The Role of Calling and Job Crafting on the Promotion of Employee Engagement for Organizational Sustainability

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Abstract: A sense of job as a calling (JAC) relates to the worker's intrinsic motivation to perform his daily tasks and a willingness to modify daily tasks and resources needed to carry out the tasks successfully. This proactive behavior will improve a worker's well-being and engagement. Moreover, this contribution will enable organizations to achieve sustainable organizational success. The purpose of this study was to examine the relationship of JAC, job crafting, and employee engagement as an essential aspect of achieving sustainable organizational success. A total of 275 teachers participated in this study. All hypotheses had tested using path analysis with WarpPLS. Conceptually, all dimensions of job crafting are acknowledged to have a significant effect, but the results showed that JAC significantly affects only the two dimensions of job crafting. While decreasing hindering job demands and increasing social job resources were not significantly mediated JAC and employee engagement. Having a calling in the work context drive teachers to craft their tasks at all costs. In the longer term, this will lead to organizational sustainability. In this study, we also discussed the implications for organizations and future research.

1 INTRODUCTION

The concept of job as calling and its effect on individuals have been known for many years (Esteves & Lopes, 2017). Job as a calling refers to an approach to see the application of having a calling in doing of job (Duffy et al., 2018). The origin source of this sense relates with the religious framework where the individual receives a 'transcendent summons, experienced as originating beyond the self, to approach a particular life role (Duffy et al., 2018). Furthermore, it also relates to motivation that person has when they are doing their occupations, particularly in social jobs such as teaching (Petrou et al., 2012). Nowadays, the definition of this sense of calling attaches to a sense of purpose, direction, the desire to be helpful and personal fulfilment (Duffy et al., 2018; Vogt et al., 2015; Xie et al., 2016, and identified as the secular perspective of a sense of calling and it perceives as people's desire to give contribution to their work life (Dik et al. 2012). This desire and personal fulfilment are seen as important

factors of an individual's work experience, no matter of their religion orientation.

The advantages of having job as calling have been addressed in many previous researches in the individual and organization context (Afsar et al., 2019). It is mentioned that having job as a calling would motivate employees in doing their job and engage their purpose in work life (Xie et al., 2016). Specifically, employees with strong of this feeling are aware with themselves and their career choices, also with this sense will be strongly related to their feelings and give impact to their behavior (Riasnugrahani et al, 2019). It can be said that these people are effectively bound to shape their lives at work to consolidate or underline parts of their calling, hence driving them to make progressed moves with a future-oriented impact. In this case, teachers who have job as calling, they are enjoy doing their job and have the capacity to improve their capability in doing teaching activities and very comfortable to continue their teaching career in their life. On the other hand, teachers who do not have this calling they become

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doubtful with their decision to be a teacher and it can lead to bad performance in doing this job (Duffy et al. 2017). Dik et al. (2012) proposed that a feeling of calling a feeling of calling should be understood as an interaction where the individual encounters, keeps up and looks for their reasons for living consistently.

Chang et al. (2020) affirm that one way to form job crafting is the presence sense of calling that employees should have, because this sense of calling will lead to some behaviors such as find opportunities, dare to make changes and adapt to the pressure in work environments and many others. Job crafting is described as a particular type of proactive behavior that viewed as an anticipatory action taken by employees in order to face difficulties and limitations presented by their works (Wang et al., 2018). According to Tims et al. (2012), as a job crafter, to give meaning and purpose in their job, employee will continue to improve their work, and it will help employee to handle the changes in their work (Tims et al., 2012). Therefore, job crafting is seen as a process that needs employees' active changes of their work, including how they see and do their jobs and also connect with others in their jobs (Petrou et al., 2012). Today, in the dynamic working environment, it is possible employees do not always fit with their job, and they try to match themselves with their job (Wang et al., 2018), and it make concept of job as a calling motivate employees to engage and match their demands and goal with the workplace (Tims et al., 2016). Therefore, calling, is viewed as a strong motivator that conduct future-focused and mindful actions, and it showed that there is a positive correlation between calling and job crafting. Employees who have calling orientation is found to be likely and enjoy crafting their jobs (Chang et al., 2020); Lu et al., 2014).

More than decades ago, the impact of job crafting has been discussed, such as the changes that employees made in their jobs on their own initiatives (Kulik et al., 1987 in Karatepe & Eslamlou, 2017). Job crafting is perceived as individual changes on physical and cognitive when doing the task or relational boundaries in their work. According to Tims et al. (2012) job crafting refers as the changing that made by employees related to demands and resources of their job (Tims et al., 2012). When job resources increase, it will also enhance challenging in job demands that represent job crafting (Bakker and Demerouti, 2016; Tims et al., 2012). When employees redesign their works through job demands and resources, it will create work engagement that is defined as a positive, fulfilling, work related state of

mind that is characterized by vigor, dedication, and absorption (Bakker, 2011).

Bakker (2011) stated by practicing employee engagement in the workplace, it will improve employee performance, development of career and finally reach customer for organization, therefore organization should give more concern to employee engagement. Work engagement is a result of job crafting (Bakker & Demerouti, 2016). Van Wingerden et al. (2016) mentioned that job crafting is caused by work engagement. When teachers are given chances to crafts their jobs, they feel vigorous, are encouraged by work, and focus on job. When they craft their works, they ask assistance and advice from their co-workers and supervisors, they also might be liked in accepting new or extra tasks and communicate for control in order to help the problems and needs of the students, and expand their work demands because they perceive their job as a potential for development and advancement (Brenninkmeijer & Hekkert-Koning, 2015). Study of Tims's et al. (2015) and Vogt et al. (2015) summarized that job crafting led to higher employee engagement. Thus, it can be concluded that when employee has higher job crafting will give impact to the higher of their job engagement. Conversely, the lower the job crafting, the lower employee engagement will be for employees. These results are in line with research related to job crafting and previous work engagement conducted by Chen, et al. (2014) and Siddiqi (2015) although using different scales and dimensions of job crafting. Study conducted by Sakuraya et al. (2016) on managerial level employees in Japan found that by giving several sessions regularly on job crafting, there was an increase in job crafting and influence the level of employee engagement. Other explanation related the relationship between job crafting and employee engagement comes from Petrou et al. (2012) that stated the emphasis of job crafting is on the employee proactively behavior in making changing to the scope of their work in order to find the meaning in their work which in turn give impact to employee engagement.

Furthermore, the issue of sustainability is important to achieve organizations' long-term objective. Organizational sustainability describes as the capacity for an organization to reach their goal in terms of economic, environmental, and performance of human (Wales, 2013). Employee engagement at work can be seen as an essential factor in order to attain organizational successful in sustainability. Employee engagement should be viewed as a core element of the human dimension of organizational sustainability (Carasco et al., 2014; Lee et al., 2016).

Employee engagement is one of the most research topics in organizational science that forms a critical and fundamental component to the continuous organization sustainable successful (Mirvis, 2012). The aim of this research is to explore the role of job as calling and job crafting to promote employee engagement that finally support organizational sustainability.

1.1 Job as a Calling (JAC)

According to Baumister (1991), there are three distinct values people can have to their work, namely, work as a job, work as a career, and work as a calling. Employees who see their work as a job only concern about how much money and benefits they can earn. In contrast, employees who have seen work as a career, will take a job as an investment to actualize themselves, get higher social status and achievement. Finally, individuals with calling find their daily activities at work are inseparable from their life. They focus on fulfillment and social value.

Duffy et al. (2017) state that job as a calling (JAC) is a form of religiosity in working based on employee's calling. They complete a variety of jobs in the spirit of their calling and create meaningful values for themselves, and fulfillment of other values as the main purpose. As a social human being, these values can be seen from the encouragement that comes from God to help each other. Job as a calling as religiosity is an encouragement that comes from God to serve other individuals.

Having a job as a calling would motivate employees in doing their job and engage their purpose in work-life (Afsar et al., 2019; Savickas & Porfeli, 2012). Specifically, employees with a strong of this feeling are aware of themselves and their career choices, also with this sense will be strongly related to their feelings and give impact to their behavior (Riasnugrahani et al, 2019). They are eager to learn new things, develop their capacities and improve their work quality, and engage (Afsar et al., 2019; Savickas & Porfeli, 2012; Duffy et al, 2017).

1.2 Job Crafting (JC)

Wang et al. (2018) concluded that job crafting is an effort to remove job boundaries that are explained in the job description, to ensure it aligns with individual preferences, skills, and abilities. Employees who involved in job crafting may redesign their work activities and scope with or without management involvement to balance job demands and job resources with their abilities or needs (Tims et al.,

2012). Tims et al. (2012) defined job crafting as the proactive process of employees changing aspects of work to define the physical, emotional, cognitive, and relational scope of a job. For instance, employees may change the number of tasks they will handle; the amount of intensity of contact they have with colleagues or customers, and the number of resources they will earn.

Job crafting can stimulate personal growth because job crafting enables an employee to mobilize more job resources and challenging demands that stimulate their knowledge, skill, and experiences (Tims, et al., 2012; Petrou et al., 2012). Therefore, job crafting also creates personal meaning (Petrou et al. 2012). Moreover, Demerouti et al. (2015) conclude that proactive behavior that showed in job crafting strategies will lead to higher job engagement and productivity.

Tims, et al. (2012) explained that there are 4 dimensions of job crafting, they area increasing structural job resources, decreasing hindering job demands, increasing social job resources, and increasing challenging job demands. Increasing structural job resources referred to activity to develop oneself, learn new things, and use knowledge and skill to the fullest. The second dimension, decreasing hindering job demands, focus on minimizing difficult work situation at work. An employee tends to minimize contact with customers or colleagues who affect them emotionally; avoid making the difficult situation at work to ensure they have a pleasurable day at work. The third dimension, increasing social job resources demonstrated an active behavior in asking for feedback and coaching from the leader. Meanwhile, increasing challenging job demands focus on enhancing an adequate level of challenges and demands. Boredom, dissatisfaction, and disengagement may appear in a job that is under stimulating. Thus, employees must be able to stimulate their work and get more challenges and face a difficult work situation.

1.3 Employee Engagement (EE)

Job engagement is a positive, fulfilling, motivational state of work-related well-being that can be seen as the contradiction of job burnout. As a concept of motivation, Bakker (2011) stated that employees who have engaged with their job and organization will be motivated to strive the challenging goals, involved in many work situations. They are also energetic and enthusiastically apply their skill and knowledge to accomplish their tasks. Many of employee engagement's definitions emphasize an employee's

commitment to the job and organization or the positive work attitudes and behaviors as an engaged employee exhibit.

1.4 Job as Calling, Job Crafting and Employee Engagement

To describe the mechanism of job calling and job crafting, the career construction theory (CCT) are used in this study. CCT indicated that careers are resulted from individuals' capability in adjusting their social environment with their personal value by imposing meaning on their daily task and experiences at workplace (Rudolph et al, 2018). Adjusting involves adaptive behaviours that address changes in work situation and demand to experience a meaningfulness at workplace. Therefore, employee who understand their calling and sees his or her career as a calling are fully aware of themselves, have a clear focus on goals and leads them actively to a self-directed behaviour (Xie et al., 2016; Savickas & Porfeli, 2012). In other words, employee is motivated to modify their job to include more challenges, more meaningful tasks and relationship, and more effort into updating their skills (Rudolph et al, 2018; Duffy, et al., 2017). As a result, these individuals are more likely to change aspects in their daily work in order to emphasize values of their calling, thus driving them to have more enjoyment and engagement from their jobs.

Some empirical research revealed that calling positively associated to employee's work attitudes, behaviour and performance. For example, Xie, et al (2016) found that job as calling positively related to an employee's career adaptability, work engagement, and career satisfaction. Employee who experiencing work as a calling will tend to show higher level of commitment and do more to accomplish their job (Duffy et al., 2017; Thompson and Bunderson, 2019). Chang et al (2020) reveal that a sense of job as calling significantly associated with employees' job crafting behavior. When a sense of calling is accompanied by a high degree of self-efficacy and job autonomy, it encourages individual to be more willing to engage and commit to their careers.

Employees with a calling work not for financial gain but instead they will do their work to be morally and socially significant. Therefore, it will lead to an active behavior to learn somethings new to help them accomplish work. They will tend to find the opportunity to use their competence to the fullest (increasing structural job resources). As they know their purpose and value, the employee who sees work as a calling will modify their work, try to make sure that their work is mentally less intense, minimize

contact with unrealistic colleagues and reduce stressful work situations (decreasing hindering job demands). Moreover, they also demonstrated a willingness to get more challenges and responsibility (increasing challenging job demands), see a difficult situation as a chance to grow, and actively ask for advice and coach from supervisors (increasing social job resources). Thus, in turn, these will lead to higher engagement, satisfaction, and well-being. As such, we hypothesize:

- Hypothesis 1: Job as calling is positively related to work engagement through the mediating effects of increasing structural job resources
- Hypothesis 2: Job as calling is positively related to work engagement through the mediating effects of decreasing hindering job demands
- Hypothesis 3: Job as calling is positively related to work engagement through the mediating effects of increasing social job resources
- Hypothesis 4: Job as calling is positively related to work engagement through the mediating effects of increasing challenging job demands

Based on the theories outlined, the researchers develop the conceptual framework as shown in Figure 1.

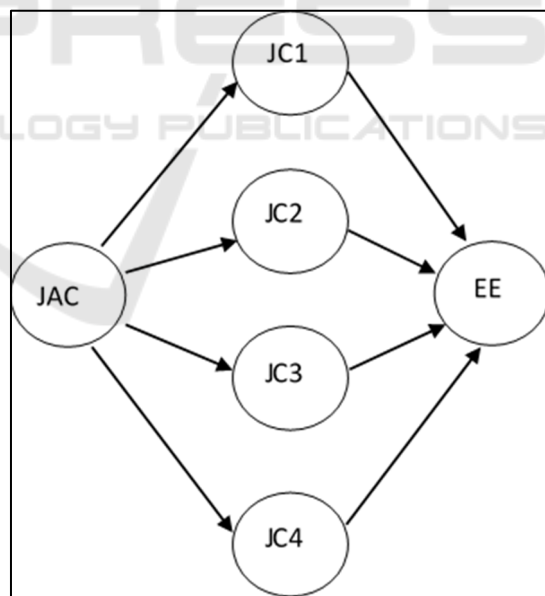Figure 1: Conceptual framework of the study.

JAC: job as a calling
JC1: increasing structural job resources
JC2: decreasing hindering job demands
JC3: increasing social job resources
JC4: increasing challenging job demands
EE: employee engagement

2 METHODS

2.1 Participants and Procedures

The sample of this study was 275 kindergarten and primary school teachers from various schools located in 9 sub-urbans in Bandung. The rationale for the selection of kindergarten and primary school teachers as survey participants included: first, in social occupations such as teaching, their job is inseparable from their life. They are more likely to do works to brings fulfillment and meaning to other people (Xie et al., 2016). Second, daily improvisation is fundamental in the teachers' work. Teachers modify or craft their daily work to respond to children's diverse intellectual level, social, and emotional and needs. Hence, teachers in primary school or lower are employees who are expected to experience job as calling and regularly involve in job crafting.

Data were collected through an online survey method. The survey's link was distributed through personal contact and or the school principle. After four months, the 275 completed questionnaires were collected. The respondent's characteristics are presented in Table 1.

Table 1: Respondents' Characteristic.

Characteristics	Percentage
Age	
• 23 - 28	12.9%
• > 28 – 33	9.7%
• > 33 – 38	9.7%
• > 38 – 43	6.6%
• > 43	16.3%
Gender	
• Male	10.9%
• Female	88.7%
Professional Background	
• Less than 5 years	32.4%
• > 5 – 10 years	29.8%
• > 10 years	35.6%
Employment Status	
• Full-time	37.2%
• Part-time	17.1%
Weekly working hours	
• Less than 10 hours	7.9%
• > 10 – 25 hours	45.4%
• > 25 – 40 hours	41.4%
• > 40 – 55 hours	5.4%

2.2 Measures

This study used a set of questionnaires that included job as calling, job crafting (increasing structural job resources; decreasing hindering job demands; increasing social job resources; increasing challenging job demands), and employee engagement. These set of questionnaires were developed by previous researchers and have used a five-point Likert scale. Job as calling was measured using Brief Calling Scale – Presence of Calling that consists of 2 items (*e.q.* I have a good understanding of my calling as it applies to my career) by Dik et al. (2012). Job crafting consists of 4 dimensions, there are increasing structural job resources; decreasing hindering job demands; increasing social job resources; increasing challenging job demands. Job crafting behaviour was measured using questionnaires developed by Tims et al. (2012). In total, there are 21 items used to measure this variable, for example: I try to ensure that my work is emotionally less intense. Meanwhile, questionnaire developed by Saks (2006) was using to measured employee engagement. There are 5 items in measuring employee engagement, the sample of the questions is: My work preoccupies me, and I am truly in it.

3 RESULTS AND DISCUSSION

3.1 Validity and Reliability Check

Convergent validity was assessed by evaluating the Average Variance Extracted (AVE) test on the variables. The values in Table 2 support convergent validity as all AVEs exceeded the recommended values (Henseler et al., 2016). The validity test's results also showed that the Cronbach's Alpha coefficients of all variables are acceptable. Loading factor between 0.779 and 0.907 for increasing structural job resources (ISJR), between 0.623 and 0.812 for decreasing hindering job demands (DHJD), between 0.525 and 0.768 for increasing social job resources (ICJR), and between 0.599 and 0.761 for increasing challenging job demands. Both items in job as calling variable gain 0.920 loading factor, indicated that both items were valid (loading factor was more than 0.4). Meanwhile, the loading factor between 0.47 and 0.859 are found for employee engagement. In total, there were 26 items in the questionnaire that included.

Table 2: Reliability Check.

Variable	AVE	Composite Reliability	Cronbach's Alpha
JAC	0.847	0.917	0.820
JC1	0.766	0.881	0.818
JC2	0.523	0.760	0.631
JC3	0.460	0.808	0.702
JC4	0.488	0.766	0.619
EE	0.449	0.836	0.785

3.2 Descriptive Statistics

The correlation analysis between the variables studied was assessed to conduct a statistical analysis. This analysis ensures that all the variables used in this study are related. The correlations among all studied variables are presented in Table 3. The table showed that job as calling is correlated with the first, and the fourth dimension of job crafting. It is worth noting that employee engagement had a correlation on all studied variables except JC2 (decreasing hindering job demands).

Table 3: Correlation Analysis.

Var	JAC	JC1	JC2	JC3	JC4	EE
JAC	-	0.47*	0.026	0.17	0.37*	0.38*
JC1			0.158	0.40*	0.46*	0.52*
JC2				-0.02	0.05	-0.05
JC3					0.34*	0.33*
JC4						0.49*
EE						-

* $p\text{-value} < 0.001$

3.3 Structural Model Analysis

Once the reliability and validity were meet the recommended value, the model was tested using Warp PLS tool. The structural analysis model output is shown in Table 4.

Table 4: Model fit and quality indices.

Fit Indicates	Recommended Value	Value
APC	$p<0.001$	0.254, $p<0.001$
AARS	$p<0.001$	0.167, $p<0.001$
AFVIV	<= 3.3	1.440
GoF	>=0.25 (medium)	0.295
RSCR	>= 0.9	0.998
SSR	>= 0.7	1.000

3.4 Hypothesis Testing

The structural model analysis in Figure 2 showed that job as calling has a positive impact on employee

engagement with increasing structural job resources as a mediation variable ($\beta = 0.390$; $p\text{-value} < 0.001$, H1 is supported). This study also provides initial support for H4 regarding the mediation of increasing challenging job demand between job as calling and employee engagement ($\beta = 0.270$; $p\text{-value} < 0.001$). Meanwhile, the second and the third dimension of job crafting, namely decreasing hindering job demands and increasing social job resources were not significantly mediated the relationship between job as a calling and employee engagement. Thus, H2 and H3 are not supported.
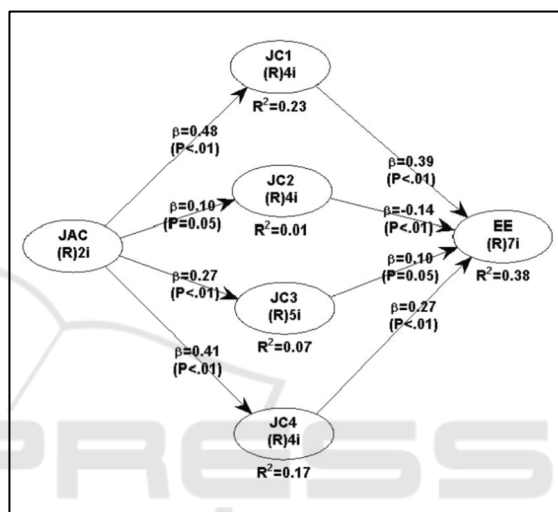

Figure 2: The result of Structural Model

JAC: job as a calling
JC1: increasing structural job resources
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JC4: increasing challenging job demands
EE: employee engagement

This study examined how job crafting dimensions mediated job as calling and employee engagement. We found that job as calling was more strongly related to employee engagement through the mediating effect of increasing structural job resources (H1) and increasing challenging job demands (H4). Job as a calling is identified as a sense of direction, purpose, and personal fulfilment (Duffy et al., 2017). Individual who sees their work as a calling are willing to do and serve the greater good because they are motivated employees and engage their purpose in work-life (Chang et al., 2020 Xie et al., 2016; Riasnugrahani et al, 2019). This study has shown that teachers who experience job as a calling are able to mobilize more variety, the opportunity to develop oneself (increasing structural job resources) whereas increasing engagement. This result support prior

studies, for example Chang et al (2020), Lu et al. (2014), and Berkers et al. (2017). Moreover, individuals with a calling will have higher intrinsic motivation and lead them to craft their job to include more challenges, tasks, relations, and skills (Chang et al., 2020; Tims, et al., 2012). As a result, they will experience an adequate level of challenge, opportunity to practice their knowledge and skill which will increase their personal growth and engagement with their job.

In today's competitive marketplace, organization that focus on employee engagement will

enlarge their capacity to reach their goal in terms of economic, environmental, sustainability, and performance of human (Wales, 2013). The rationale for this because employee engagement viewed as a core element of the human dimension of organizational sustainability (Carasco et al., 2014; Lee et al., 2016). Therefore, organization that focus on employee engagement will resolve the tension employee feel between their work and personal value by providing a higher purpose.

The findings from this study also reveal that the other two dimensions of job crafting (decreasing hindering job demands/H2 and increasing social job resources/H3) are not significant mediated the relationship of job as a calling and employee engagement. When teachers see their job as a calling, they are more likely to increase their job resources (e.g., seeking social support) and challenges (e.g., seeking more variety) rather than decrease job demands. This finding explains that the teachers who report a presence of a calling have a good sense of their interests and abilities. They show their competency in manage work in a difficult situation and willing to modify work to contribute to the greater good. Therefore, decreasing and hindering job demands are not the choices for individual who sees their job as a calling. Having a clear purpose and calling in the job will give the advantage to be able to make changes and adapt to the pressure in work environments and many others (Wang et al., 2018). Finally, in this study, we can conclude that increasing social job resources (e.g., asking for coaching and feedback from supervisor or colleagues) may have more impact on the social aspects of the job but it does not determine employee engagement.

4 CONCLUSIONS

Job as a calling is viewed as a strong motivator that conduct future-focused and mindful actions. Previous research showed that employees who have calling orientation is found to be likely and enjoy crafting their jobs (Chang et al., 2020; Lu et al., 2014). They also demonstrated an attachment at workplace (e.g., commitment and engagement) and occupational clarity (e.g., career decidedness and choice comfort) (Thompson and Bunderson, 2019). This study examined how job as a calling will influence employee engagement through job crafting as a mediation variable. We elaborated job crafting into 4 dimensions; increasing structural job resources, decreasing hindering job demands, increasing social job resources, and increasing challenging job demands.

There are 4 hypotheses assessed in this study. As proposed, employee who experience job as a calling is found to have willingness to develop his/her capabilities, to learn new things at work, and seeking variety and autonomy (Tims, et al., 2012; Xie et al., 2016). This voluntary behaviour fulfilling basic human needs and enhance employee engagement. Similarly, having a sense of calling at work, teachers may take more challenges and extra tasks to stimulate their personal growth and skills. This challenge demands offer meaningful experiences that lead to satisfaction and engagement (Xie et al., 2016).

However, we found decreasing hindering job demands and increasing social job resources are not significant in the relationship between job as a calling and employee engagement. This result showed that when employees see their job as a calling, they tend to promote proactive behaviour, modify work to ensure it aligns with their skill, ability, and preference. They are also eager to make difficult and contact with others that might affect them emotionally. In conclusion, they prefer to deal with difficult work situation and interaction, stimulate their knowledge and skills, and avoid decreasing job demands.

The current study offers a theoretical contribution. This study has used the four dimensions of job crafting instead of treating job crafting as unidimensional. This allows the examination of job-crafting activities and points out the main dimension that enhances employee engagement. Our findings also have significant implications for practitioners. Knowing that employee who has calling orientation will tend to have higher engagement, an organization should commit to assisting employees in finding meaning and purpose in their work. HR practices that would have significant impact on employee engagement are training, counselling, career management and job enrichment. These practices incorporate meaning, variety and autonomy so employee become more willing to do greater good.

The limitation of this study also sheds light on future research. First, the survey participants were not involved with teachers in higher levels, for instance: high school teachers. Therefore, one should be cautious when generalizing the results to the teachers' population. Meanwhile, the sample size of this study has been conducted fairly big to the population of kindergarten and primary school teachers.

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