests with a consistent line of activity (Dixit & Bhati, 2012). It is the process by which the goals of the organization and those of the individual become increasingly integrated or congruent (Dixit & Bhati, 2012). Organizational commitment (Tanriverdi, 2008) can be the degree to which an individual adopts organization values and goals and identifies them in fulfilling their job responsibilities. It is how loyal the employee feels to the organization (Mohamed & Eleswed, 2013; Mueller, Wallace, & Price, 1992; Price, 1997). To measure organizational commitment, Meyer and Allen (1997) identified three simultaneous dimensions which include affective commitment (commitment to the organization by an emotional tie), normative commitment (commitment to the organization based on perceived obligation), and continuance committeemen (commitment based on perceived cost of leaving the organization) (Allen & Meyer, 1990; Jaros, 2007; Moynihan, Boswell, & Boudreau, 2000).

Every electrical/electronic technology lecturer belong to an educational organization; hence he/she is expected to be committed to the organization. Although some of the organizational policies may not be favorable, the lecturer may need to craft his/her job, be engaged with the work, and exercise some level of commitment to align his/her goals to the goals of the organization. The totality is to ensure that the lecturer is relatively satisfied with the job.

Job satisfaction is an attitude because it has been defined as a behavior (Weiss, 2002). It is the positive or negative judgment of an employee about his/her job or working conditions (Vasiliki & Efthymos, 2013). Job satisfaction is how people feel about their jobs and different aspects of their jobs (Astrauskaite, Vaitkevicius, & Perminas, 2010; Spector, 1997). If an employee shows positive feelings about the job, the employee may show increased job crafting, work engagement, and commitment. It is necessary that the job satisfaction of the lecturers be determined via their job crafting, work engagement, and commitment so that the work condition of the E/E technology lecturers be revisited.

Theoretical Framework

This study is supported by the job demand-resources (JD-R) model (Maslach & Jackson, 1986; Tims, Bakker, & Derk, 2012). The JD-R model postulates that every job is associated with certain physiological or psychological costs or demands. This theory has been implied to job crafting, work engagement, and job satisfaction. Tims et al. (2012) define job crafting in the theoretical framework of demands-resources (JD–R) model. Demerouti et al. (2001) affirmed that it has to do with "the changes that employees make to bring a balance between their job demands and job resources with their personal abilities and needs". The JD-R model categorizes all job characteristics in two broad classes, namely, job demands and job resources. Job demands refer to persistent physical and mental effort or skills. The job demands index induces physiological or psychological costs for the employees, whereas the job resources are physical, psychological, social, or organizational qualities of the job which support achieving work goals, personal growth, learning, development and reduce job demands and the physiological and psychological costs (Bakker & Demerouti, 2007).

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