

Chapter II

Reviews of Literature

CHAPTER II

LITERATURE REVIEW

This chapter deals with a review of particular existing research works related to the present study. Review of literature is the most significant aspect in any research work. It is a measure, stating the recent output on particular area of research and organized in a useful sequence to support the present research techniques. The main objective of the review of literature is to understand the research activities that have been undertaken place in a particular discipline in general and the area of research in particular. The present study aims to analyze the various factors influencing Job Performance of employees in Engineering Industries in Coimbatore. All relevant literatures available are reviewed here. The contribution of academicians, research scholars and human resource professionals on this topic in various dimensions has yielded invaluable set of research outputs and these are given chronologically in this chapter. The literature related to the Job demand and Job resources, Job crafting and Work Meaningfulness examines the base to explore the relationship between Occupational self-efficacy and Job performance.

2.1 Job Demand and Job Resources Model

Job demands refer to those physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort and are therefore associated with certain physiological and/or psychological costs. Examples are a high work pressure, emotional demands, role overload, and poor environmental conditions.

Job resources refer to those physical, social, psychological, or organizational aspects of the job that are (1) functional in achieving work goals; (2) reduce job demands and the associated physiological and psychological costs; or (3) stimulate personal growth and development. Resources may include salary, career opportunities, job security, interpersonal and social relations (e.g., supervisor and coworker support, team climate), the organization of work (e.g., participation in decision making, role clarity), and the level of the task (e.g., task significance, task identity, performance feedback, skill variety, autonomy). In fact, these are the classical job characteristics in Hackman and Oldham's (1976) model.

Review of Literature related to Job Demands and Job Resources are discussed and condensed below

Adil and Baig (2018) investigated the impact of five JD-R variables (workload, autonomy, work–life imbalance, time pressure, and feedback) on burnout, and also the impact of burnout on employee’s well-being. Researcher surveyed 352 employees from the pharmaceutical companies of Karachi. A structural model was constructed using SEM analysis in AMOS to illustrate the multivariate relationship among the five variables of the JD-R model, burnout and employee’s well-being. The results showed that only three JD-R variables (namely, workload, autonomy, and work–life imbalance) have significant impact on burnout (with the exception of time pressure and feedback). Moreover, burnout has shown a significant negative impact on well-being of employees. The SEM analysis reflects a very good model fit with the sample. The findings of this study suggested that assistance and support helps in bringing about constructive changes in the organisation so that the level of burnout could be alleviated in order to ensure better employee’s well-being. The top management should revisit their business policies and practices which involve reduced or manageable workload and an adequate level of independence in managing one’s work. The study also revealed that it is very important to maintain a balance between work and family life in order to reduce the potential danger of burnout. Job resources serve as motivating factors to optimise the employee’s zeal to consistently perform better. It is reflected in the form of better employee’s engagement which should be maintained across the organisation.

Dediu, Leka and Jain (2018) examined the relationship between work demands (time constraints), resources (autonomy and social support), and other work factors (task monotony, complexity, and dealing with unforeseen circumstances) with Innovative Work Behavior (idea generation and idea implementation behaviours) at the country level. Sample consisted of 12,924 participants from the 27 European Union member states. Multilevel generalized structural equation model was employed to test the hypotheses. Results inferred that resources showed the highest positive relationship with idea generation and idea implementation. Other work factors such as task monotony and working at high speed were negatively related to Innovative Work Behavior. Furthermore, country-level IWB positively and significantly influence idea generation and idea implementation.

Borst, Kruyen and Lako (2017) investigated the influence of work and personal resources, including public service motivation on work engagement, the moderating effect of Job demands (red tape) on the relationship between work and personal resources on work engagement and also work engagement mediating the relationship between JD-R and job outcomes. Data was collected among 9,465 public servants employed in municipalities, provinces, water boards, central government, and the legal authorities by the Dutch Ministry of the Interior and Kingdom Relations. Work-related resources (autonomy, colleague support, and job content) leads to higher work engagement among public servants and than satisfaction with organization-related resources (supervisory support, developmental opportunities, and performance measurement). Work engagement significantly mediates the relationship between the job resources and personal resources of public servants on one hand and their commitment and turnover intention on the other hand. Results showed that the perceived red tape by public servants does not have a negative effect on work engagement. The perceived red tape by public servants does not affect their organizational commitment or turnover intention. However, the effect of work-related resources on the work engagement of public servants is stronger when they perceive high red tape than when they perceive little red tape. In addition, the effect of organization-related resources on the work engagement of public servants is weaker when they perceive a lot of red tape than when they perceive little red tape. Public personnel managers could enhance work engagement by increasing work-related resources (autonomy, cooperation with colleagues) and selecting personnel with a proactive personality and high levels of public service motivation. Hence public personnel managers should take the possible “dark side” of Public Service Motivation into account.

Matthews, Zablah, Hair and Marshall (2016) emphasized the importance of reducing exhaustion for promoting desired salesperson job outcomes. Data was collected from 235 business to business sales people in various industries. Structural equation modeling was used to test the hypothesis. The study revealed that increased job engagement leads to reduced job exhaustion and accounts for a majority of the effect of these resources on salesperson job outcomes. The results indicated that, supervisor support has the largest impact on salesperson turnover intentions because, it acts through both engagement and exhaustion to influence a salesperson’s desire to exit the organization.

Ribeiro, Bosch, and Becker (2016) in their study investigated that organizational factors promote or reduce the risk of turnover intentions among South African women CAs and the moderating role of job resources on job demands and turnover intentions. Data was collected from a sample ($n = 851$) of women CAs working in public practice firms nationally in South Africa. To test the hypothesis, structural equation modeling together with moderated regression analysis was used. Results illustrated that Job demands promote turnover intentions, whereas job resources have a negative effect on turnover intentions. They also found that the moderating role of all job resources, except financial advancement, on the relationship between work–family conflict and turnover intentions and growth opportunities, and on the relationship between job insecurity and turnover intentions to be positive and significant.

Tement and Korunka (2015) examined the moderating impact of types of caregiving on the relationship between job demands/resources and Work to Family Conflict and Work to Family Enrichment. Data was collected among a large sample of Slovenian employees ($N = 1,285$). The occupation of the respondents were technicians and associate professionals (55.0%), professionals (14.3%), managers (6.1%), service and sales workers (5.7%), clerical support workers (5.4%), craft and related trade workers (5.4%), and others (e.g., plant and machine operators as well as assemblers, elementary occupations, or occupation not applicable; 8.1%). The data were analyzed by using hierarchical moderated regression. The results of the study strongly support for the moderating role of the type of caregiving responsibility between workload and Work to Family Conflict. In addition, the type of caregiving had a moderating effect on the relationship between coworker support and Work to Family Conflict. The results therefore highlighted the relevance of types of caregiving responsibility in work–family research and practice.

Walsh, Yang, Dose and Hille (2015) in their study considered job resources (supervisor support and employee empowerment) and job demands (perceived customer unfriendliness and workload) as antecedents of willingness to report complaints. The study also examines the mediation role of organizational commitment and customer orientation, and the moderating role of country, in the effect of JDR variables on willingness to report complaints. Data was collected among 60 German and 47 Chinese service employees.

The result showed that supervisor support and workload positively affect willingness to report complaints, whereas employee empowerment and customer unfriendliness negatively affect willingness to report complaints. Job resources (supervisor support) and demands (workload) can enhance willingness to report complaints, whereas other job resources (employee empowerment) and demands (customer unfriendliness) have inhibiting effects. Organizational commitment and customer orientation mediate the impact of all JDR variables on willingness to report complaints except empowerment.

Barkhuizen, Roodt and Schutte (2014) examined whether job demands and job resources of academic staff have an impact on their talent management. Data was collected among 146 academic staff in South African higher education institutions. Multivariate analysis of variance was used to determine the significance of differences between the job demands and job resources of demographic groups. The results showed that academics experiencing high job demands will have more impact on their talent management compared to the availability of job resources. The results also showed that white ethnic groups, associate professors and older academics working for longer hours experienced significant higher job demands than their counterparts. Higher education management should provide routine current talent management practices and develop appropriate interventions to alleviate incidences of high demands and improve job resources. The future of higher education in South Africa as a developing country depends on a skills of the academic workforce.

Farndale and Murrer (2014) explored the moderating effect of country on the relationship between job resources and employee engagement. They surveyed 19,260 employees from large multinational financial services corporation in Mexico, Netherlands, and USA. Regression analysis was used to test the hypothesis. They elaborated the extent to which job resources (financial rewards, team climate, participation in decision making) positively influence engagement in all three countries. The study also shows distinction between the strength of relationships between these job resources and engagement per country which are explained through cross-cultural theorizing. The study highlighted the importance for firms to be aware of and learn from the equivalence of constructs and their relationships across countries.

Bermejo, Franco and Ursúa (2013) examined the impact of self-reports of Secondary appraisal of stressful situations and Tension (job demands), Behavioral and Cognitive Coping (personal resources) and Autonomy, Feedback, Variety and Social Support (job resources) on Burnout and Engagement (teacher wellbeing). Hypothesis was tested using Structural equation modeling. Personal resources and Job resources significantly influence Teacher well-being (Burnout and Engagement), whereas job demand showed indirect effects on burnout and engagement. Results revealed that promoting job resources such as an adequate supervisor's social support and feedback, and autonomy within educational settings, enhance work engagement among teachers.

Cheng, Mauno and Lee (2013) investigated the relationship between job insecurity, coping resources (job control, social support, and optimism), and employees' work- (vigor at work and job satisfaction) and family-related outcomes (work-family enrichment). Data was collected among 926 Finnish employees (i.e., teachers, researchers, and administrative staff) in Finland universities. Majority of the respondents were women. Results of Hierarchical regression analysis demonstrated that job control was the strongest lagged buffer against job insecurity in relation to vigor at work. In addition, social support revealed the negative effects of job insecurity on employees work (vigor at work and job satisfaction). Optimism did not influence in any of the tested models.

Homayan, Shamsudin, Subramaniam and Islam (2013) in their study investigated the factors influencing nurses' job performance among the Ministry of Health hospitals in Saudi Arabia. Data was collected and validated with 632 hospitals nurses in Saudi Arabia. Regression analysis was used to test the hypothesis. The study found moderate level of nurses' job performance among hospitals nurses in Saudi Arabia and also revealed direct significant relationships between job demands and resources variables with nurses' job performance. Moreover, the result found partial support for the role of job stress as a mediator in a relationship between Job Demands and Resources (JD-R) and nurses' job performance. On the whole the study results support the JD-R model and conservation of resources theory and affirm that job demands and resources are able to produce a psychological reaction (stress), which in turn affect job performance.

Hu, Schaufeli and Taris (2013) in their study examined the mediating effects of equity-based cognitive evaluation process on the relationship between job demands and job resources on the one hand and employee well-being on the other. Data was collected using Chinese samples of blue collar workers (n = 625) and nurses (n = 1,381). Structural equation analysis was used to test the hypothesis. The results revealed that equity mediated the relation of job demands and job resources with burnout and work engagement among nurses. However, mediation of JDR was only partly confirmed among blue collar workers and equity was non-linearly related with burnout among nurses.

Kraemer and Gouthier (2013) examined how emotional exhaustion and organizational pride affect turnover intentions and also investigated how emotional exhaustion and organizational pride are formed by job demands and resources and also examine how gender and organizational tenure moderate the model. Data was collected among 252 call center agents from three German call centers, handling either inbound or outbound calls in different business-to-consumer settings. To test the research hypotheses component-based structural equation modeling was used. Two multi-group analyses clarify the proposed moderating effects of gender and organizational tenure. The findings revealed that emotional exhaustion and organizational pride significantly influence turnover intentions. Organizational pride plays a central role which has received little attention in related research. Two job demands (job pressure, work interruptions except job routinization) and three job resources (autonomy, supervisor consideration and team support) strongly influence emotional exhaustion and organizational pride, respectively.

Rensburg, Boonzaier and Boonzaier (2013) examined the relationships between sense of coherence, leadership effectiveness, team effectiveness on work engagement, thus testing the Job Demands-Resources model of work engagement. A sample of 217 call centre representatives was selected for the study. To test the hypothesis, Structural equation modeling was employed. Results showed a high level of employee engagement for call centre representatives in the sample. Personal resources such as sense of coherence and job resources such as team effectiveness significantly influence work engagement and non-significant relationship exists between leadership effectiveness and engagement. This implies that call center representatives seem to be more engaged in their work when they operate within an effective team and with effective mobilization of the resources they

are able to meet the demands and challenges. Organizations should offer employees personal and job resources in order to enhance work engagement and performance of employees in call centers.

Bruin and Yiannakis (2012) investigated the impact of job demands, job resources and self-directed learning on the job satisfaction of South African women. They surveyed 163 women employees of human resource department within corporate organizations. They tested the mediating hypothesis with the help of Multiple Regression Analysis. The results of the hierarchical multiple regression analyses showed that self-directed learning explained a significant unique portion of the variance in job satisfaction once the influence of job demands and resources had been removed. This study confirmed that job demands and job resources predict the job satisfaction of South African women employees.

Guglielmi, Simbula, Schaufeli and Depolo (2012) using the job demands-resources (JD-R) model as a theoretical framework examined the well-being of school principals. The study aims at making a significant contribution to the development of this model by considering not only job demands and job resources, but also the role of personal resources and demands as predictors of work engagement and burnout. Hypothesis was formulated to examine the relationship between workaholism and burnout with the mediating role of Job demands, and the relationship between self-efficacy and work engagement and burnout with the mediating role of job resources. The survey study was conducted among 224 school principals (67 percent women). They examined the proposed model using SEM analysis. The result of their study largely supported the hypotheses by showing that personal variables operate as initiators of health impairment and motivational processes. The study recommended the JD-R model by highlighting the role of personal demands (i.e. workaholism), which has more effect of burnout among school principals.

Hsieh and Wang (2012) explored the relationship between auditors' job stress and job burnout, and the moderating role of locus of control from a job-demand perspective. They surveyed 386 employees from accounting firms in Taiwan. Regressions were used to examine the influences of six dimensions of job stress (role conflict, role ambiguity, overload, underload, promotions, and challenging assignments, economic well-being and job security) on three dimensions of job burnout (exhaustion, cynicism, and professional efficacy).

Regression analysis was used to examine the moderating effect of internal/external locus of control on the relationship between job stress and job burnout. Results showed that auditors' job stress positively influences job burnout and internal/external locus of control moderates the relationship between job stress and job burnout.

Rajeev and Jyoti (2012) examined the role of job motivation in the burnout process. They surveyed 112 community catalysers (gram sewak) in 42 Gram Panchayats in the district Muzaffarnagar of Uttar Pradesh, India. The respondents worked as frontline service positions in implementing Total Sanitation Campaign schemes. Hypothesis was tested using Ordinary least Square regression technique. Result shows that burnout mediates the effect of job demand and job resources on job performance and employee turnover intentions. The authors suggested that job demand is the primary factor responsible for burnout, whereas job motivation reduces burnout. The results of the study strongly suggested that service organizations should hire individuals with higher intrinsic motivation for frontline positions to get a better job–person fit and improved employee retention and overall project implementation.

Boyd, Bakker, Pignata and Winefield, Gillespie and Stough (2011) examined the relationship between job demands (work pressure, academic workload) and job resources (procedural fairness, job autonomy) on psychological strain and organizational commitment. Data was collected from a sample of 296 Australian university academics. Results of SEM analyses showed that job resources significantly influence strain and organizational commitment, but job demands influence strain only indirectly via job resources. The results suggested that management of universities can minimize psychological strain and foster organizational commitment among academics by: (1) initiating and upholding rigorous and fair human resource (HR) processes (e.g. performance appraisal, promotion, appointment and redundancy procedures); (2) creating an open climate for communication and (3) actively protecting and encouraging the autonomy of academics to make their own decisions, and function semi-autonomously in their day-to-day work.

Study by Clausen and Borg (2011) aims to identify longitudinal associations between job demands, job resources and experience of meaning at work. Data was collected among 6,299 employees in Danish eldercare. Results revealed that Individual-

level measures of job demands and job resources proved stronger predictors of meaning at work than group-level measures.

Dollard, Idris and Winefield (2011) in their study empirically examined a theoretical model of psychosocial safety climate as a precursor to job demands and job resources. Respondents were 291 employees (response rate 50.52%) from the State of Selangor, Malaysia. Data were analyzed using structural equation modeling. The result shows that psychosocial safety climate was negatively related to job demands and positively related to job resources. Job demands, in turn, predicted burnout (i.e. exhaustion and cynicism), whereas job resources predicted engagement. Both burnout and engagement were associated with performance. The authors suggested that psychosocial safety climate should be a target to improve working conditions and in turn reduce burnout and improve engagement and productivity.

Tooren and Jonge et al. (2011) investigated the moderating effect of matching active coping styles with respect to the longitudinal relation between job demands, job resources, and job strain. The respondents consisted of 317 beginning teachers from Belgium. Structural equation modeling and multiple group analyses was used to test the hypothesis. Results indicated that no support was found for the moderating effect of specific active coping styles. The study concluded that stress-buffering effects of job resources make no difference whether or not specific types of job demands and job resources are matched.

Study by Tremblay and Messervey (2011) examined the role of compassion satisfaction in buffering the relationship between job demands and job strain. Respondents were 122 military chaplains. The study focused in testing four demanding aspects of the job (i.e.conflict, role overload, ambiguity and insufficiency) and one personal resource (i.e. compassion satisfaction) produces the highest levels of anxiety and depression as indicators of job strain. Results inferred that compassion satisfaction partially moderated the relationship between job demands and job strain. More specifically, when individual compassion satisfaction was high, the effect of role overload on job strain was significantly reduced.

The objective of the study by Bakker, Stough and Winfield et al. (2010) is to incorporate two core personality factors (neuroticism and extroversion) in the job demands-resources (JD-R) model. It was hypothesized that personality factor (neuroticism) would be strongly related to the Job demand (health impairment process) and personality factor (extroversion) strongly related to the Job resources (motivational process). The hypotheses were tested in a sample of 3,753 academic staff from 17 universities in Australia. Structural equation modeling analyses was used to test the hypothesis. The results demonstrated that job demands predicted directly and is positively related to neuroticism and health impairment, while job resources predicted directly and is positively related to extraversion and organizational commitment and negatively related to health impairment and organization commitment. The findings revealed the capacity of the JD-R model to integrate work environment and individual perspectives has the largest impact on occupational wellbeing. The study brings to light the importance of working conditions and how they are related to health and commitment.

Chung and Angeline (2010) in their study examined the mediation effects of work engagement on the relationship between performance and job resources that organizations provide. Data were collected from a sample of 341 working adults from the Klang Valley in Malaysia. They examined the proposed model based on regression analysis. Study results demonstrated that Work engagement partially mediates between performance and job resources. Their findings revealed the importance of providing employees with appropriate resources so that they would be engaged in their work and perform well in their jobs.

McCarthy et al. (2010) examined the relationship of teachers' perceptions of coping resources and demands to job satisfaction factors. The sample for this study ($n = 158$) consists of high school teachers who teach the AP Statistics course in Europe. Results of Hierarchical regression analysis highlighted that teachers' preventive coping resources and job satisfaction were positively related and negatively related to classroom stress and teachers' plans to leave the profession.

Bakker, Emmerik and Euwema (2009) examined the relationship between job demands and resources on the one hand, and employees' evaluations of organizational

change on the other hand. They surveyed 818 faculty members within six faculties of a Dutch university. Data were analyzed using multilevel analyses. Results revealed that Job demands are negatively related to more favorable evaluations of organizational change while job resources are positively associated with more favorable evaluations of organizational change. Moreover, job control and support from the supervisor showed the negative relationship between emotional demands and favorable evaluations of organizational change. The findings highlighted that job resources are important in shaping evaluations of organizational change. Further the results reiterate that employees with enough resources will be motivated to do their job and participate in change processes.

The objective of the study by Blickle et al. (2009) is to determine whether political skill is equally effective in its prediction of job performance for different job demands. The authors used self-report sources of employee performance and self-reports of political skill after several weeks along with three ratings of target individuals' job demands. Data were collected for 97 female and 37 male target-participants at a large university in Western Germany. Results support the hypothesis that Holland's enterprising category will moderate the relationship between political skill and job performance, demonstrating stronger predictability under high enterprising job demands. The authors suggested that political skill is a better predictor of job performance under situations of high enterprising job demands than low enterprising job demands.

Hakanen, Schaufeli and Ahola (2008) explored longitudinally the motivational and health impairment processes as proposed in the Job Demands-Resources (JD-R) model and also investigated whether home resources and home demands have an impact on both processes over time. The hypothesis was tested with cross-lagged analyses. Job resources influenced future work engagement and organizational commitment, and negative impact on burnout. whereas job demands predicted burnout and depression. Home demands and home resources did not influence the motivational and health impairment process over time. The results suggested that the central role of work characteristics support for health and well-being.

From the above reviews it could be consolidated that Job resources such as feedback, supervisor support, autonomy, social support, financial rewards, team climate,

participation in decision making and other work factors (task monotony, complexity, and dealing with unforeseen circumstances) positively influence job engagement, willingness to report complaints, employee engagement, employee empowerment and innovative work behavior. Job demands (job pressure, work interruptions except job routinization) strongly influence emotional exhaustion and organizational pride. Job demands such as work load support positively influence willingness to report complaints and customer friendliness negatively influence willingness to report complaints. Job demands namely role overload, insufficiency, ambiguity and conflict and one personal resource (i.e. compassion satisfaction) produces the highest levels of burnout, anxiety and depression as indicators of job strain. When individual personal resource (compassion satisfaction) was high, the effect of role overload on job strain was significantly reduced. Providing employees with appropriate resources motivate them and improves their engagement in their work and they perform well in their jobs and also participate in change processes. Job resources are important in shaping evaluations of organizational change and serve as motivating factors to optimise the employee's zeal to consistently perform better.

2.2 Job Crafting

The concept of job crafting draws on job design theory (Wrzesniewski and Dutton 2001; Hackman and Oldham 1976) by suggesting that the crafted characteristics of a job lead to individual and organisational outcomes. Job design is continuously regarded as essential for organizations. With a well-designed job, the well-being of employees and their personal development can be amplified (Strümpfer, 2006). Job design is the process of shaping work how jobs, tasks, and roles are structured, enacted and modified at the workplace depending on the job analysis performed. In simple, job design may work as a top-down process. Specifically, researchers discovered that employees change their own job design when they have been working in one organization for several years (Berg et al., 2008). In most cases, managers do not possess the resources or time to detect every preference of every individual employee, whereas individuals know their preferences and have this information instantly accessible (Tims et al., 2014). This new perspective of job redesign and the process of proactively shaping the boundaries of a job by individuals is called job crafting (Wrzesniewski & Dutton, 2001). 'Job crafting' is a positive, proactive work strategy that employees can utilize to facilitate work processes and outcomes.

When crafting their job, individuals adjust the task, relational, or cognitive boundaries of their work e.g., develop knowledge or skills to help in goal attainment; (Berg, Dutton, and Wrzesniewski, 2008), which has beneficial effects on their engagement and the meaning they derive from work (Demerouti and Bakker, 2014; Tims and Bakker, 2010; Wrzesniewski and Dutton, 2001). Job crafting is a proactive and self-initiated changes in which employees can change the tasks, work relationships and create more opportunities for learning and development for their own sustainable employability.

Table 2.1: Definitions on Job Crafting

Author	Definition of Job Crafting
Bakker and Demerouti, (2014), Tims, (2012: 174)	The changes that employees make to balance their job demands and job resources with their personal abilities and needs.
Bakker and Daniels, (2013: 61)	The changes that alter the nature of job tasks, work relationships or perceptions of work in ways that are beneficial for employees.
Berg, Dutton, and Wrzesniewski, (2013)	What workers do to redefine and reimagine their job to make it more personally meaningful to them.
Tims and Bakker, (2010: 3)	Changing the boundaries and conditions of job tasks, relationships and the meaning of the job.
Grant and Ashford, (2008); Griffin, Neal, and Parker, (2007)	Creating or initiating change to the job, as opposed to reacting or responding to change in the job.
Wrzesniewski and Dutton, (2001)	The process by which employees change elements of their jobs and relationships with others to redefine the meaning of their work and the social environment at work.

Techniques of Job Crafting

Berg, Dutton and Wrzesniewski, (2013: 82) classified three types of job crafting techniques namely task, relational, and cognitive crafting.

Task crafting (*Job crafting through changing tasks*) is when employees change their formal job responsibilities by either changing/altering the tasks; adding or dropping tasks; or the time and effort dedicated to diverse tasks (e.g., “a tech-savvy customer service representative offering to help her colleagues with their IT issues”)

Relational crafting (*Job crafting through changing relationships*) involves altering when, how, or with whom employees network in the process of performing their job duties (e.g., “a software engineer forming a collaborative relationship with a marketing analyst”)

Cognitive crafting (*Job crafting through changing the perceptions*) is when employees alter the way they perceive the tasks and relationships that comprise their jobs (e.g., “a ticket salesperson seeing the job as significant part of contributing people with entertainment, not just processing orders”)

Review of literature pertaining to Job Crafting has been discussed and condensed below:

Gordon, Demerouti, Le Blanc, Bakker, Bipp and Verhagen (2018) examined the association between participation in job crafting interventions and employee well-being and performance. Two job crafting interventions were tested in different settings, Study 1 among medical specialists (N =119) and Study 2 among nurses (N =58) on health care professionals in Netherlands. Medical specialists and nurses were trained to optimize their own work environment positively and proactively (via job crafting), which resulted in personal and organizational benefits. Job crafting by seeking challenges (Study 1; specialists) and resources (Study 2; nurses) can enhance well-being and performance when individuals reflect, communicate, and actualize job crafting by enacting their crafting goals. Findings highlighted the importance for contemporary organizations that could focus on job crafting interventions as a way to enhance employee work processes, strategies, and performance. Study concluded that job crafting is a encouraging job redesign intervention strategy which motivates employees to enhance their well-being and job performance.

Jørn, Hetland, Bakker and Demerouti (2018) investigated the influence of daily transformational leadership and daily job crafting in the form of (a) increasing structural resources, (b) increasing social resources, and (c) increasing challenge demands and also examined the moderating role of promotion focus on the relationship between transformational leadership and proactive job crafting behaviour. 109 employees working

in 12 different knowledge organizations in Norway participated in the study. The findings of the multilevel analysis demonstrated that employee's promotion focus facilitates the relationships between transformational leadership and followers' daily job-crafting behaviour in the form of seeking structural and social resources, and increasing challenges. Transformational leaders seem to challenge their followers to take greater ownership of their work and motivate followers to optimize their own work environment. Resourceful and challenging work environments are important for employees, which in turn foster work engagement and performance.

Akkermans and Tims (2017) investigated the effects of three dimensions namely career competencies, career success, perceived employability and work-home balance via job crafting behaviors. The results indicated that job crafting mediated the positive relationship between career competencies, work-home enrichment and both internal and external perceived employability and negative association between job crafting and work-home interference. They also found that career competencies are indirectly and positively related to work-home interference via job crafting.

Dulara and Sen (2017) investigated the relationship between job characteristics, job crafting, work engagement and performance i.e. task and contextual performance. The study was conducted on 90 middle level managers working in five star hotels in India. Correlation analysis and Regression analysis was employed to test the hypothesis. The findings inferred that job crafting, job characteristics and work engagement have a positive and significant relationship influence on task and contextual performance. Further, regression analysis revealed that work engagement positively and significantly influence job performance. Therefore, it can be concluded that highly engaged employee will perform better as engaged employees are ready to go to extreme levels to accomplish a goal by putting in extra efforts and hard work with devotion.

Mäkikangas, Bakker and Schaufeli (2017) investigated the potential antecedents of daily team job crafting defined as the extent to which team members engage together in increasing (social and structural) job resources and challenges, and decreasing hindering job demands. Researcher postulated that individual employee factors (self-efficacy for teamwork), team features (climate, team cohesion) and the organizational context of teams (engaging

leadership and organizational resources for teamwork) relate positively to daily team job crafting behavior. Sample was collected among 46 multi-professional rehabilitation teams in Finnish rehabilitation centres. Multilevel regression analyses was used to test the hypothesis. Results showed that self-efficacy for teamwork and team members' positive affect were positively associated with team job crafting behavior at the individual (within-team) level. For practice, the results suggested that actions and interventions conducive to positive team processes offer the most promising route to enhancing team job crafting behavior.

Beer, Bakker and Tims (2016) tested the relationship between Job crafting, work engagement and job satisfaction. 470 employees working in mining and manufacturing industries in South Africa participated in the survey. The results revealed that increasing structural job resources with challenging job demands, and increasing social job resources were significant predictors of work engagement in both groups whereas, decreasing hindering job demands have a negative influence on job satisfaction in the mining group. In addition, increasing social job resources was a significant predictor of job satisfaction in both groups. This study indicates the importance of job crafting for work engagement and job satisfaction in organizations.

Gu-Ne, Kim and Lee (2016) explored the importance of organizational performance. The author expanded the extent to which five core job characteristics model (task variety, task significance, task identity, autonomy and feedback) and job crafting (task crafting, cognitive crafting and relational crafting) lead to organizational performance (financial performance, organizational commitment and job satisfaction). The researcher's surveyed 406 sales consultants from insurance firms in South Korea. Results indicated that job characteristics partially influenced job crafting as per sub-factors. Task identity, autonomy and task significance significantly influenced job crafting whereas skill variety and feedback did not influence job crafting. Furthermore, job crafting had a positive effect on the financial performance, job satisfaction and organizational commitment of employees.

Holcombe (2016) examined the theoretical antecedents and positive employee work experiences of job crafting. Data was collected among 120 employees from United States. To test the hypothesis, Confirmatory factor analysis was employed. Results showed

that individual factors (i.e., proactivity and learning orientation), work design factors (i.e., task and social characteristics), and leader factors (empowerment and trust) all significantly related to job crafting and should be conceptualized as theoretical precursors to job crafting and in addition, job crafting and work design factors predict positive employee work experiences. The findings of the study help to understand the drivers of employee job crafting, and suggests that work design is a relevant and important practice for today's workforce, and promote job crafting as one technique for employees to enhance their work experiences.

Peral and Geldenhuys (2016) investigated the relationship between job crafting and work engagement with the mediating role of psychological meaningfulness amongst South African high school teachers. Data was collected among 251 South African high school teachers situated in Gauteng, South Africa. Hypothesis was tested using Structural Equation Modeling. Results revealed that positive relationship was found between job crafting (increasing structural resources and challenging job demands) and work engagement. Researcher suggested that teachers who craft their work to better suit their preferences and needs will obtain greater meaning in their work and experience increased levels of work engagement.

Theeuwes (2016) investigated the positive relation between mindfulness, job crafting, OCB, and the extent to which these relations are partially mediated by work engagement. Data was collected among 405 employees in Tilburg University of the Dutch working population in Netherlands. Multiple regression analysis was performed to check whether the hypotheses were significant. Results showed that significant direct effect was found between both job crafting dimensions in relation to organizational citizenship behavior. In addition to this, the expected relation between the job crafting dimension seeking resources and organizational citizenship behavior, partially mediated by work engagement, was confirmed. Lastly, this study found a significant full mediation of work engagement in the relation between mindfulness and OCB. Therefore, the author suggested that more the people craft their job, the more OCB they will exhibit and it is beneficial for the organization to support and stimulate job crafting behavior. This can be done by implementing a job crafting intervention, which is expected to stimulate job crafting behavior of employees.

Thomassen (2016) tests the relationship between job crafting and work engagement, with workload and colleague support as a mediator and self-efficacy as a moderator in this relationship. Data was gathered from 197 teachers of regular and special need elementary and secondary schools working at various schools within the Netherland. To test the hypotheses the multiple regression analysis was performed. Additionally, a Hayes mediating moderation model analysis was used. Results showed that crafting challenging job demands and crafting social job resources are positively associated with higher levels of work engagement. In addition, colleague support partially mediates the relationship between crafting social job resources and work engagement. In contrast, workload was not found as a mediator in the relationship between crafting challenging job demands and work engagement. In turn, self-efficacy was not found as a moderator in the relation between workload and work engagement. The author concluded that job crafting activities positively influence teachers' work engagement, hence it is suggested for organizations to offer employees opportunities for job crafting activities.

The purpose of the study by Travaglianti, Babic and Hansez (2016) is to test job crafting as an antecedent of needs-supplies fit and also to examine the double mediating role of needs-supplies fit between job crafting and individual outcomes namely burnout and work engagement. 1500 workers from Belgian Federal Public Service participated in the study. Data was tested using Structural Equation Modeling with Mplus. Results showed that specific needs-supplies fit perception was positively related to a global needs-supplies fit perception and the partial mediating role (specific and general) of needs-supplies fit between job crafting and burnout and work engagement. Managers should encourage crafting behaviors through their team members. Study suggested that needs-supplies fit may have more than one dimension. Moreover, it shows that job crafting is a way to increase needs-supplies fit.

Vogt, Hakanen, Brauchli, Jenny and Bauer (2016) investigated the influence of job crafting on two important employee outcomes: work engagement and Psychological Capital namely hope, self-efficacy, optimism and resilience. The authors surveyed 940 employees from three European countries working in a broad range of economic sectors and occupations. Structural equation modeling established that job crafting predicted Psychological Capital and work engagement. The study showed that when employees

proactively create a resourceful and challenging work environment for themselves, it may lead to diversified positive outcomes such as work engagement and the personal resources of hope, resiliency, optimism, and self-efficacy.

The study by Brenninkmeijer and Hekkert-Koning (2015) examined the relationship between regulatory focus, job crafting and work outcomes. Data was collected from 383 candidates from a consultancy organization in Netherlands and used structural equation modeling to test the hypothesis. Findings suggested that stimulating job crafting with respect to job resources and challenges may be particularly relevant for individuals with a low promotion focus.

Bell and Njoli (2015) determined the role of big five factors on predicting job crafting propensities amongst administrative employees. Data was collected among 246 Fort Hare University's administrative employees in Alice, South Africa. To test the hypothesis the authors employed Pearson correlation coefficient analysis and regression analysis to determine the relationship between the big five factors and job crafting. The findings revealed that big five factors of Conscientiousness, Extraversion, Agreeableness, Openness to experience and Neuroticism play a vital role in predicting job crafting propensities. The authors suggested that managers of tertiary institutions may formalize job crafting because it improves the well-being of employees.

Baten (2015) examined the relationship between career-orientation, empowering leadership and the outcomes of job crafting (contextual performance, task performance) and work engagement. Job crafting consisted of three dimensions, namely seeking resources, seeking challenges and reducing demands. Career-orientation and empowering leadership were the hypothetical triggers that were investigated for job crafting and mediating effect is analyzed, where meaning-making is the mediator between the different dimensions of job crafting and the three possible outcomes. The sample consisted of Forty-five people of the police corps of Oost-Brabant, in Eindhoven. Regression analyses had been done to find relations between the dependent and independent variables. Career-orientation and Empowering leadership had a positive relation with resources seeking and a negative relation with demands reducing. The outcome work engagement is positively influenced by resources seeking. Meaning making was found to be a positive mediator between resources seeking and work engagement.

Mislim (2015) investigated the relationship between job crafting, work engagement and job performance. The study was conducted in a German publicly traded organization within the international airport business. This organization employs over 20.000 people. The questionnaire was distributed to a total of 127 employees whereas 99 actually participated (78%). Job crafting was theoretically framed in a stress model, the job demands-resources model. Therefore, job crafting contains the self-initiated modifications of job demands and resources in a manner that corresponds to the employees' preferences, personal abilities, and needs. Data were analyzed using Regression analysis. Results demonstrated that job crafting was significantly related to work engagement and self-appraised job performance, while insignificantly related to supervisor-appraised job performance. Moreover, work engagement was positively related to self-appraised job performance, yet unrelated to supervisor-appraised job performance. The findings suggested that job crafting may be a beneficial strategy to increase the individual work engagement, but not to enhance the actual job performance.

Petrou, Demerouti and Schaufeli (2015) examined the antecedents of job crafting and its links with employee adjustment during organizational change. The researcher surveyed 580 police officers. Data were analyzed using structural equation modeling. Findings revealed that impact of organizational changes is connected with employee exhaustion (via reducing demands), willingness to change is connected with high task performance (via seeking resources) and with diminished exhaustion (via seeking challenges). In addition, seeking resources and seeking challenges were associated with high task performance and low exhaustion respectively, reducing demands seemed to predict exhaustion positively. The authors suggested that job crafting can act as a strategy to respond to organizational change. While seeking resources and seeking challenges enhance employee adjustment and should be encouraged by managers, reducing demands seems to have an unfavorable implication for employees.

Slemp, Vella-Brodrick and Kern (2015) tested a hypothesized model linking perceived autonomy supporting predicts job crafting, which in turn predicts workplace well-being. The authors surveyed 250 employees in various organizations like higher education institution, banking and financial services organization, and a health insurance

organization in Australia. The researcher examined autonomy support as one contextual factor and job crafting as individual factor. The hypothesis was tested using structural equation modeling. Based on Supplemental analyses their model posits synergistic relationship between job crafting and autonomy support in organizations, showed that employees with the highest well-being and perceived autonomy support did the most job crafting. Findings highlighted that both individual factors and contextual factors plays an important role in supporting workplace well-being.

Abrahams (2014) explored the most salient job- and personal resources and illegitimate tasks as a job demand that account for variance in job crafting. Data was collected from a sample of 236 employees within the financial services industry in South Africa. To test the hypotheses ex post facto correlation design was used. The research findings illustrated that employees who receive feedback on their performance as well as those who are engaged in their jobs, are more likely to craft their jobs. The results also showed that engagement mediates the relationship between autonomy and job crafting, as well as the relationship between feedback and job crafting (the latter being mediated only partially by engagement). The research findings therefore illustrated the importance of specific job- and personal resources in fostering job crafting behaviors.

Kanten (2014) investigated the antecedents (job characteristics, self-efficacy and perceived organizational support) of job crafting and the sample was collected from 252 hotel employees who are working in four different hotels in Antalya. Hypothesis was employed using Structural equation modeling. According to the results of study, from the individual perspective, results revealed that self-efficacy has a positive and significant effect on job crafting. However, from the organizational perspective, research results indicated that some of the dimensions of job characteristics skill variety and feedback affect job crafting positively, whereas task significance, perceived organization support and autonomy dimension have no significant effects on job crafting. The study concluded that some of the job characteristics of employees such as skill variety and feedback lead them to exhibit job crafting behaviors.

Koning (2014) examined the relationships between regulatory focus, job crafting and work outcomes work engagement and perceived employability. Data were collected

among 383 registered candidates from an independent consultation that operates within the branches of pharmacy, medical devices, food and healthcare. Correlation and Regression analysis was employed to test the hypothesis. Baron and Kenny (1986) Structural Equation Modeling was also used to test the hypothesis. Results appeared that job crafting had a positive effect on work engagement and perceived employability, and a negative effect on work engagement through the decrease of hindering job demands. The results showed that job crafting mediates the relationship between promotion focus and work outcomes. The authors suggested that job crafting can be an effective mechanism for employees to obtain work goals and develop themselves, but also show the negative effect of decreasing hindering job demands.

Shusha (2014) examined the impact of Job Crafting on Organizational Citizenship behavior. The researcher surveyed 396 nurses and their physician supervisors who work in Egyptian medical center. The author tested the hypothesis by using regression analysis. They found that nurses with job crafting were more likely to exercise Organizational Citizenship behavior. The results confirmed that task and relational crafting are predictive variables of Organizational Citizenship behavior. His findings suggested that investigating the mediating role of work engagement and the moderating role of proactive personality in the relationship between job crafting and its consequences.

Bakker, Derks and Tims (2013) examined whether employees can impact their own well-being by crafting their job demands and resources. Based on the Job Demands Resources model, the authors hypothesized that employee job crafting would have an impact on work engagement, job satisfaction, and burnout through changes in job demands and job resources. Data was collected among 288 employees in a chemical plant at three time points with 1 month gap in Netherland. The results of Structural equation modeling revealed that employees who crafted their job resources showed an increase in their structural and social resources in the first month of the study compared to the course of the study (2 months). Furthermore, increase in job resources and crafting challenging demands was positively related to employee well-being (increased engagement and job satisfaction, and decreased burnout). The findings concluded that employee job crafting has a positive impact on well-being and therefore employees should be offered opportunities to craft their own jobs.

Slemp and Vella-Brodrick (2013) examined the relationship between job crafting, intrinsic need satisfaction (autonomy, competence, and relatedness at work) and employee well-being which includes psychological well-being and subjective well-being. The authors surveyed 253 referred group of working adults of a large Australian university, banking and finance company, and health insurance company. To test the hypothesis structural equation modeling methods was used. The findings suggested that job crafting predicted intrinsic need satisfaction, which, in turn, predicted employee well-being.

Mersbergen (2012) evaluated job crafting as an intervention in healthcare sector. The aim of this study is to improve job crafting behavior by means of an intervention, encouraging proactive behavior focused on building job resources and changing job demands. Data was collected among 120 nurses in Elkerliek hospital Helmond and partly at Eindhoven, University of Technology. Regression analysis was used to test the hypothesis. Results showed that job crafting can have a positive influence on a couple of outcome variables, like work engagement and adaptive performance. The central problem of the study was improving adaptive performance and wellbeing (i.e. higher work engagement, lower disengagement and more positive emotions) of employees. Therefore, the author suggested improving or implementing of new or optimized processes. Employees when confronted with changes in processes, and are expected to change their working behavior and perform better. The study concluded that job crafting intervention is a usable tool to increase adaptive and task performance as well as well-being (i.e. higher work engagement, lower disengagement and more positive emotions), in a competitive market, where organizations face many changes to optimize their processes.

Study by Berg, Dutton and Wrzesniewski (2010) focuses on how employees at different ranks describe perceiving and adapting to challenges in the execution of job crafting. The authors surveyed 33 employees working in for-profit and non-profit organizations in USA. Findings suggested that higher-rank employees tend to see the challenges they face in job crafting as located in their own expectations of how they and others should spend their time, while lower-rank employees tend to see their challenges in their prescribed jobs and others' expectations of them. The nature of each group's perceived challenges is related to the adaptive moves that they make to overcome them, such that higher-rank employees adapt their own expectations and perceived opportunities

to craft the job at work, while lower-rank employees adapt others' expectations and to create opportunities to job craft.

Ghitulescu (2006) examined job crafting behaviors in two different organizational settings. The author surveyed 164 auto assembly workers on autonomous teams in the Volvo Uddevalla car factory in Sweden and also surveyed 626 special education teachers in 200 schools from a large urban public school district. Results found that job crafting enhances individual job satisfaction and commitment levels, while increasing individual performance and decreasing absenteeism. Results of the study suggested that the context work plays an important role in shaping how people approach their work. Structural factors, such as discretion and complexity, along with relational factors related to work groups and occupational communities of practice significantly affect individuals' job crafting behaviors.

Based on the above reviews, the findings highlighted that Job crafting had a positive effect on the increasing structural resources, increasing social resources, increasing challenge demands and decreasing hindering demands, transformational leadership, career competencies, financial performance, employee well-being, job satisfaction, organizational citizenship behavior, work design factors (i.e., task and social characteristics), self-efficacy for teamwork, task performance, and work enjoyment, intrinsic need satisfaction (autonomy, competence, and relatedness at work), job characteristics of employees such as skill variety and feedback and organizational commitment of organization members. Studies reveal that by promoting positive and functional job crafting strategies, managers and organizations have the potential to foster employee health and performance, work engagement, employee well-being and also bringing about organizational change successfully. Job crafting behaviors contribute to the performance of the organization and is influenced by the sort of changes that people make in their job. Individuals who craft their work to better suit their preferences and needs will obtain greater meaning in their work and experience increased levels of work engagement.

Employees can create a better fit between their goals and their jobs which results in a positive meaning of work. Moreover job crafting could lead to an increase of employees own job challenges and resources, and decrease of employees' hindrance job

demands. Promoting job crafting could help employees to enhance their employee well-being intervention and work experiences and also to improve their work motivation and other positive work outcomes.

2.3 Occupational SELF-Efficacy

"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning" - Mahatma Gandhi

The concept of self-efficacy is positioned within the framework of the Social Cognitive Theory (SCT) proposed by Albert Bandura (1977; 1989; 1997; 2001). The SCT assumes that self-efficacy is the key personal resource, which not only helps to understand people's behaviour, but also the antecedents and consequences of these behaviours. It is theorized and commonly assumed that people's Self-efficacy beliefs are constructed from four principal sources of information which forms the basis of guidelines for enhancement of efficacy beliefs (Bandura, 1997): Enactive mastery experiences that function as indicators of capability; vicarious experiences that alter efficacy beliefs through transmission of competences and comparisons with the achievements of others; verbal persuasion that encourage and convince people to perform a task and tend to believe that they are more capable of performing the task and indicate that one possesses certain capabilities; and psychological and affective states from which individuals partly judge their capability, strength, and vulnerability to dysfunction.

In the work context, self-efficacy is known as occupational self-efficacy (OS) and can be defined as the perceptions of an individual's belief about his/her abilities to effectively perform his/her work tasks. Self-efficacy may enhance performance because individuals who perceive themselves as highly efficacious will initiate task-related effort and continue longer on the task despite setbacks. Self-efficacy beliefs are an important predictor of various positive personal, organizational, and career outcomes, including career success, job satisfaction, employee engagement, professional performance, employee well-being, development of skills, job engagement, positive attitudes toward the organization, in – role and extra role performance and positive affect at work.

Definitions on Occupational self-efficacy

Occupational self-efficacy has been defined as —one’s belief in one’s own ability and competence to perform successfully and effectively in situations and across different tasks in a job (Pethe, Chaudhari, and Dhar, 1999; Schyns and Collani, 2002). Self-efficacy refers to the competence that a person feels concerning his or her ability to successfully fulfill the tasks involved in his or her work (Rigotti, Schyns, and Mohr, 2008).

Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in performing a task. Social cognitive theorists have stressed that self-efficacy beliefs exert on personality functioning through their influence on affect, thought, motivation, and action (Bandura 1997). A strong sense of personal efficacy retains the development of competencies and the guidance of action (Bandura 1986). Furthermore, self-efficacy has been empirically linked to higher work engagement (Bakker 2011) and better work performance (Bandura 1997). The confidence people hold in their own abilities and competence appears to be crucial to ensure the success of continued efforts and engagement with one’s work (Stajkovic and Luthans 1998), since self-efficacy beliefs have proven to be a proxy of actual competencies (Bandura 1997). Highly self-efficacious people are more likely to endeavor and persist longer on their task. Bandura (1993) argued that self-efficacious people visualize success, guiding them for performance.

Review of literature pertaining to Occupational self-efficacy has been discussed and condensed below:

Çetin and Aşkun (2018) investigated the role of occupational self-efficacy and intrinsic motivation on work performance and also examined the mediating role of intrinsic motivation on the relationship between occupational self-efficacy and work performance. A sample of 76 employees from diverse organizations operating in an organized industrial region in Turkey participated in the survey. Results of multilevel analyses confirmed that occupational self-efficacy and intrinsic motivation have a significant influence on work performance, and also intrinsic motivation partially mediates the relationship between occupational self-efficacy and work performance. The study concluded that self-efficacy proved to have an influential role on work performance. Findings also revealed important information for organizational and managerial practices to improve employee motivation and performance.

Estiningtyas and Darmanto (2018) analysed the impact of locus of control and self-efficacy on the employee performance with organizational commitment as mediating variable. The data was collected among 62 respondents in the Regional Secretariat of Blora Regency. Path analysis is used for data analysis. Locus of control and self-efficacy have positive and significant influence on organizational commitment. Self-efficacy also had positive effect on employee performance. Results also revealed that organizational commitment plays a mediating role in encouraging employee performance improvement. Locus of control and self efficacy have a positive and significant influence on organizational commitment which in turn, fosters employee performance.

Odanga, Raburu and Aloka (2018) examined the influence of remuneration, working conditions, capacity-building programs and facilitative style of leadership on teachers' self-efficacy. The sample consisted of 1790 teachers in 143 public secondary schools in Kisumu County, Kenya. Findings of the study showed that salary increments on attainment of higher qualifications would enhance self-efficacy of teachers. In addition, improvement of teachers' working conditions through welfare programs and provision of teaching-learning facilities could also enhance teachers' self-efficacy. Furthermore, teachers' self-efficacy can be enhanced by capacity-building programs involving in-service and counselling services. Leadership of principals who appreciates teachers, delegates work and recommends teachers for promotion without being intimidating was found to raise teachers' self-efficacy.

Ansari (2017) conducted a study to investigate the self-efficacy and spiritual values as predictors of life satisfaction among school teachers. Pearson product moment correlation indicated that, self-efficacy, spiritual values and life satisfaction were positively and significantly correlated with each other. Further, stepwise multiple linear regression analysis showed that, self-efficacy and spiritual values emerged as significant predictors of life satisfaction of school teachers.

Maggiore, Johnston and Rossier (2016) assessed the impact of personality dimensions, job strain, and occupational self-efficacy on individuals' job satisfaction both for the overall sample and for the specific occupational categories. The researcher surveyed a large sample of employed adult 1,714 living in Switzerland. Neuroticism mediates the

relation between job strain and occupational self-efficacy, while extraversion and conscientiousness have an indirect effect through occupational self-efficacy. The results highlighted differences between the groups showing variability in the relationship between personality, job strain and occupational self-efficacy, and their effects on job satisfaction.

Gadiwan, Ansari and Wagde (2016) investigated the effect of Emotional Intelligence and Occupational Self-Efficacy among doctors working in Government & Private Hospitals in Nagpur. The sample for this study consists of 300 Doctors out of which the Government Doctors were 150 and the Private Doctors were 150. Two way ANOVA, F statistics and correlation analysis was used to test the hypothesis. The analysis of the data showed that positive correlation was found between emotional intelligence and occupational self-efficacy among the doctors working in Government hospital and significant negative correlation was found between emotional intelligence and occupational self-efficacy among doctors working in private hospital. Results indicated that statistically significant difference was found in the scores of female and male doctors working in Government and Private hospitals regarding emotional intelligence and occupational self-efficacy. Females were found to have high Emotional Intelligence and Occupational Self efficacy than males.

Runhaar, Bednall, Sanders and Yang (2016) explored the roles of task interdependence, learning goal orientation and occupational self-efficacy and also examine the mediating role of the relationship between learning goal orientation and occupational self-efficacy. A two-wave survey study was conducted among 342 teachers from 54 teams of 6 Dutch VET institutes. The results of structural equation modeling showed that task interdependence increased teachers' learning goal orientation and occupational self-efficacy which in turn enhanced their engagement in innovative behavior. The researcher suggested that once teachers exceed a certain level of occupational self-efficacy, other variables, like learning goal orientation, play an important role in sustaining innovative behavior.

Salimirad and Srimathi (2016) explored the relationship between occupational self-efficacy and psychological well-being and also investigated the effect of the variable of gender on occupational self-efficacy and psychological well-being. Data was collected among 600 teachers, from both Government and Private Schools in the city of Mysore,

India. To test the hypothesis, Spearman's Correlation Coefficient and Mann Whitney's U test was used to analyze the data. The results indicated a positive and significant correlation between occupational self-efficacy and psychological well-being. The study also found that high self-efficacy and high psychological well-being are positively related; which in turn, enhances the productivity of educational outcomes. The results of Mann Whitney's U test showed no significant effect of gender on psychological well-being and occupational self-efficacy. The researcher suggested that educational organizations should concentrate on enhancing the occupational self-efficacy and psychological well-being of teachers.

Thiripurasundari and Kamini (2016) examined the impact of emotional intelligence and the occupational self-efficacy among women executives and also investigate the linkage between the emotional intelligence and occupational self-efficacy among them. The researcher surveyed 189 samples from women executives working in different bank branches located in Tirunelveli district, Tamilnadu. To test the hypothesis, Correlation and regression analysis was used. The results demonstrated that Positive correlation exists between most of the dimensions of emotional intelligence and the dimensions of occupational self-efficacy. The results of the regression analysis showed that occupational self-efficacy can be predicted from emotional intelligence. The authors suggested that out of the ten dimensions of emotional intelligence, only four dimensions show significant effect on occupational self-efficacy. Results indicated that emotionally intelligent employees develop emotional attachment to their organizations and are more committed to their organization.

Jain (2015) examined the Effect of Job Value on Occupational self-efficacy of Secondary school teachers. The sample comprised 220 secondary school teachers of Agra city. Statistical techniques like correlation and regression analysis were used for analysis. The results of correlation analysis indicated that moderate positive relationship was found between job value and occupational self-efficacy of secondary teachers and also the results of regression analysis revealed that significant relationship between job value and occupational self-efficacy of secondary teachers. The author suggested that similar study can be done at different academic level such as primary and higher education level.

Paggi and Jopp (2015) expand prior models of predictors and work-related outcomes of occupational self-efficacy in older workers. The researcher surveyed employed

adults of ages 50 and older ($n= 313$) recruited via organizations and social media sites. Occupational self-efficacy fully mediated the relationship between job satisfaction, and intrinsic job motivation. Occupational self-efficacy also predicted life satisfaction. Occupational self-efficacy was unrelated to Expected retirement age and job performance. The study identified self-perceptions of aging as a predictor of occupational self-efficacy, hence interventions should focus more strongly on changing negative attitudes toward aging to stabilize occupational self-efficacy. Organization should help older workers to strengthen their Occupational self-efficacy and feel motivated and satisfied to work more effectively. These findings build on prior intervention research designed to enhance older workers' health and performance.

Janjhua, Chaudhary and Chauhan (2014) explored the relationship between employees' self-efficacy belief and dimensions of role stress and also examined the different factors causing role stress among the employees. Data was collected from 80 job incumbents working in Himachal Pradesh Power Corporation Limited, Shimla, Himachal Pradesh. Correlation analysis was used to test the hypothesis. Results inferred that mean difference on self-efficacy belief has been found to be significant between males and females. The findings revealed that the degree of role stress experienced by the employees is less. The relation between self- efficacy belief and dimensions of role stress was negatively correlated. The implications of the study revealed that as individual's self-efficacy belief has been correlated with the experience of stress and role adjustments, it becomes important to focus on the methods and interventions such as verbal persuasions, vicarious modeling, etc. that increase the self-efficacy belief among individuals. The results of the study concluded that increasing self-efficacy belief of the individuals tends to have a positive influence on diminishing their stress.

Spurk and Abele (2014) explored the positive feedback loop between occupational self-efficacy and objective and subjective career success over time (self-efficacy \rightarrow objective success \rightarrow subjective success \rightarrow self-efficacy). Data was collected among 608 professionals who had graduated with a degree in mathematics at different German universities. Hypothesis was employed using Structural equation modeling. The findings revealed that positive feedback loop between occupational self-efficacy and career success

and also showed the relationship between occupational self-efficacy and objective career success and subjective career success.

Cherian and Jacob (2013) the purpose of their study was to provide a Meta analytic examination of the relationship between self-efficacy, employee motivation and work related performance of the employee. The results of the study observed that self-efficacy theory can be applied for work related performance in terms of motivating different employee related facets as well as organizational pursuits. The study showed that self-efficacy play a mediating role in the relationship between managers rated effectiveness and an employee's engagement. Results suggested that self-efficacy determines his/her work related performance and motivation.

Chaudhary, Rangnekar and Barua (2013) examined whether an engaged workforce could be differentiated from its disengaged counterpart based on occupational self-efficacy. A sample of 126 employees from select business organizations comprises junior, middle- and senior-level from both public and private sector manufacturing and service firms in India. Data were analyzed using correlation analysis, discriminant analysis and logistic regression. Results revealed that positive and significant correlation exist between Work engagement and six dimensions of occupational self-efficacy. The results of the Fisher's linear discriminant analysis clearly showed that occupational self-efficacy plays a significant role in distinguishing the groups of engaged employees from non-engaged ones and also logistic regression analysis was used to determine whether socio-demographic variables contributed to group difference.

Jayawardena and Gregar (2013) stated that career management practices are very important to the organization growth and career development of employees. They also pointed out that Knowledge sharing has been found as an important weapon of sustaining competitive advantage and improving performance. The study explored the effects of Career and Knowledge management practices on the occupational self-efficacy of elderly employees. This study focused on thirty elderly employees holding administrative positions from Czech organizations. Descriptive and inferential analyses of data were conducted using SPSS package. Findings of the study revealed positive relationship between Knowledge management practices and Occupational Self Efficacy, and career development of elderly employees.

Sharma and Kaur (2013) examined occupational self-efficacy and procrastination as predictors of experienced occupational stress level. The author surveyed 120 female lecturers across Punjab and used Stepwise Multiple Regression analysis to test the hypothesis. Results revealed that occupational self-efficacy is significantly and inversely related with occupational stress. Occupational stress has significant positive correlation with general procrastination. The researcher suggested that when a stressful situation arises in the work place, preventive strategies could include the enhancement of employees' self-efficacy and reduction of procrastination tendency.

Aziz and Kamal (2012) explored the relationships between task-specific Occupational self-efficacy and occupational aspirations of arts and science students. The sample consisted of 200 students studying in Final year Arts / Final year Science (100 Arts and 100 Science). Ranks were assigned on the basis of mean scores by using spearman's ranking procedure. Results showed that arts students are highly self-efficacious in verbal, interpersonal skill when compared to science students, whereas science students perceived themselves more confident in performing tasks related to quantitative, scientific, business skill and physical strength and agility as compared to arts students. Occupational aspirations of arts students were most aspired by armed forces, businessman, computer personnel, civil/foreign service and psychologist, whereas science students aspired to become engineers, scientist, armed forces, computer personnel, and pilot.

Bawa (2012) in their study examined the relationship between Occupational stress, Self-efficacy, Hardiness and Coping Strategies among Police Officials. Research was conducted on a dense sample of 500 police officials (250 constables and Head constables and 250 Police officers) which include (Assistant Sub Inspectors, Sub Inspectors and Inspectors) Police Academy, Phillaur and from Police lines, Ludhiana, Punjab. Statistical techniques like regression analysis, correlation analysis and discriminant analysis was used to test the hypothesis. Based on the results, the researcher suggested that improved working conditions and work environment would help to reduce the occupational stressors. In order to sustain the motivation of the police employees and to prevent burnout it is necessary to improve the overall quality of work life of the police manpower. It is further suggested that pre and post training research may be conducted as follow up studies to find out the impact of training on future performance.

Barua, Chaudhary, and Rangnekar (2012) examined the impact of occupational self-efficacy on employee engagement. The authors surveyed 78 middle and senior level employees working in select Indian organizations. Correlation analysis was used to test the relationships. Findings indicated that occupational self-efficacy is positively correlated with employee engagement. Of the Six factors of occupational self-efficacy, confidence was found to be the strongest predictor of employee engagement. Results suggested that providing positive feedback of their performance will help improve employee's self-efficacy.

Manhas and Bakhshi (2011) explored the relative importance of occupational self-efficacy in teams and their effectiveness and also examined the influence of predictor variables namely self-efficacy and other demographic variables like gender, age and work experience on criterion variable i.e., team effectiveness. The population consists of 34 adults working for a multinational company in Bangalore city. Correlation and regression analysis is used for analyzing the data. The results revealed that there is a significant statistical difference in team effectiveness of the employees with respect to gender. Team effectiveness was positively correlated with occupational self-efficacy and work experience was negatively correlated with team effectiveness. For men high correlation exist between self-esteem and team effectiveness whereas for females, no correlation between self-esteem and team effectiveness.

König, Debus, Häusler, Lendenmann and Kleinmann (2010) in their study identified the possible moderators of the relationship between job insecurity and job performance. Data were collected among 668 employees in Zurich (85% of employees are male). Results of regression analysis revealed no relationships between job insecurity and the performance ratings and strong relationships between self-efficacy, work locus of control and perceived communication and self-rated performance, and weak relationships between the same variables and supervisor-rated performance. The findings indicated that job insecurity can have both positive and negative relationships with outcome variables such as performance. The study suggested that the role that work locus of control and perceived communication play in the job insecurity–performance relationship gets smaller as job insecurity increases. The authors concluded that the strong positive main effects of self-efficacy, work locus of control and communication on self-rated performance, and the

(somewhat weaker) effects on supervisor-rated performance indicate that organizations should create environments in which people feel self-efficacious, have a high internal locus of control and feel well informed.

Schyns and Sczesny (2010) investigated the occupational self-efficacy of management students with respect to their future jobs and also examined the relationship between leadership-relevant attributes and occupational self-efficacy. A total of 136 management students from Australia, Germany and India took part in the study. Data were analyzed using regression analyses. Results indicated a positive relationship between the self-perceived leadership relevant attributes and occupational self-efficacy, for both task- and person-oriented attributes. Findings revealed that leadership-relevant attributes helps to increase occupational self-efficacy.

Rathi and Rastogi (2009) explored the relationship among Emotional Intelligence, occupational self-efficacy, and organizational commitment and also investigate the influence of Emotional Intelligence on occupational self-efficacy and organizational commitment. Data were collected among 120 employees working in various organizations in India. To test the hypothesis, regression analysis was used. The results of the study highlighted the positive association between Emotional Intelligence and organizational commitment might be due to the fact that employees with high Emotional Intelligence are better able to recognize, manage, and use their emotions than employees with low levels of Emotional Intelligence. A positive and significant correlation is observed between Emotional Intelligence and occupational self-efficacy. The findings of the study indicated that emotionally intelligent employees show high level of occupational self-efficacy and commitment to their organizations.

Based on the above reviews, it could be inferred that Occupational self-efficacy influences employee motivation, job satisfaction and job performance. The findings highlighted that Self-efficacy of an individual determines his/her work related performance and motivation. Self-efficacy belief has been correlated with various factors such as remuneration, working conditions, capacity-building programs and facilitative style of leadership, locus of control, intrinsic motivation, work engagement, task interdependence, learning goal orientation, Knowledge management practices, Emotional intelligence, team

effectiveness, the experience of stress and role adjustments. Hence it becomes important to focus on the methods and interventions such as verbal persuasions, vicarious modeling, etc. that increase the self-efficacy belief among individuals. The results of the study concluded that increasing self-efficacy belief of the individuals tends to have a positive influence on diminishing their stress. Organizations should create environments in which people feel self-efficacious, have a high internal locus of control and feel well informed.

High levels of self-efficacy enhance one's accomplishments and feelings of personal well-being, life satisfaction and also encourage one to set higher expectations for future performances. Building self-efficacy in multiple areas increases one's confidence in mastering new domains and willingness to experiment with new ideas. Self-efficacy helps one to remain calm when approaching challenging tasks and increases one's persistence and focus on a given task beyond previous levels.

2.4 Work Meaningfulness

In a rapidly changing knowledge economy, employee proactivity is vital for organization performance and effectiveness. Job design may be the starting point in which employees work from fixed job description. Instead of reacting to a set of job responsibilities, employees proactively change the job designs in personally meaningful ways and such proactivity are captured by the concept of job crafting which, in turn, influence the meaningfulness of the work.

Work meaningfulness is defined as the degree to which an employee feels the job has value and importance. Jobs characterized by challenging, autonomous, and significant tasks are experienced as meaningful. An individual who makes his/her job more challenging by taking on new projects is likely to experience a better fit, which in turn results in more meaningfulness. The way the job is designed as well as the opportunities to interact with others while working influences the meaningfulness of work. Employees align the job with their perception of how the job should be and consequently, their work becomes more meaningful. Work meaningfulness refers to the amount of importance or value people perceive in their work (Rosso et al., 2010).

Review of literature pertaining to Work meaningfulness has been discussed and condensed below:

Lorente, Tordera and Peiró (2018) explored the mediating role of work characteristics and psychological well-being on the relationship between experienced meaningfulness and general job satisfaction; the mediating role of general job satisfaction on the relationship between experienced meaningfulness and psychological well-being; and the moderating role of age on the relationship between meaningfulness and job satisfaction between work characteristics and psychological well-being. Sample composed of 36,896 European workers. To test the hypothesis, Structural equation modeling analyses and multiple group analyses was performed. The results revealed that work meaningfulness and general job satisfaction mediated the relationships between work characteristics and well-being. In addition, job satisfaction partially mediates the relationship between meaningfulness and well-being. Further, age moderates the relationships between social support and the mediating variables (experienced meaningfulness and general job satisfaction) and also the relationships between the mediating variables and general well-being. Findings highlighted that social support has a stronger relationship with work meaningfulness in older workers and job satisfaction for the younger group. For older workers, Social support could be more meaningful because, they fulfill the desire for emotional intimacy and to feel more socially embedded within the organization. Results suggested that social support at work could help in enhancing employees' skills or balancing their work-life responsibilities would make them more beneficial for the group of younger workers.

Tong (2018) examined the impact of meaningful work and job performance, and also the influence of meaningful work on nursing care quality. Data was collected among nurses in China using stratified random-sampling approach. Multivariate regression analysis was employed to determine the relationship between meaningful work and their demographic data. Correlation study was used to measure the influence of meaningful work on tasks, and contextual performance. Results inferred that significant and positive relationships between meaningful work and task performance and contextual performance. Education level, work unit, and employment type also influenced meaningful work but work motivation negatively influence Job performance. The study concluded that providing more support and assistance could improve nurse performance, thereby improving the quality of nursing care and also helps them find meaning in their work.

Fouché, Rothmann and van der Vyver (2017) in their study investigated the antecedents and outcomes of meaningful work among school teachers. Data was collected among sample of 513 secondary school teachers in South Africa. The Study focused on three variables, namely the nature of the task, co-worker relationships and calling as a work orientation as antecedents of meaningful work. Findings of Structural equation modeling indicated that calling orientation, job design, co-worker relations and meaningful work affected intention to leave. Results also showed that the nature of the job, good co-worker relations and a calling orientation to work were related to meaningful work and work engagement. The absence of a calling orientation and poor co-worker relationships predicted burnout and teachers' intention to leave the organization.

Allan, Autin and Duffy (2016) examined how the core variables within Self-Determination Theory and the Psychology of Working Framework predict meaningful work. The sample consisted of 339 working adults living in the United States (customer service representative, administrative assistant, sales representative, computer programmer, teacher, writer and office manager). Structural equation modeling were used to test the hypothesis. Findings indicated that neither work volition nor social class directly predicted meaningful work, and indirectly effect internal regulation, external regulation and amotivation. The findings demonstrated that freedom of choice-motivation link, is an underlying principle of Self-Determination Theory. When individuals feel autonomy and choice in a certain life domain they will be more likely to feel motivated and engaged resulting in meaning, satisfaction, and persistence. Importantly, the converse is also true; people with little choice in their careers will likely feel lower levels of internal regulation, higher levels of amotivation, and in turn less meaningful work. Study highlighted the important relations between Self-Determination Theory motivation variables and meaningful work, especially the large positive relation between internal regulation and meaningful work. However, results also revealed that work volition and social class may play critical roles in predicting internal regulation, external regulation and amotivation.

Wiersma, Wright and Dik (2016) compared the importance on meaningful work, and determined the frequency by which it is experienced in blue, pink, and white-collar occupations. Data was collected among 1,683 workers across two studies. ANOVA was

conducted to examine differences in dimensions of meaningful work. Results revealed that white-collar workers placed more importance on expressing full potential and serving others than blue-collar workers.

Hoole and Bonnema (2015) determined the relationship between work engagement and meaningful work and whether there are significant variances between the levels of work engagement and meaningful work between different generational cohorts. Data was collected among 261 participants across several financial institutions in Gauteng, South Africa including three generational cohorts (Baby Boomers, Generation X and Generation Y). Multivariate analysis of variance (MANOVA) was conducted. Findings showed that moderate relationship was found to exist between work engagement and meaningful work. The Baby Boomer generation employees positively and significantly influence engagement and meaningful work whereas, no significant difference found between Generation X and Generation Y. The authors suggested that older employees are still very valuable resources and can contribute significantly to the organization's success, but have different needs and values than other age groups and should be treated with care.

Janik and Rothmann (2015) investigated the relations between secondary school teachers' work-role fit, job enrichment, supervisor relationships, co-worker relationships, psychological meaningfulness of work and intention to leave. The authors surveyed 502 Secondary school teachers of all the government and private schools of the Khomas, Otjozondjupa, Omaheke, Erongo, Hardap and Karas educational regions in Namibia. The authors employed structural equation modeling to test the hypothesis. Results showed that Work-role fit and job enrichment both had direct positive effect on experiences of psychological meaningfulness at work. Poor work-role fit and poor job enrichment had negative effect on intention to leave, which in turn predict, experience of low psychological meaningfulness. The results suggested that Human resource management initiatives (including recruitment, selection, induction, training and development, and performance management) should be implemented so as to promote work-role fit of teachers.

Tims, Bakker and Derks (2015) investigated the influence of job crafting on person-job fit and meaningfulness. Data was collected among a heterogeneous group of employees (N=114) in Netherlands via email and telephone during three consecutive

weeks. Results indicated that employee who crafted their job by increasing their job resources (e.g., support, autonomy) and challenging job demands (e.g., participate in new projects), and by decreasing their hindering job demands (e.g., role conflict, emotional job demands) reported higher levels of person–job fit. Findings suggested that by crafting their job demands and job resources, individuals can proactively optimize their person–job fit and as an outcome experience their work as meaningful.

Willemse and Deacon (2015) investigated the relationship between experiencing a sense of calling and work attitude of teachers in South Africa, and also to investigate the relationship between a sense of calling and work attitude with the mediating role of meaningful work. A survey was conducted with a representative sample of teachers in South Africa ($N = 270$). Structural equation modeling and regression analysis was used to analyze the data. Findings showed that a significant positive relationship was found between a sense of calling and work attitude and also meaningful work mediated the relationship between a sense of calling and positive work attitude. Results revealed that retention of teachers displaying a positive work attitude as well as those finding meaning in their work is paramount.

Geldenhuys, Laba and Venter (2014) investigated the effects of meaningful work and work engagement on commitment at work and the mediation effect of work engagement on the relationship between psychological meaningfulness and organizational commitment. The sample consisted of 415 working employees from various companies and positions in Gauteng, South Africa. To test the hypothesis structural equation modeling and correlation analysis was used. The results confirmed a positive relationship between psychological meaningfulness, work engagement and organizational commitment. The structural model results indicated that engaged employees will experience more positive commitment. More specifically, Meaningful work can lead to more engaged and committed employees. Nowadays employees who enter the workplace are in search of meaning in their work. Therefore, employees and organizations are beginning to realise the importance of meaningful work.

Ghadi, Fernando and Caputi (2013) examined the relationship between transformational leadership and work engagement through the mediating role of meaning

in work. Data was collected among sample of 530 full time employees working in Australia. The results of Structural equation modeling revealed that the direct relationship was found between transformational leadership style and followers' attributes of work engagement. Findings also highlighted that employee's perception of meaning in work partially mediated the relationship between transformational leadership and work engagement.

Schnell, Höge and Pollet (2013) explored the subjective appraisal of work as meaningful by analyzing it in relation to different contextual levels: individual, work tasks, and organizational. Researcher surveyed 206 employees from a variety of Austrian companies and institutions. Regression analysis was used to test the hypothesis. Work-role fit, the significance of work tasks, and organizational characteristics contribute positively to the prediction of meaning in work. Nearly half of the variance in meaningful work (46%) is explained by work-role fit, work task, and organizational characteristics analyzed in this study. The results inferred that sense of meaning in work helps in understanding of one's professional activities and positive implications for other people.

Hirschi (2012) investigated whether the relationship of calling to work engagement is mediated by work meaningfulness, occupational identity and occupational self-efficacy. The author surveyed 529 German employees in diverse occupations. The results of Multiple mediation model confirmed the theoretical link between a calling and meaningful work and support the theoretical assumption that callings are an important factor in understanding what makes work meaningful. Based on the findings, the author suggested to allow people to more often experience work engagement, or vigor, dedication, and absorption at work.

Vuori, San and Kira, (2012) study focused to increase the understanding of the ways workers can actively make their own work experiences more meaningful. The data consisted of 29 interviews with people from three professions. Findings revealed that Workers try to increase the proportion of positive cues extracted from work to make their work more meaningful. The authors suggested that managers can promote workers' sense of meaningfulness by coaching and enabling meaningfulness making tactics. The study

also presents alternative ways to achieve work meaningfulness that complement the previously recognized job crafting and sense making routes.

Van Zyl, Deacon and Rothmann (2010) investigated the relationships between the experiences of work-role fit, meaningfulness and work engagement of I/O psychologists in South Africa. Data was collected among 106 industrial/organizational (I/O) psychologists in South Africa. To test the hypothesis, Pearson correlation and multiple regression analyses was used. Findings revealed that Work-role fit predicted psychological meaningfulness and work engagement. The calling orientations to work have an influence on both psychological meaningfulness and work engagement. The study concluded that calling orientation to work should be fostered in industrial/organizational (I/O) psychologists because it contributes to experiences of work-role fit, psychological meaningfulness and work engagement.

Scroggins (2008) examined the antecedents and consequences of meaningful work. The sample consisted of 208 employees working in seven different organizations (health care, telemarketing, insurance, accounting, the food and beverage industry, and the sales and retail industry). Hierarchical multiple regression was employed to test the research hypothesis. Meaningful work is also found to be significantly correlated with intention to exit the organization. Results indicated that meaningful work is strongly related to intention to leave as are the more traditional job attitudes included in many models of employee turnover. The results of this study not only provide support for the existence of a self-concept-job fit construct, but also provide support for the proposed relationships between a self-concept-job match, experienced meaningfulness, and attitudinal and behavioral outcomes.

Based on the above reviews, the findings highlighted the important relations between Self-Determination Theory motivation variables and meaningful work, especially the large positive relation found between internal regulation and meaningful work. When individuals feel autonomy and choice in a certain life domain they are more likely to feel motivated and engaged resulting in meaning, satisfaction, and persistence. Reviews indicate that intrinsic motivation and work meaning serve as pathway to each other through the fulfillment of three basic psychological needs for autonomy (career aspiration

fulfillment and congruency with personal values and beliefs), competence (answering the challenge of the job, the need for personal and professional development, actualizing potentials and interests, and contributing to the greater good), and relatedness (belonging to a community). Intrinsic motivation in the job has a significant contribution to how they value the significance of their job.

2.5 Job Performance

Job Performance is regarded as the results obtained from the work of an employee (Hunter, 1986).

Job performance is a function of actions or processes involved in performing tasks or voluntary behaviors (Spector and Fox, 2002; Griffin, Neal, & Neale, 2000). Job performance is the ability of employees to accomplish work goals, meet job expectations, achieve benchmarks, and attain organizational goals.

Contextual Performance (Extra role performance) - These are the behaviors that contribute to overall effectiveness through supporting the social and psychological climate of the workplace. Examples include cooperating with teammates, diffusing conflicts, and cleaning up the conference room (Borman and Motowidlo, 1993).

Review of literature related to Job Performance has been discussed and condensed below:

Song, Chai, Kim and Bae (2018) examined the impact of learning organization culture, self-efficacy, work engagement on job performance and also investigated the mediating roles of self-efficacy and work engagement on the relationship between learning organization culture and job performance. The authors surveyed 481 work force education teachers at 21 Korean workforce institutions. Structural Equation Modeling and the Sobel test were used to examine the hypothesized model. Results revealed that learning organization culture positively influences teachers self-efficacy and work engagement. In addition, teacher's self-efficacy also has a positive influence on work engagement and job performance and the relationship between work engagement and job performance was also statistically significant. The result of Sobel tests showed that the indirect effects of the learning organization culture on both work engagement and job performance of teachers

reflected by their self-efficacy and work engagement was statistically significant. Results suggested that more opportunities should be provided to teachers to increase their level of self-efficacy through both formal and informal learning activities. Furthermore, the level of self-efficacy and work engagement could be promoted by various environmental factors, such as the support of institutional leadership and the nation wide educational-support policy and system for teachers.

Hijry and Haleem (2017) examined the factors that influence an employee's performance in Sunderland Steel factory, Saudi Arabia. The study included randomly selected sample size of 315 workers from a total of 700 employees. However, only 258 workers responded. The study indicates six factors, namely workplace environment, organizational structure, knowledge, skills, reward, and attitude primarily influenced employee performance. Results established that organization structure, work environment, attitudes and compensation have a significant influence on employee performance. The study recommended that organizations should increase the knowledge and the skills of their employees through continuous development programs and holding training workshops for their employees.

Shabbir and Naqvi (2017) in their study explored the influence of workload and job complexity on employee job performance, with the mediating role of job stress and moderating effect of social support. Data were collected from 285 employees in travel agencies located in Rawalpindi, Islamabad and AJK. The results of the study revealed that workload and job complexity positively and significantly influence the job stress, while job stress has a negative impact on job performance, whereas workload, job complexity and its outcome job stress are negatively affected by social support.

Ahmed and Dajani (2015) investigated the impact of employee engagement on job performance and organizational commitment based on social exchange theory and also identified the key drivers of employee engagement within the Egyptian context. The study was conducted on 200 bank employees from several private and public banks operating in Cairo-Egypt. Pearson correlation matrix and regression were used to estimate the relationships. Regression results indicated that leadership and organizational justice positively and significantly influence employee engagement. Results revealed that

employee engagement had significant influence on job performance, and less impact on organizational commitment. Organizations should actively look forward to fulfill employee`s expectations and thus, create an impact on the performance of employee, which directly affects the organization`s performance.

Aboazoum, Musadieq and Nimran (2015) examined the factors that influence the employee performance in Libya. The authors surveyed 217 Libya postgraduate students in Indonesia and it was analyzed by using Statistical Package for the Social Sciences (SPSS) version 20.0. The findings of the study revealed that there is positive and direct relationship between employee performance and organizational culture, job satisfaction, and training and development. Likewise, the results also showed that there is a negative relationship between employee performance and stress at the workplace. Based on the findings, the study recommended that continuous motivation along with fair and justice environment can lead to increase the performance of employees and encourage them to repeat the desired behavior.

Bakker, Demerouti and Heuvel (2015) in their study examined the relationship between Leader-member exchange, work engagement, and job performance and also examined the mediating role of job resources in the relationship between LMX and employee job performance. The authors surveyed 847 Dutch police officers and Multilevel structural equation modeling was used to test the hypothesized relationships. Findings revealed that through leader member exchange theory Employees perceived a high-quality LMX relationship to work in a more resourceful work environment. Job resources environment, which in turn, facilitates work engagement and job performance. The study emphasized the value of high-LMX relationships for building a resourceful environment.

Jayaweera (2015) tested the relationship between work environmental factors and job performance with work motivation and the extent to which this relationship is mediated by work motivation among a sample of hotel workers in England. A survey was conducted among 254 hotel workers working at twenty-five chain hotels in Bristol, England. Hierarchical regression analysis was employed to test the hypothesis. The results showed that there is a significant relationship between work environmental factors and job performance and that work motivation mediates the relationship between working

conditions and job performance. The results also suggested that there is a significant relationship between work motivation and job performance of the hotel workers. The study concluded that working conditions can predict better job performance when individuals are motivated toward the job; that is, when they are want to achieve the desired outcomes and goals of the job.

Bakker, Demerouti, and Leiter (2014) investigated the associations between burnout and performance, using a sample of 294 employees and their supervisors in different sectors and job positions in Netherlands. The findings suggested that the strategies that employees use to deal with diminished energetic resources may alter the degree to which these burnout experiences are linked to decrements in task performance and adaptivity to change. More specifically, the study showed that of all strategies, compensation was the most successful strategy in buffering the negative effects of burnout on both task performance and adaptivity to change.

Hettiararchchi and Jayarathna (2014) investigated the relationship between employee job performance and work related attitudes such as job satisfaction, organizational commitment and job involvement of the employees in the tertiary and vocational education sector in Sri Lanka. Sample was collected from 323 employees of the technical education and vocational training employees of government sector in Sri Lanka. Regression analysis and correlation analysis was used to analyze the data. Findings of the study revealed that 26.7% of the variance of the job performance was significantly explained by three independent variables namely job satisfaction, organizational commitment and job involvement.

Ling and Bhatti (2014) investigated the relationship between role conflict, job control, social support and job performance among administration staff in University Utara Malaysia (UUM), Kedah. Data was collected from a sample of 215 UUM administration employees. To test the hypothesis correlation and regression analysis was used. Results indicated a positive and significant relationship between job control, social support and job performance. In addition, results supported that social support moderate the relationship between role conflict and job performance. The authors suggested that organization should provide stress management programmes to help employees solve problems in work.

Askarian and Eslami (2013) examined the relationship between personality Traits (extraversion, neuroticism (emotional instability), openness to experience, conscientiousness, and agreeableness) and job performance in the education department of Kerman province. The data was collected among 330 staffs (both research and education) and analyzed by SPSS software using descriptive and inferential statistics. Results indicated significant relationship between personality traits and job performance. The study concluded that the conscientiousness of the individuals should be initially considered in employing individuals.

Davoudi and Allahyari (2013) investigated the relationship between job organization and job performance. The authors surveyed 284 employees in an organization. The research method adopted for this study is descriptive-correlation. To test the hypothesis structural equation modeling was employed. The findings revealed that job organization has a significant positive impact on job performance of operating staffs, and appropriate job organizations, based on employees' ideals, leads to higher performance.

Munisamy (2013) examined the factors that influence job performance among employees in oil palm plantation in Malaysia. Using data collected from 50 plantation workers. The Pearson's Correlation analysis was used to investigate the relationship among all the study variables. Results revealed that, all the four independent variables (stress, pay, work environment and workload) have a positive relationship with job performance.

Afful-Broni (2012) examined the relationship between motivation and job performance of staff at the University of Mines and Technology (UMaT), Tarkwa. A sample of 200 respondents comprising 40 senior members, 60 senior staff and 100 both academic and non-academic of UMaT staff took part in the study. Descriptive and inferential statistics were used for the analyses. The study revealed that the staff of UMaT is dominated by males. Paramount among the problems of job performance at the University is low monthly salary as well as lack of motivation. Findings of the study suggested that inadequate government funding was a major problem for management in motivating employees; internally generated funds should be sourced for to enable management deal more efficiently with motivational issues. This could be done by encouraging senior members to undertake more consultancy services, organizing short courses for the mining companies and undertaking commercial activities.

Lai and Chen (2012) examined the relationship between Self-Efficacy, Effort, Job Performance, Job Satisfaction, and Turnover Intention. Sample was collected from 616 automobile sales persons of Taipei, Taiwan. Data was analyzed using structural Equation Modeling. The results revealed that Self-efficacy and effort has a positive effect on job performance and job satisfaction; job satisfaction has a negative effect on turnover intention. The results highlighted that effect of personal characteristics highly influence organization performance.

Dar, Akmal, Muhammad, Kashif (2011) examined the relationship between the job stress and job performance of employees in Pakistan. Random sampling technique was used to select 143 employees of different multinational companies, universities and banks, who have worked atleast 5 years with them. To test the hypothesis, chi-square test and t-test was used. The results showed that job stress negatively influence the employee's job performance. The findings showed that job stress brings about subjective effects such as feeling undervalued and fear of joblessness, resulting in poor concentration, mental block and poor decision making skills. Findings recommended that organizations should reduce psychological strain, work overload and role ambiguity through adoption of job redesign techniques. Organizational support activities such as counseling and stress reduction workshops should also be increased to reduce job stress.

Based on the above reviews, it could be inferred that several factors such as learning organization culture, workplace environment, knowledge, skills, reward, organization structure, work environment, attitudes and compensation, Employee engagement, working conditions, organizational culture, job satisfaction, and training and development, Self-efficacy, personality traits, Organizational justice, transformational leadership and effort has a positive and significant impact on job performance. Employees assess and manage and deal with their stress, working environment, and workload and pay in order to cope with job satisfaction and job performance. Organization should provide stress management programmes to give high tendency to solve employees problems in work place and organizational support activities such as counseling and stress reduction workshops to reduce job stress which in turn enhances job performance. The organizations should increase the knowledge and the skills of their employees through continuous development programs and holding training workshops for their employees. Organizations should actively look

forward to fulfill employee`s expectations and thus, create an impact on the performance of employee, which directly affects the organization`s performance.

2.6 Theoretical Framework and Hypothesis Development

Abdellah defined theory as “an explanation of a phenomenon or an abstract generalization that systematically explains the relationship among given phenomena.” The theoretical framework consists of theories that seem to be interrelated. The significance of model in research is to ascertain the starting point of the research problem and to establish the vision to which the problem is directed. A theory should be formulated to explain why the relationship exists between two or more variables. Theories are purposely formulated, never discovered; they can be tested but never proven.

The present research draws concepts from Conservation of Resources Theory, Social Cognitive Theory and Self Determination Theory. Based on the Conservation of Resources Theory, Hobfoll, Johnson, Ennis, and Jackson (2003) defined Personal resources as aspects of the self that are associated with individuals` resilience and refer to the ability to influence and successfully control their environment. This study consist of typical personal resource namely, self-efficacy (Bandura, 1989) which have been considered as fundamental components of individual adaptability (Hobfoll, 2002). Personal resources may determine the way people perceive the environment, compose it, and respond to it (Judge et al., 1997). For example, Llorens, Schaufeli, Bakker, and Salanova (2007) showed that task resources increased efficacy beliefs, which resulted in higher levels of Job Performance and Work Engagement.

Based on the Social Cognitive Theory (SCT), Self-efficacy is a key element of Social Cognitive Theory because it affects employee`s motivation and learning (Pajares, 2006,1996; Schunk, 2003, 1995). Most importantly, Social Cognitive Theory can not only provide broad understanding of work motivation, but self-efficacy and collective efficacy, clearly established strong relationships (at different levels of analysis) with work-related task performance. Self-determination is an intrinsic, self-sustaining form of motivation that is influenced by internal stimuli (Ryan andDeci, 2000; Deci and Ryan, 1985). Guided exclusively by inner drives, self-determined individuals seek to satisfy three primary needs in order to optimize their goal potentials: internalize their ability to control behavior and satisfy mastery needs (i.e., competence), perceive themselves as causal agents of their intentions

(i.e., autonomy), and are inclined toward assimilation with others (i.e., relatedness) (Deci and Vansteenkiste 2004; Deci and Ryan, 1985).

The core characteristics of Self- Efficacy Theory and Self- Determination Theory are observed in Figure 2.

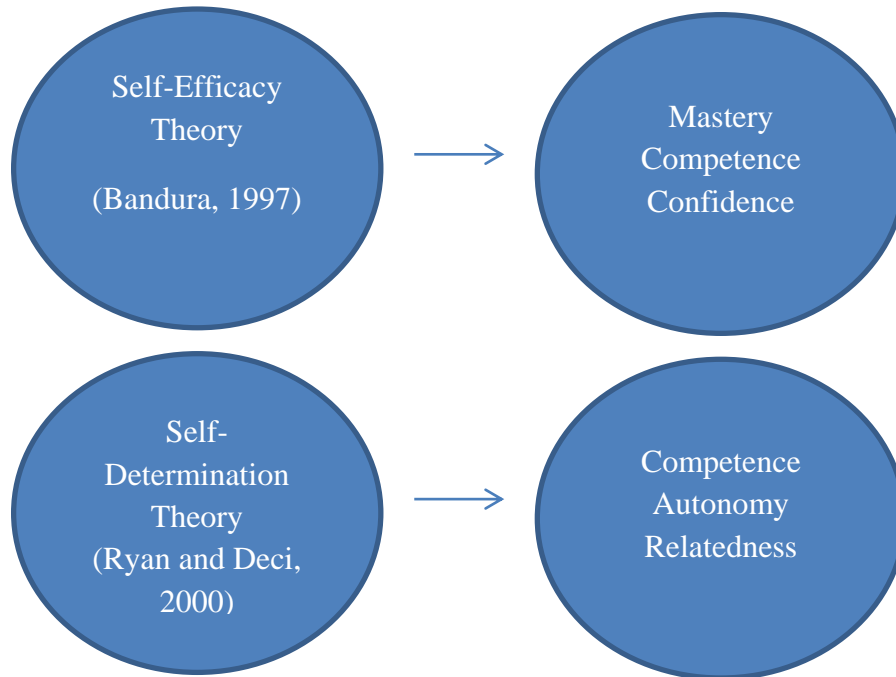


Figure 2.1 The Fundamental Attributes of Self-Efficacy Theory and Self-Determination Theory

Stevan Hobfoll (2009, p. 95) specifically articulated the foundations of the COR theory, suggesting “that people are motivated to create, protect, foster, and nurture their resources. People build social, personal, material, and energy resources to sustain well-being, and to protect against future resource loss. COR theory identifies multiple resources including object resources (e.g., car, house), condition resources (e.g., employment, marriage), personal resources (e.g., key skills and personal traits such as self-efficacy and self-esteem), and energy resources (e.g., credit, knowledge, money) (Chen et al., 2015). Hence the study considers Personal Resources as an important variable in COR Theory. Specifically, COR theory stated that personal resources are key skills and personal traits such as self-efficacy and self-esteem. Self-Efficacy is considered a personal resource (De Cuyper, Van der Heijden and De Witte, 2011); it is tied to the employee performance.

Personal resources refer to one's ability to control and successfully deal with the environment (Hobfoll, Johnson, Ennis, and Jackson, 2003). Such a personal resource is self-efficacy, which is one's perception about being capable to attain goals and accomplish tasks (Bandura, 1977). Accordingly, employees with high Self-Efficacy will try to foster, protect, and build on their sense of job performance. Individuals acquire resources in the form of skills, knowledge, positive emotions, and status. These are competency resources that when individuals apply at work, which leads to enhanced work performance.

Relationship between Job Demand and Occupational Self-Efficacy

According to JD-R theory every job is characterized by a set of job demands and resources (personal and Job-related). Job demands are the social, physical, or organizational aspects of the job that require physical and/or cognitive engagement and that are associated with physical and psychological costs (Demerouti et al., 2001, p. 501). Job demands can be divided into challenging and Hindering Job Demands (Crawford et al., 2010; LePine and Jackson, 2004). Examples of challenging job demands are work pressure and complex assignments, while role conflicts and poor physical working conditions are examples of hindering job demands. In simple, Job Demand is an energy driven process. Employees confront Job Demands through their self-efficacy. Employees can optimize the balance between their job demands and resources through self-efficacy. In this way they can improve the fit between their jobs and their own needs, talents and passion at work. Self-Determination Theory states that the individual when realizes the need for competence is prominent in individuals' propensity to explore and actively seek out challenging job demands in which one can extend one's physical and psychological skills. Need for competence helps individuals to develop their skills and adapt to complex and changing environments. In other words, high self-efficacious employees have the feeling that they have a high possibility of achievement in dealing with job demands, which might have a positive influence on their level of work engagement (Tims and Bakker, 2010). The JD-R theory hypothesizes that when employees are experienced with challenging job demands, the motivational potential of job resources and Personal Resources (Self-efficacy) is strengthened (Bakker, 2011). The meta-analysis by Stajkovic and Luthans (1998) has shown that self-efficacy is strongly related to job performance in a positive way. The reason for this is that employees who have a greater self-efficacy are capable of finding an

effective way to deal with demands (e.g. workload). Van Yperen and Snijders (2000) examined self-efficacy as a moderator in the relationship between job demands and health implications. Results suggested that highly self-efficacious employees could deal more successfully with demands, which results in prevention from negative outcomes. In addition, Speier and Frese (1997) showed that employees are more able to do difficult tasks when they have high levels of self-efficacy. Hence based on the above discussions the following hypothesis is proposed.

H₀₁: “Employees experiencing Job Demands will not report higher level of Occupational Self Efficacy”

H₁: “Employees experiencing Job Demands will report higher level of Occupational Self Efficacy”

Relationship between Job Resources and Occupational Self-Efficacy

Job resources are the physical, social, psychological and organizational aspects of the job that help employees to achieve their work goals (Demerouti et al., 2001). Job resources can be divided into Increasing Structural Resources (eg: enhancing autonomy and creating opportunities for professional development) and Increasing Social Job Resources (eg: asking for feedback and coaching). Job resources and personal resources stimulate personal growth and help employees to achieve work-related goals. Schaufeli and Taris (2014) stated that Job resources play either intrinsic or extrinsic motivational roles which impel employees to perform better in their work. In simple, Job Resources is a motivation driven process. In Extrinsic motivational role, employees should initiate the willingness to spend more efforts by reducing job demands and fostering goal attainment. Job resources fulfill basic psychological needs, like the needs for autonomy, relatedness, and competence (Nahrgang et al., 2011; Bakker, 2011; Deci and Ryan, 2000). For instance, through feedback employees may promote learning and in turn enhance job competence, whereas decision latitude and social support satisfy needs for autonomy and relatedness, respectively which in facilitates job performance. Job resources are specifically linked to a job and the working environment, personal resources are a part of an individual and therefore not necessarily related to a context. Examples of personal resources are self-efficacy, optimism, personal effectiveness, resilience, and self-esteem. Personal

resources (Self-efficacy) work with job resources (social support, autonomy, performance feedback, coaching and opportunities for development) to help individuals deal with Challenging demands (work pressure and complex assignments) at work. Results of the study by Luthans and colleagues (2006) revealed that a resourceful work environment can activate employees' psychological capital, which in turn can lead to positive financial outcomes. Xanthopoulou and colleagues (2007) suggested the existence of environment (job) resources that may activate personal resources and this, in turn, may result in positive psychological and organizational outcomes. In addition, Neve, Devos and Tuytens (2015) in their study found that autonomy and the PLC (professional learning communities) characteristic 'collective responsibility' indirectly predicted self-reported changes in differentiated instruction (DI)-practice (i.e. Challenging learning process) via self-efficacy. Hence based on the above discussions the following hypothesis is proposed.

Ho2: "Employees availing Job Resources will not report higher level of Occupational Self Efficacy"

H2: "Employees availing Job Resources will report higher level of Occupational Self Efficacy"

Relationship between Occupational Self-Efficacy and Job Performance

Albert Bandura's social cognitive theory provides the theoretical foundation for linking occupational self-efficacy with Job Performance by suggesting that efficacy beliefs are the basis of human agency, which influences high performance. Self-efficacy which has a primary influence on human thought, motivation, action and performance. Job Performance consists of different activities that contribute to an organization's functioning (Campbell, 1990). One aspect of job performance that can be influenced by engagement is in-role performance. In-role performance can be defined as the activities that are directly involved in the accomplishment of core tasks that are related with the job or organization's technical core (Borman and Motowidlo, 1993).

Gurpreet Randhawa (2015) in their study found that higher the job specific self-efficacy, higher will be the work performance of employees. Guido, Laura, Schaufeli, Vittorio and Consiglio (2015) explored the relationship between P-OR (Positive Orientation) and job performance mediated by work engagement and moderated by levels of work

self-efficacy beliefs. Results suggested that possession of an optimal level of work self-efficacy beliefs, influences the impact of P-OR (Positive Orientation) and work engagement on job performance. In addition, study by Lai and Chen (2012) revealed that Self-efficacy and effort has a positive effect on job performance and job satisfaction. Highly self-efficacious employees are optimised by their tenacity and determination and driven by their belief in future success (Breso, Schaufeli, and Salanova, 2011). To predict outcome (performance) in an occupation (as is the case in present study), the level of self-efficacy assessed should be broader; that is, it should be domain- rather than task-specific (Schyns and Sczesny, 2010). Niemivirta and Tapola (2007) in their study indicated that self-efficacy and the rate of change in interest independently predicted task performance. Meta-analysis of the relevant literatures revealed that the contribution of self-efficacy relative to purportedly more distal variables is relatively small and self-efficacy predicted performance for task but not job performance (Judge, Jackson, Shaw and Scott and Rich (2007). Based on the above discussions the following hypothesis is proposed

Ho₃: “Employees with high Occupational Self Efficacy do not exhibit better Performance”.

H₃: “Employees with high Occupational Self Efficacy exhibit better Performance”.

Relationship between Occupational Self-Efficacy, Job Crafting and Job Performance

Research findings have shown that Occupational Self-Efficacy are positively related to Job Crafting -personal initiative (Speier and Frese, 1997) and proactive coping (Salanova et al.,2006) and Job Crafting is positively related to Job performance (Bakker et al., 2012; Tims et al., 2014). Job crafting is defined as a specific form of proactive behavior (Peeters et al., 2014). This proactive behavior can lead to valuable outcomes, such as job performance, social integration, satisfaction, feelings of personal control and role clarity (Crant, 2000). However, Job Crafting may play a mediating role in the relationship between Occupational Self-Efficacy and job performance. Bakker and Schaufeli (2016) showed that team self-efficacy is significantly and positively associated with team job crafting behaviour at the individual (within-team) level. In addition, Kanten (2014) indicated that self-efficacy has a positive and significant effect on job crafting. Tim, Bakker and Derks (2012) examined the role of proactive personality and job

crafting in predicting work engagement and job performance. Results indicated that proactive personality is an important predictor of job performance. Tims, Bakker and Derks (2012) stated that job crafting and work enjoyment could explain relationship between self-efficacy and job performance. Results indicated that employees who are highly self-efficacious were more likely to do job crafting, and in turn, was positively correlated to work enjoyment and indirectly associated with performance. From qualitative interview studies (Berg, Wrzesniewski, and Dutton, 2010; Lyons, 2008) as well as quantitative survey studies (Bakker et al., 2012; Leana et al., 2009; Tims et al., 2012) reveals that job crafting has a positive relationship with job performance. Job crafting has positive effects on employees' degree of psychological well-being (Berg, Grant, and Johnson, 2010) and work engagement and performance (Tims, Bakker, and Derks, 2012), suggesting that job crafting matters for a number of key individual and organizational outcomes. Bakker et al. (2012) found that employees, who showed job crafting behavior by adjusting their work environment, were more engaged which led to a higher performance. The employees who craft their job optimize demands and resources in their work environment which helps them to reach work-related goals (Tims, Bakker, Derks, and Van Rhenen, 2013). Hence based on the above discussions the following hypothesis is proposed.

Ho4: "Job Crafting does not mediate the relationship between Occupational Self Efficacy and Job Performance".

H4: "Job Crafting will mediate the positive relationship between Occupational Self Efficacy and Job Performance".

Relationship between Occupational Self Efficacy, Work Meaningfulness and Job Crafting

Self- Determination Theory (Deci and Ryan, 2000, 1985) posits that individuals have three inherent needs. These are the needs for autonomy, competence, and relatedness. Autonomy needs the experience of choice and being the creator of one's own behaviour. Competence requires succeeding at challenging tasks and ultimately attaining desired outcomes. Relatedness requires mutual respect, sense of caring and mutual trust with others. For example, Wrzesniewski and Dutton (2001) suggested that Job Crafting would lead to important work outcomes. Of particular relevance to Self- Determination Theory, a central premise of job crafting is that individuals who craft their job do so to maintain control over

their work, to create a positive self-image for themselves in their work, and to connect with others in the workplace (Wrzesniewski and Dutton, 2001). Job crafting is closely associated with the three Self- Determination Theory needs for autonomy, competence, and relatedness, respectively. Although a few published studies have explicitly tested whether job crafting is empirically related to the Self- Determination Theory needs, it is likely that job crafting would contribute to an employee's ability to satisfy these three needs. The design of employees' jobs can significantly shape how they experience the meaningfulness of their work (Grant, 2007; Hackman and Oldham, 1980). Michaela Schoberova (2015) in their study suggested that employees can proactively make their work more engaging and meaningful via job crafting and contributes to overall well-being and performance. Lamkin and Morrow (2016) stated that Job crafting can influence a jobs purpose towards a sense of organizational belongingness through an employee's motivation to achieve positive well-being, work meaningfulness and reduced turnover intentions. Tims, Derks and Bakker (2015) suggested that individuals can proactively optimize their work as meaningful through crafting their job demands and job resources, while Kelsey and Ryan (2016) examined the relations between Self- Determination Theory motivation variables and meaningful work, results revealed positive relation between internal regulation and meaningful work. Based on the above discussions the following hypothesis is proposed.

H₀₅: "Work Meaningfulness does not moderate the relationship between Occupational Self Efficacy and Job Crafting".

H₅: "Work Meaningfulness will moderate the positive relationship between Occupational Self Efficacy and Job Crafting".

The present study also examines gender differences with regard to the study variables. Hypothesis has been framed to analyze demographical differences with regard to the study variables.

H₀₆: "There is no significance difference in the perception of respondents of varied Age, Gender, Marital Status, Education, Nature of Work and Experience with regard to the study variables".

H₆: "There is significance difference in the perception of respondents of varied Age, Gender, Marital Status, Education, Nature of Work and Experience with regard to the study variables".

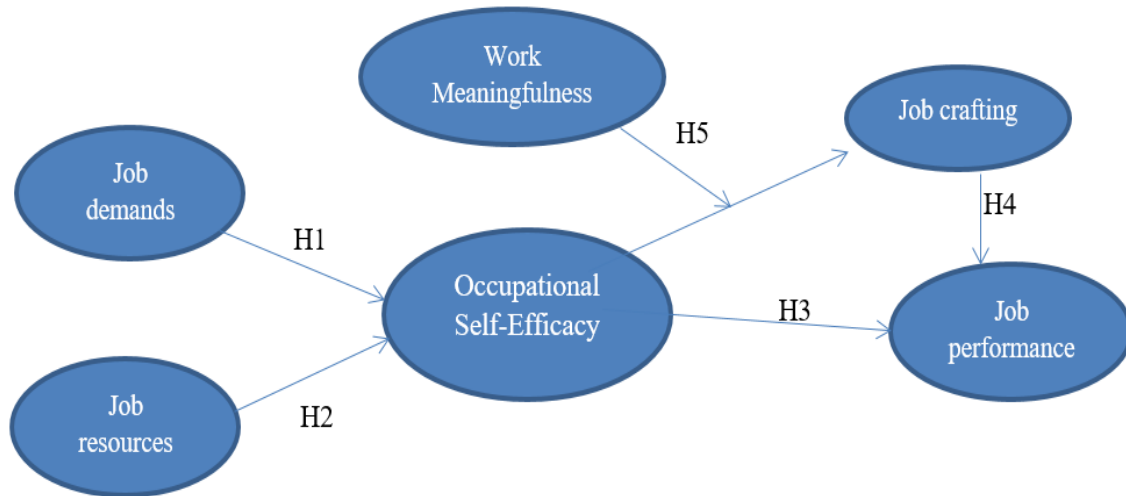


Figure 2.2 Theoretical Framework - Influence of Job demands and Job resources on Occupational self-efficacy; and Occupational self-efficacy on Job Performance: with the Mediating Roles of Job Crafting on the relationship between Occupational self-efficacy and Job Performance; and the Moderating role of Work meaningfulness on the relationship between Occupational self-efficacy and Job crafting

2.7 Concluding Remarks

To conclude Job Performance is important for an organization to meet the competition of the global market and demands of the customers. Further there are several factors like job demand, job resources, self-efficacy, work meaningfulness and job crafting which will have an influence on Job Performance. There are many facilitators for self-efficacy like job demand and job resources i.e., challenging job demands, social and structural job resources which will enhance individual's efficacy beliefs. Likewise, Job crafting has taken an important role in the individual as well as organisation performance process. Similarly, the role of Work Meaningfulness in terms of Job Crafting is influential. Lack of efficacy is likely to lead to failure of Job Performance in organisations. Hence in the present scenario, organisations are more concentrating on employees self-efficacy beliefs at work for long term growth and survival. Based on reviews the study proposes a theoretical framework and relevant hypothesis are framed to examine the significant relationship between Job demand, Job resources, Occupational self-efficacy, Work meaningfulness, Job crafting and Job Performance. The following chapter discusses the Research Methodology adopted for conducting this study.