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THE RELATIONSHIP BETWEEN JOB CRAFTING, JOB SATISFACTION AND LIFE SATISFACTION: A STUDY ON TEACHERS

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i> Received: 2024.12.05 Received in revised for: 2024.12.10 Accepted: 2024.12.12 Available online</p> <hr/> <p><i>Keywords:</i> "Job Crafting" "Job Satisfaction" "Life Satisfaction" "Teachers"</p> <p><i>JEL CODES:</i> J17, J28, N3</p>	<p><i>The aim of this study is to examine the relationship between teachers' job crafting, job satisfaction, and life satisfaction. This study is significant for understanding how the relationship between job crafting, job satisfaction, and life satisfaction contributes to enhancing the overall quality of life of teachers, who are key stakeholders in the education system. The literature highlights a strong relationship between job satisfaction and life satisfaction, emphasizing that the satisfaction individuals derive from their jobs positively influences their overall well-being. Aligned with the purpose of the study, Job Crafting Scale, Job Satisfaction Scale and Satisfaction with Life Scale were used. The results indicate that teachers' job satisfaction and cognitive job crafting have a significant and positive impact on their life satisfaction. However, the dimensions of task crafting and relational crafting were found to have no significant effect on life satisfaction. Also, the study revealed that female teachers exhibit higher levels of cognitive, relational, and task crafting compared to male teachers. Finally, the article, provide some suggestions and directions for future research.</i></p>

7. Introduction

Work is not only an environment where individuals cultivate and develop themselves, but also a domain where they construct their identities and add meaning to their lives (Steger and Dik, 2010: 131). People spend a significant portion of their lives, approximately one-third, engaged in work-related activities (Wrzesniewski et al., 1997: 21). The organization and structuring of such a substantial part of life inevitably have a notable impact on their overall lives and psychological well-being or happiness (Tims et al., 2016: 44). Work serves not only as a source of financial income for individuals but also supports their identities and expertise, contributing to their efforts toward self-actualization. In this context, having sources of meaning that provide motivation in their work enables individuals to become more successful, competent, and happy (Alparslan et al., 2022: 16). The increasing significance and value of work for individuals (Scroggins, 2008: 68) can also allow them to perceive their jobs not merely as tasks to complete but as a means of self-expression.

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Aligned with this perspective, the efforts of individuals to transform and personalize their jobs in ways that allow them to express themselves are referred to as job crafting. Job crafting involves individuals making conscious changes on their own initiative to align their roles in the workplace more closely with their skills, interests, and values, thereby making their work more motivating and personalized. This approach suggests that individuals' perceptions of their work and their work identities can influence their job satisfaction and overall life satisfaction (Wrzesniewski and Dutton, 2001; Tims et al., 2016). Although it has been addressed in the literature from various dimensions (Leana et al., 2009; Berg et al., 2010; Tims and Bakker, 2010; Tims et al., 2012; Lichtenthaler and Fischbach, 2016), Wrzesniewski and Dutton (2001) conceptualized job crafting in three dimensions: task crafting, relational crafting, and cognitive crafting:

- *Task Crafting*: It refers to the modification of the scope, order, or form of tasks that individuals perform at work (e.g., a teacher diversifying their lessons by adding new and different activities beyond the curriculum).
- *Relational Crafting*: It involves reshaping the frequency and quality of social interactions related to work (e.g., a teacher adding a new dimension to their work by developing deeper and more meaningful relationships with students and parents).
- *Cognitive Crafting*: It refers to individuals changing their perceptions of their work and reinterpreting the meaning of their job (e.g., a teacher viewing their role not just as transferring knowledge but as touching and contributing to their students' lives).

Building on the idea of job crafting, job satisfaction becomes a key outcome when individuals successfully align their work with their skills, values, and interests. Job satisfaction emerges when the environmental conditions enabling an individual to say, "I am satisfied with my job," are fulfilled (Başol and Çömlekçi, 2020: 18). This is because job satisfaction refers to individuals' feelings about their jobs and the various aspects of those jobs (Spector, 1997: 2). It is the positive emotional orientation individuals have toward their work (Vroom, 1964: 99) and the degree to which their expectations from their job are met. Additionally, it reflects their attitudes toward the physical and social conditions of the organization they are part of (Schermerhorn, Hunt and Osborn, 2002: 162). Several factors influence an individual's attitude or satisfaction toward their job. These include salary and salary increases, promotion opportunities, supervisors, fringe benefits, coworkers, contingent rewards, working conditions, the nature of the job, and satisfaction with internal communication within the organization (Spector, 1997: 8). Therefore, individuals who are satisfied with their jobs are likely to have a positive perspective toward the organization they belong to, whereas those with low job satisfaction levels are more likely to have a negative outlook (Çetin, 2011: 84).

Extending beyond job satisfaction, life satisfaction provides a broader view of individuals' well-being. Life satisfaction is an individual's self-evaluation of their current or past life (Neugarten et al., 1961: 134). It reflects a positive attitude toward life (Haybron, 2007: 101). Factors influencing individuals' life satisfaction include work-related elements (e.g., the nature of the job, workload, salary), personal characteristics (e.g., age, personality traits, expectations), environmental conditions (e.g., opportunities to find alternative jobs), and societal aspects (e.g., social networks and relationships) (Özdevecioğlu and Aktaş, 2007: 8). Additionally, activities and conditions such as maintaining a healthy diet, exercising, being physically and mentally healthy, engaging in romantic/emotional relationships, experiencing a sense of belonging,

fishing, listening to music, parenting, enjoying freedom of expression, receiving or continuing education, achieving financial stability, holding social prestige, possessing intellectual capacity, being skilled at building social relationships, participating in volunteer activities, being active in non-governmental organizations, and meeting new people also significantly contribute to life satisfaction (Flanagan, 1978: 141; Veenhoven, 1996: 29).

Within this context, teachers hold a particularly important position as vital individuals in shaping and guiding the educational processes of future generations (Sonkur, 2021). They play a crucial role in a country's development, ensuring social harmony and peace, preparing individuals for societal life through socialization, and transmitting cultural values to younger generations (Karataş, 2020: 40). In this context, teachers' job crafting refers to their efforts to reshape their tasks, relationships, and perceptions of their work, making their jobs more meaningful and satisfying (Wrzesniewski and Dutton, 2001). By engaging in such proactive behaviors, teachers can add greater meaning to their work, enhancing their overall enjoyment of life. Accordingly, the purpose of this study is to examine the relationship between teachers' job crafting, job satisfaction, and life satisfaction.

8. Methodology

In this study, the survey technique, one of the quantitative research methods, was used. The data obtained from the participants, in line with the purpose of the study, were analyzed using the Jamovi 2.6.17 statistical software package. Initially, the data from 12 participants who answered the control question incorrectly in the survey form were excluded from the analysis. Following this, the validity and reliability of the measurement tools were assessed. Finally, t-tests, correlation, and regression analyses were conducted.

a. Participants

The participants of the study consist of 526 teachers working in schools affiliated with the Ministry of National Education of the Republic of Turkey. Among these teachers, 265 are women (50.38%), and 261 are men (49.62%). Additionally, 410 of the teachers are married, while 116 are single. The participants' average age is 40.7 years, and their average length of service is 16.3 years.

b. Procedure

The ethical approval for this study was obtained from the Süleyman Demirel University Social and Humanities Ethics Committee with the decision dated 30.07.2024 and numbered 151/5. The data for the study were collected during October and November 2024 through in-person distribution and via Google Forms. On the first page of both survey forms, written information about the purpose of the study was provided, and it was stated that participation was voluntary. Additionally, it was noted that participants could discontinue filling out the survey form at any time if they wished.

c. Measures

In line with the purpose of the study, three measurement tools consisting of a total of 37 items were used. These measurement tools were rated on a five-point Likert scale. Additionally, four questions (age, gender, marital status, and seniority) were included to determine the demographic characteristics of the participants. Basic information regarding the measurement tools used is provided below.

Job Crafting Scale was developed by Yavuz and Erdem-Artan (2019). During this process, the measurement tools developed by Slemp and Vella-Brodrick (2013), Dvorak (2014), and Niessen et al. (2016), as well as related literature, were utilized. This measurement tool comprises three dimensions (task crafting, cognitive crafting, and relational crafting) and 27 items.

Job Satisfaction Scale was developed by Brayfield and Rothe (1951). A short form of the scale was introduced into the literature by Judge et al. (1998). The Turkish adaptation of the short form was conducted by Keser and Öngen-Bilir (2019). This measurement tool consists of a single dimension (job satisfaction) with 5 items, 2 of which are reverse-coded.

Satisfaction with Life Scale was introduced into the literature by Diener et al. (1985). Its Turkish adaptation was carried out by Dağlı & Baysal (2016). This measurement tool consists of a single dimension with 5 items.

d. Data Analysis

In the study, the construct validity of the measurement tools used was tested. Accordingly, reverse-coded items were adjusted initially. One item each from the Job Crafting Scale and the Job Satisfaction Scale was excluded from the analysis as they did not meet the required factor loading threshold. Additionally, modifications recommended by the statistical software were made by considering the theoretical foundations of the measurement tools. The fit indices obtained because of the analyses were within the range of good and acceptable values. Furthermore, the factor loadings of the Job Crafting Scale ranged from .51 to .75, those of the Job Satisfaction Scale ranged from .53 to .90, and those of the Satisfaction with Life Scale ranged from .62 to .85.

Tablo 1. Goodness of Fit Indices of Measures

Measures	χ^2/df	RMSEA	CFI	TLI	SRMR
Job Crafting Scale	2.470	.053	.919	.909	.053
Job Satisfaction Scale	1.218	.046	.995	.987	.016
Satisfaction with Life Scale	1.534	.035	.998	.995	.011

Following the confirmatory factor analysis, the normality and reliability of the data were examined. The skewness and kurtosis values of the variables under analysis were found to be within the range of -2 to +2. Thus, the variables satisfied the condition of normal distribution (George and Mallery, 2024: 114). Additionally, the Cronbach's Alpha (α) internal reliability coefficients for the variables demonstrated that the measurement tools used were highly reliable (Hinton et al., 2014: 359) (Table 3).

e. Results

Based on preliminary analyses, parametric tests were applied to the data. Initially, it was examined whether the variables differed by gender, and an independent samples t-test was conducted to test this (Table 2).

Table 2. Independent Sample t-Test in the Context of Gender

Variables	Male (N=261)		Female (N=265)		p	Differences
	Mean	S.D.	Mean	S.D.		
Task Crafting	3.97	.644	4.12	.664	.019	Female > Male
Relational Crafting	3.70	.699	3.86	.713	.016	Female > Male
Cognitive Crafting	4.31	.616	4.49	.569	.002	Female > Male
Job Satisfaction	4.03	.819	4.16	.855	.122	-
Life Satisfaction	3.52	.800	3.52	.907	.976	-

df (Degrees of Freedom) = 524

Upon examining Table 2, it was determined that only the variables of task crafting, relational crafting, and cognitive crafting showed significant differences in the context of gender. In this regard, it was observed that the mean scores for these variables were higher for women compared to men.

Following the independent samples t-test, a Pearson correlation analysis was conducted to examine the relationships among the variables (Table 3).

Table 3. Correlations Among Variables

Variables	S./K.	Mean	S.D.	1	2	3	4	5
1 Task Crafting	-.597/.283	4.04	.657	(.825) ⁷				
2 Relational Crafting	-.625/.729	3.78	.710	.647 ^{**}	(.876) ¹⁰			
3 Cognitive Crafting	-1.47/1.94	4.40	.599	.626 ^{**}	.669 ^{**}	(.894) ⁹		
4 Job Satisfaction	-1.20/1.58	4.10	.839	.362 ^{**}	.400 ^{**}	.574 ^{**}	(.845) ⁴	
5 Life Satisfaction	-.494/-.013	3.52	.854	.275 ^{**}	.315 ^{**}	.405 ^{**}	.470 ^{**}	(.873) ⁵

^{**}*p* < .001 – (...): Cronbach Alpha – Exponentiation: Number of items included in the analysis – S./K.: Skewness and Kurtosis.

Upon examining Table 3, it can be observed that the dimensions of job crafting and job satisfaction are positively and significantly related to life satisfaction. Moreover, the variable with the strongest significant relationship to life satisfaction is job satisfaction ($r = .470$; $p < .001$), while the variable with the weakest significant relationship is task crafting ($r = .275$; $p < .001$).

Following the correlation analysis, a regression model was established in line with the purpose of the study (Table 4).

Table 4. Regression Results for The Impact of Job Crafting and Job Satisfaction on Life Satisfaction

Independent Variables	β	<i>p</i>	S. E.	Model Statistics	
Task Crafting	.005	.944	.076		
Relational Crafting	.093	.208	.074	R ² = .261	<i>p</i> = .000
Cognitive Crafting	.207	.032	.096	Adj. R ² = .254	Tolerance > 0.4
Job Satisfaction	.383	.000	.053	F = 36.5	VIF < 2.5

* *Dependent Variable: Life Satisfaction*

Upon examining Table 4, the results indicate that cognitive crafting ($\beta = .207, p < .001$) and job satisfaction ($\beta = .383, p < .001$) significantly and positively affect life satisfaction.

9. Conclusion

This study examined the relationship between teachers' job crafting, job satisfaction, and life satisfaction. The findings indicate that teachers' cognitive crafting and job satisfaction have a significant and positive impact on their life satisfaction. This finding suggests that efforts to alter perceptions of work and reinterpret its meaning can help individuals achieve greater satisfaction and happiness in their lives. Cognitive crafting enables individuals to frame their work in a more meaningful context, allowing their work to contribute positively to their overall life. For instance, when a teacher views the teaching process not merely as transferring knowledge but as touching and contributing to students' lives, it can enhance their professional satisfaction while adding profound meaning to their personal life. Wrzesniewski and Dutton (2001) argue that cognitive crafting transforms individuals' work identities and the meaning they attribute to their jobs. Thus, when teachers perceive their profession not just as a duty but to serve society and add value to students, they are more likely to achieve higher life satisfaction. In emotionally demanding professions like teaching, cognitive crafting is believed to support individuals' professional and personal searches for meaning.

However, the study also found that task crafting and relational crafting dimensions do not significantly impact life satisfaction. This finding indicates that not all dimensions of job crafting have the same level of influence on life satisfaction in the context of teachers. According to Wrzesniewski and Dutton's (2001) conceptualization, task crafting involves altering the scope and nature of tasks, while relational crafting entails reshaping social interactions. The lack of significant effects of these behaviors on life satisfaction for teachers suggests that they may prioritize the meaning and identity associated with their work over other aspects of job crafting. This perspective helps explain why teachers may focus more on cognitive crafting and highlights the significant role of job satisfaction in influencing life satisfaction. Moreover, in emotionally intensive professions like teaching, reinterpreting the meaning of one's work can significantly enhance life satisfaction (Ghitulescu, 2006; Shi et al., 2022). Additionally, the study found that job satisfaction has a significant effect on teachers' life satisfaction. Therefore, a teacher who is satisfied with their job is likely to experience greater pleasure and enjoyment in life. For example, a teacher with a high level of job satisfaction is expected to demonstrate greater energy in the classroom, better communication with students, and overall improved performance in the educational environment. This improvement, in turn, can enhance the quality of education. Furthermore, satisfied teachers are more likely to dedicate additional time to lesson materials, develop innovative teaching methods, and focus more on the individual needs of their students. Consequently, this process contributes to students' individual success and positively impacts the education system.

In addition to the evaluated findings mentioned above, the study revealed that female teachers have higher levels of cognitive, relational, and task crafting compared to male teachers. Cognitive crafting encompasses the processes of altering individuals' perceptions of their work and reinterpreting its meaning. The higher levels of cognitive crafting observed among female teachers may be attributed to their skills in empathy, analytical thinking, and evaluating different perspectives, which enable them to make their work more meaningful. This suggests that their approach to touching students' lives, guiding them, and being not just knowledge transmitters

but also life shapers provides an indication of how effectively female teachers utilize this skill. Relational crafting refers to reshaping the frequency and quality of work-related social interactions. The higher relational crafting levels among female teachers may reflect their ability to establish and sustain stronger relationships in educational settings, contributing to their perception of work as more meaningful. Task crafting, on the other hand, involves efforts to alter the scope, sequence, or nature of tasks performed at work. Consequently, it can be inferred that female teachers exhibit greater effort than male teachers in diversifying lessons by incorporating extracurricular activities, restructuring according to student needs, and making classroom environments more engaging.

This study has certain limitations. Firstly, as the sample consists solely of teachers in Turkey, the generalizability of the findings to other professional groups is limited. Future research could expand these generalizations by examining the studied variables in other professional groups where job crafting is relevant. Additionally, the study was conducted using only quantitative research methods. Employing a mixed-methods approach in future studies could provide a more in-depth understanding of teachers' job crafting behaviors.

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