

Kształcenie nauczycieli

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Job crafting among Polish and foreign academic teachers

Modelowanie pracy wśród polskich i zagranicznych nauczycieli akademickich

Key words: job crafting, Polish, foreign academic teachers.

Słowa kluczowe: modelowanie pracy, polscy i zagraniczni nauczyciele akademicy.

Streszczenie. Wciąż niewiele wiadomo na temat kwestii związanych z modelowaniem pracy, które (z punktu widzenia badań empirycznych) są nadal w niewielkim stopniu obecne w literaturze przedmiotu. Celem artykułu jest wypełnienie istniejącej luki. Składa się on z dwóch części: teoretycznej, w której omówiono koncepcję *job crafting*, czyli modelowania pracy oraz wyniki niektórych badań nad zjawiskiem i czynnikami współwystępującymi, a także części empirycznej, która prezentuje metodykę badań (Venkatesch i inni 2013, s. 24) stosowaną przez grupę nauczycieli akademickich z Polski oraz przez wykładowców z krajów Europy Zachodniej i Stanów Zjednoczonych. W konkluzji można przyjąć, że zjawisko modelowania pracy występuje wśród wszystkich nauczycieli akademickich, którzy podejmują działania mające na celu zmianę sposobu myślenia o pracy, ukształtowanie jej według własnych preferencji oraz osiągnięcie autonomii i samozadowolenia z wykonywanych zadań zawodowych.

Introduction. For several decades more and more often in the humanities and social sciences, the view has been promoted¹ that human to develop should perceive himself as the source of his life choices and his behavior, the world around him as an opportunity for his abilities, and planned and realized goals as a result of his intentions.

Such an approach to the conditions for making efforts to develop oneself results from the subjective approach to human as an employee and member of specific organizations,

¹ More information on this subject will be found in the publication by Bartkowiak (1999, p. 5, 2010, pp. 17–18) a Obuchowski (2010, pp. 9–10) and Valaskakis (1989, p. 121).

which assumes acknowledgment of the dominant role of the values he generates and is a way of understanding his place in the world. In contrast to the presented subjective approach, the objective approach assumes that values recognized in the world should be deducted from social institutions, and thus to organizations to which the entity belongs. Its behavior, the style of being a member of an organization is positively assessed if in the current perspective it is used, i.e. "here and now" of that organization.

The coexistence of both approaches presents many difficulties. One of them boils down to the discrepancy between the currently formulated subjective paradigm, the values and goals created by the individual and the requirements regarding the behavior of employee-fixed expectations in the organization's structures, regardless of the fact that employees also have their expectations and do not always accept the procedures of the organizations.

On the other hand, extensive literature on the subject clearly indicates that the dominance of the subjective pattern of behavior becomes the condition of proper human functioning in communities, economy, and at the same time in culture, which is sometimes described as post-industrial (quoted in Bartkowiak, 1999, p.5; Valaskakis 1989). The requirements of the work and organization standard in this culture are based on the assumption that greater employee productivity, higher quality of products and services, and more importantly, their greater job satisfaction and employee well-being depends not only on the pace of introducing new technologies, their rationalization in implementation, rapid modification, alteration and rejection in favor of new technologies, but also the creative potential and personal initiative of employees located at the lowest and highest level in the organizational structure (Bartkowiak, 1999,; Valaskakis *ibidem*) To sum up, individualism instead of collectivism becomes a desirable model of life aspirations of members, of diverse organizations and employees.

One of the manifestations of individualism is the personalization of the work performed, which is manifested by job crafting, which has been the subject of considerations in the subject literature for just a few years. Job crafting means undertaking actions aimed at adapting the work to our preferences, motivation and passion.

Teacher's work is a special type of professional activity, it requires a lot of personal commitment, internal motivation, sense of mission, creating reality so that students can experience, the trial of discovering meanings and improving their own practice. Excessive standardization of tasks at work seems to limit the professional development opportunities of the teacher (Mazurkiewicz, 2011, p. 160).

The purpose of this paper is to contribute to the knowledge base by presenting results of a study of the existence of job crafting among Polish and foreign academic teachers.

There are a number of reasons justifying why the authors have addressed this issue.

One of the motives of the currently introduced higher education reform is to increase the requirements of scientific and didactic staff. The reform and the changes resulting from it are aimed at to raise the level of higher education quality of teaching

and research in Poland, and its rapprochement to the standards of European and world universities.

This target state is connected with learning the conditions of the postulated professional activity of Polish academic teachers, in comparison with research and teaching staff from other European countries and the world. Empowering and giving work a personal character seems to be the way not only to the sense of fulfillment that is essential in the professional work, but it will also enable the implementation of these plans.

The authors' approach to the subject matter of the analyzed article arises next to the application-social and cognitive factors, i.e. the scarcity of research relating to job crafting its cognitive weight as a factor increasing the teachers' quality of work (Pearl, Geldenhuys, 2016), indicating a moderating role psychological reinforcement (Hareem, Fariha, Tazeen, 2017) among academicians.

Conceptual framework. Job crafting definition. Job crafting in the subject literature means the physical and cognitive modification of activities, and tasks during the work performed by the employee, giving it a personal dimension. Then, the work is proactive, individualized results from the internal strategy imposed by no-one (bottom-up strategy) and leads to a change in the structure of tasks, relationships and perception of work (Berg, Wrzesniewski, Dutton, 2010, p. 179). Other authors emphasize that the abovementioned modification of tasks results from the inventiveness of employees and makes them undertake to achieve goals consistent with their own preferences, motivation, actions, and passions (Tims et al., 2012, p.173).

From the employee's point of view job crafting not only boils down to the job modification itself, but in the end increases resistance to stress and raises the level of job satisfaction (Berg et al., 2007).

This concept was first used by Berg, Wrzesniewski and Dutton (2001), who understand the process by which employees adjust and modify their work in three ways:

They change the scope of performed tasks and their character in relation to formal requirements; *modify their interpersonal relationships* at work (including scope and character), e.g. by keeping contacts outside of formal e-mail; make changes of a cognitive nature, *change their perception of objectives* pursued at work life goals, as not necessarily related to material goals (Roczniewska, Puchalska-Kaminska, 2017, p.199) or recognizing specific tasks as tedious but important, due to the nature of the performed work.

Theoretical background. Tims and Bakker conceptualized the concept of job crafting and referred to the theory of required demands and resources (JD-R) stressing that the employee modifies his or her resources to better adapt (to find the balance) to the performed work in accordance with preferences (Tims, Bakker, 2010). According to the model adopted by them, job crafting involves a physical and psychological effort that generates physiological and psychological costs (Bakker, Demorouti, 2007). For example, working with a difficult client is associated with an emotional burden, and at

the same time the available resources allow the employee to get support in pursuit of a job-related goal, reduce the requirements and lead to personal development (broadly understood).

Continuing these considerations, previously quoted authors Roczniowska and Puchalska-Kaminska, (2017) express the view that the presented model aims at building the individual's well-being, providing the basis for expanding and optimizing previously owned resources, own professional activity and, for example, by addressing the employee to their supervisor and obtaining feedback from the management. This model also enables searching for new challenges, e.g. by participating in a new project, and limiting such professional activity that seems overly aggravating, hindering job (Roczniowska, Puchalska-Kaminska, 2017, p.199). According to this approach, the job crafting concept referring to the JD-R model consists of four dimensional components:

- Expanding structural labor resources (increasing structural job resources).
- Increasing social work resources (increasing social job needs).
- Providing to enlargement of developmental challenges at work (increasing job demands).
- Boiling down to limitations of excessively demanding work requirements (decreasing, hindering job demands).

Enlargement of structural labor resources refers to activity in order to acquire a greater variety of resources for development opportunities and greater autonomy (Times et al., 2012).

Increasing social work resources occurs when an employee receives more support through the use of supervision, coaching or feedback (Times et al., 2012).

Increasing the pro-developmental nature of the job boils down to gaining competences that allow to pursue increasingly difficult professional goals, that lead to personal growth and increased job satisfaction (Times et al., 2012).

Limiting excessive work-related demands takes place when an employee shows initiative and takes action to reduce work demands perceived as overwhelming (Times et al., 2012).

According to the authoress, the emergence of job crafting is a reaction of employees to excessive standardization of tasks carried out during their work, not giving any chance of any action, aiming at complete alienation of the individual from the job, depriving it of the ability to decide, but rather enforcing the fulfillment of specific instructions. This is not about complete elimination of work standardization, which would not be possible in militarized areas (e.g. army, police, air and ground transport, treatment procedures and health care etc.), but about leaving the employee at work a certain space for development, allowing him or her to be personalized and adapted.

This adjustment consists in taking into account a number of criteria related to the subject's personality, preferences and interests, qualifications and competences, specific mental needs as well as a recognized system of values and, the specificity of the work environment. Its goal is to strive for a kind of harmony between the vision and the perception of his or her work by the employee and the requirements of the environment.

The hierarchy of the criteria considered seems to be individualized. It may be based on a specific prosocial system of values that directs human action for the benefit of the Other or a group of people.

Benefits of job crafting. In addition, modification of the formal scope of activities may involve sense of work, which, according to individual recognition, may lead to its performance outside the normative hours, if the employee who performs considers it right and expedient, or to resign from activities that in the employee's opinion, they are exceeding its capabilities, i.e. excessively burdensome.

Employees can find meaning in a specific job and get involved in it (Kanungo, 1982) (eg present the passion; importance of work in human life, (Paullay, Alliger, Stone-Romeo, 1994 or values related to work (Nord et al., 1988). Their orientation towards work is in the nature of internal motivation, in contrast to external orientation, most often imposed by the employer (Robertson, 1980). In the popular model of work characteristics (Hackman, Oldham, 1980) sense of work means the dominant mental state in the course of performing the work, which for the individual is of special importance and which requires different skills (Sivanathan et al., 2007, p.163). Thus, one of the criteria for recognizing a particular employee's activity as job crafting is the sense of meaning that comes from working in the broadest sense of the word.

Preferences relating to the performance of a particular job are associated with the positive emotions experienced at work.

Considering the determinants and influences on job crafting behaviors, one should list factors related to the individual - the personality characteristics of the person who takes them (Bakker, Tims, Derks, 2012; Bandura and Lyons, 2014) with his or her attitudes (e.g. Lu et al., 2014, Tims et al., 2012), specificity and characteristics of a job (e.g. Lyons, 2008) with specific work requirements (e.g. Petrou, Demerouti et al., 2012) as well as factors resulting from a closer work environment and the level of supervision (Ghitulescu, 2013).

There are data indicating a number of benefits to which job crafting leads, such as experiencing positive emotions by the subject, shaping positive attitudes towards work (Ko, 2011; Van de Riet, 2015), shaping relationships and social connections (Slemp, Vella-Brodnik, 2014) and greater involvement in work (e.g. Bakker, Tims, Derks, 2012; Leana, Appelbaum, Shevchuk, 2009; Tims, Bakker, Derks, 2013).

In addition, it was found that employees differ in the level of job crafting, and the scope of impact factors, and "vulnerability to their impact" on individual entities (e.g. Bipp, Demeurouti, 2015). The nature of the work performed (Bipp, Demeurouti, 2015) and factors related to social relations (e.g. Ghitulescu, 2013) are also significant.

The research conducted by Bell and Njoli (2016) shows that personality plays a crucial role in the individual behavior of employees in job crafting. The authors investigated the existence of dependence between the factors constituting the Big Five (conscientiousness, extraversion, agreeableness, openness to experience, neuroticism) and job crafting. As a result, it turned out that there is a relationship between the four

dimensions (Job Demands-Resource Model) studied under the 21-point questionnaire (Job Crafting Behavior Questionnaire) and conciliation, openness to experience and neuroticism. Thus, having knowledge about the level of individual dimensions within the Big Five, we can predict the willingness of employees to undertake job crafting activities.

Review of recent literature. Empirical studies of job crafting among teachers, and in particular academic teachers, have so far not been considered in the literature on the subject. Considering the period of the last two years, the results of research conducted among teachers from South Africa by Pearl and Geldenhuys (2016) deserve attention, as a result of which the important role of job crafting as a predictor of high quality of life in the teaching environment was confirmed. Teachers who craft their work to better suit their own preferences and needs will obtain greater meaning in their work and experience increased levels of work engagement. The practical implication of this research is statement that training programs and group based interventions targeted around job crafting techniques may be useful in teaching context.

In studies conducted over the last year, relating to the academic community (N = 209) by Hare, Farih and Tazeen (2017), based on the JD-R model, the authors tried to examine the impact of job crafting on empowerment of employees and get the answer to the question whether job demands affect the relationship between job crafting and psychological empowerment? Conducted research has shown a positive impact of job crafting on psychological empowerment of employees, but the impact of job demands, as a moderator of job crafting and psychological empowerment proved to be insignificant.

Although a somewhat earlier study conducted by Demerouti (2014) showed that job crafting is a desirable phenomenon in any organization, regardless of the dimensions of work characteristics, and the space left to the employee is beneficial for the employee and the organization itself, Petrou and Others (2012) in their research pointed out that view work control as a closely related work to the job crafting phenomenon. (Berg, at al, 2008), which has been shown to be a great influence on individual and organizational performance. To similar conclusions while conducting research in the group of English teachers, formulated by Slater, Davis and Burgess (2009) came. Studies have shown the existence of a variety of techniques in the job crafting phenomenon. In turn, Saks (2006), analyzing the determinants of engagement in work, stated that in the case of selected professions, including some teachers, there is an increase in the need for strictly defined work guidelines that release a person from responsibility for their own decisions.

Research questions. Based on the literature review and theoretical considerations, this research aims to address the following questions:

- RQ1. Does job crafting exist in the work of academic teachers in Poland and other countries?
- RQ2. What techniques are included in job crafting behaviors in the case of academic teachers from both groups of respondents?
- RQ3. Are there any differences among job crafting techniques among academic teachers from Poland and abroad?

Research methodology. If we assume that job crafting means ways in which employees proactively modify tasks, social relations, and the perception of their work in order to obtain, possible optimal adjustment to environmental conditions, the presented research questions of the behavior techniques that teachers use in relation were listed to three levels.

Participants and procedures. The selection of study participants people for research was purposeful. Eighteen Polish academic teachers aged 34–59, took part in the first stage of research, the task of which was to write down activities performed in their everyday work during one week. Their task was to run a special diary in which every day, they wrote down all their activities in the daily work of an academic teacher within one week. Subsequently, four competent judges (two practicing psychologists and two psychologists of academic teachers) made qualifications or rejection of these behaviors as job crafting activities. Then, people who were observed to conduct job crafting behaviors were conducted in-depth interview, in which they were asked questions posted below. In this way, 10 Polish academic teachers joined the in-depth interview. In the case of foreign teachers, aged 39–60, the first part of the procedure could not be implemented, i.e. they did not describe activities performed during the working week, but a thorough interview was conducted directly with them (among 14 academic teachers), as a result of which 11 participants identified behaviors, classified as job crafting, and the statements were interpreted. According to Corbin and Strauss (cited in Bielecka-Prus 2015, p. 41) the statements of the respondents were not recorded, they were saved in a notebook, so that the narratives were more open and honest but in the case of English-speaking subjects verified and subjected to verbal authorization. The final group of foreign academic teachers were: 3 people from Austria, 3 from Finland, 2 from the United States and 2 teachers from Great Britain. Foreign teachers' research was carried out during their stay at a foreign conference. All teachers participating in the study were characterized of 8 years of work experience and a PhD degree, and were employed quite proportionately in public and non-public universities.

Research technique. In depth interview was used during the research

During the in-depth interview the following questions were asked:

- Did you initiate any changes and undertake new tasks in your daily work?
- What do you do, what is not due to professional responsibilities?
- What (what kind of activity) does lead in your work to implement changes?
- How did you introduce these changes or initiate new tasks?
- Why were they needed? What did they help you achieve?
- What results have you been able to achieve by implementing these changes and / or undertaking additional tasks?
- Did the undertaking of additional tasks involve the necessity of establishing new relations or introducing new practices based on interpersonal relations?
- Has their form, range or frequency changed?
- What was their modification?

- Whether, or to what extent, as a result, the additional tasks undertaken by you have led to some changes in your thinking about yourself, your workplace?
- What did this change in thinking involve?
During the research, further deepening statements were formulated
Please tell me something more ... can you give an example?

Research results. *Job crafting among academic teachers from Poland.* Analyzing the statements of academic teachers employed in schools in Poland, competent judges diagnosed job crafting in 10 teachers (about 48%) and 11 academic teachers working abroad (about 52%).

Table 1. The content of behaviors undertaken as part of job crafting (the level of structural aspects of tasks) among Polish academic teachers

Factors co-occurring with job crafting (the level of structural aspects of tasks)	N	¹⁾ %
Higher frequency of contacts with students than required by mandatory dates ²⁾	4	40
Providing students with coded database	1	10
Lending literature sources to students [?]	2	20
Own, committed scientific work, not resulting from necessity and without financial support (people with the title of professor)	1	10
Conducting seminars of non-affiliated PhD candidates	2	20

¹⁾ Despite a small research sample, the results obtained in numerical form were presented in percentage to allow comparison with the results of a group of foreign teachers.

²⁾ In the narratives quoted, the names of people participating in the research have been changed. Here is an example of the statement in the diary, of one of Polish academic teacher (faculty member from Faculty of Social Sciences) – Mrs. Magdalena, 56 years old: *Two or three times today (Saturday, A.K. And G.B. note) I was called by Asia Xinska, she needed more time to finish the job at times, I thought she did not quite understand me, but finally she found out what it comes. I let her call me when she does not know what to do next because I care that her work does not deviate from the others, and she has a small child ... I know that my students have problems with methodology, they have too little classes or classes are not very communicative to them Here is the answer to the question during the in-depth interview that was given to this person: What do you do, additionally what does not arise from professional duties? It is not difficult for me to answer this question. May be it would be easier for me to answer what I'm not doing. I think that this is my mission, without giving the word an overly pompous, exaggerated character. I try to help my students, especially those who are particularly interested and what to hide talented. I devote my extra time, but I do not take it as a sacrifice, I just like to do it. I organize in my large room, every two weeks, meetings, which come to you what they want to come, or have some problems with your work. Meeting is not an obligatory duty ...*

As indicated by the data, the academic teachers in their statements have created a number of techniques with the character of additional tasks, classified as job crafting. The vast majority of activities was dedicated to students of diverse levels of study. According to the persons participating in the research, the activities taken additionally, result not so much from preferences but from the sense of duty towards the profession, and the sense of coercion of further scientific work.

Table 2. The content of behaviors undertaken as part of job crafting (level of social relations) Polish among academic teachers

Factors co-occurring with job crafting (the level of social relations)	N	%
Maintaining non-formal contacts with graduates to help them ¹⁾	3	30
Sharing knowledge with people who are interested in it, not resulting from the obligation, the role of a mentor, coach	3	30
Providing support and advice to practitioners	2	20
Providing support and advice to younger colleagues at the university	2	20

¹⁾ Here is an example, from the diary, of the statement by the Adjunct Professor, Ph.D. Marcin, aged 44 (Faculty of Social Sciences and International Relations): *I maintain further relations with my graduates, today I met with two of them, they are extremely ambitious, we wondered what would be best for them. They have families, and yet they want to learn more, one of them writes poems, and the other is a talented artist, some of the people of the Renaissance. I did not want to impose anything on them, but I also invited two graduates of the Academy of Fine Arts. My wife is jealous of this time but I think that if they have more contacts, they will make more accurate decisions ...*

There is an example of the statements of the same academic teacher as the answer to the following question of the in-depth interview: “whether undertaking additional tasks was connected with the need to establish new relationships or introduce new practices based on interpersonal relations?” ... *introducing the form of additional “club meetings” with my students, and sometimes graduates, I came up with the formula that each participant will present his opinion on what he did not learn sufficiently “slipping” through the subject, and what may in the future prove to be needed in the future work or in life. In this way, we created the “post-graduate” program and those who were interested in it prepared their questions from meeting to the meeting. Now we want to receive a grant. It’s hard for me to say what our chances are ...*

Analysis of the content of job crafting behaviors undertaken by academic teachers, at the level of social relations suggests that the involvement of teachers in this area most often boiled down to providing advice and acting as a coach, as well as sharing knowledge in relation to graduates and younger colleagues. The motive for such activity was the desire to fulfill the role of a helping person and experienced self-competence, which raises self-esteem. Persons who took up this activity claimed that despite the fatigue they experienced a sense of satisfaction with a job well done.

Table 3. The content of behaviors undertaken as part of job crafting (the level of perception) among Polish academic teachers

Factors co-occurring with job crafting (level of perceptions)	N	%
Deepened self-reflection related to our preferences ¹⁾	3	30
Awareness of own weaknesses and the need to work on them	1	10
Awareness of having to wait for changes in higher education	1	10
Awareness of the necessity of constant development and learning something new	5	50

¹⁾ Here is the statement (from the diary) of Ms. Elzbieta, aged 59, academic teacher, faculty member from the Humanities Department: *Today, for the first time, I realized that I should write therapeutic stories for children. I have heard about it from my friends several times, although at the time I had the impression that it was skepticism or a little sophisticated joke on their part. I have two ideas on how to do it, I would not like to publish it as a publication that counts for my achievements, but as “my private work” under a changed name, for distribution in the Montesorian kindergarten.*

Here is another statement related to job crafting in the aspect of the level of perception formulated by the same person in an in-depth interview, containing the answer to the question: Whether (possibly to what extent, in effect) tasks additionally undertaken by you led to some changes in thinking about yourself, your workplace?: *I am not interested in the work to be carried out in accordance with the designated scope of duties. I do not consider myself an exalted pedagogue but by modifying the program according to the needs of my students, I gained new energy and the conviction that I have a calling for what I do and that I am fulfilling myself in my job ...*

Commenting on the content of job crafting behaviors referring to the level of perception in the first place, one should mention their awareness of the necessity of continuing education. This activity in the case of academic teachers, however, seems to be somewhat controversial as to whether it can actually be included in job crafting behaviors, due to the very nature of the work of scientific and didactic employees, for whom the scientific work appears to be almost a routine occupation.

Awareness of the need for changes in higher education, indicating the lack of coherence and a deeper sense in the currently functioning legal regulations, can be regarded as a restraint allowing the employee to wait out for the change of the system which he or she does not accept, and justify this type as completely wrong. In-depth self-reflection leading to a more complete understanding of one's own preferences seems to be a behavior that fully meets the criterion of classification for job-crafting behaviors at the level of perception. Analyzing the statements of academic teachers, it can be stated that their insight into themselves leads to a more complete awareness of their role, perhaps sometimes treated as a specific life mission and easier to endure periods of high workload.

Job crafting among academic teachers from foreign countries. As in the case of Polish academic teachers, quantitative data on behavioral techniques of job crafting are presented in the form of tables.

Table 4. The content of behaviors undertaken as part of job crafting (the level of structural aspects of tasks) among foreign academic teachers

Factors co-occurring with job crafting (the level of structural aspects of tasks)	N	%
Obtaining feedback every time after classes in the form of grades and free anonymous statements of listener ¹⁾	4	36,36
Setting more clear criteria and expectations relating to the conditions for passing by students	4	36,36
Fight against bureaucracy	2	18,18

¹⁾ Here is an example of Stanley's statement, 37 years old, (Ph.D.) from College of Business Administration in US to the question: What do you do, in addition, what does not arise from professional duties?: *Every time after all the lessons I have done, I check not only the level of knowledge, but also my efficiency and efficiency. This is especially important when I teach a particular subject for the first time, then I modify my message, I am asking students for explanations and I am happy when they show commitment ...*

In comparison with five categories of additional tasks carried out as part of job crafting among Polish academics, academic teachers working abroad have only distinguished three categories, of which the authoress believe, that the most important thing is the desire to obtain feedback from students as a source of possible confirmation or the need to modify the activities.

Table 5. The content of behaviors undertaken as part of job crafting (level of social relations) among foreign academic teachers

Factors co-occurring with job crafting (the level of social relations)	N	%
Dedication of extra time talented PhD students ¹⁾	4	36,36
Initiating scientific meetings with scientific and didactic employees	3	33,33
Spending extra time on people who could not attend classes	4	36,36

¹⁾ Here is an example of George's, aged 54 (Ph.D.) statement from Faculty of Humanities. This participant in the in-depth interview answered the following question: „What do you do, additionally, what does not arise from professional duties?“ *...I devote much more time to them than others, but I am happy when they bring me ready doctoral dissertations in which I can see how they have evolved and how much they have put in their work and that I will be able to leave this legacy to someone ...*

Analysis of the statements of foreign academic teachers induces a general reflection that these people, separate private life from work and more than Polish scientific and didactic employees value their time spent outside work. For this reason, behaviors considered as typical or completely contained in an unwritten contract, they consider as manifestations of job crafting in the aspect of social relations.

Table 6. The content of behaviors undertaken as part of job crafting (level of perception) among foreign academic teachers

Factors co-occurring with job crafting (the level of perception)	N	%
Awareness of the need to preserve "a better balance for private life" between engagement in professional life and the realization of one's passions and the time devoted to the family ¹⁾	5	45,45
A greater awareness of the vanishing and relativity of the honors achieved in professional work	2	18,18
A greater attitude towards the implementation of our non-professional goals	4	34,36

¹⁾ Here is Irina's 58 years old (Ph.D.) statement from the Faculty of Management, in Austria, to the question of the in-depth interview: whether and to what extent, the tasks undertaken by you, led to some changes in thinking about yourself and your workplace?" *I am proud because my work has allowed me to realize how important it is to me in the context of maintaining a balance between my commitment to work and leisure. Some time ago, it seemed to me that I would be very happy when I retired. Recently, I worked a lot, we had an interesting project, also two people from Poland took part in it. As a result, an interesting idea for using recyclable materials and employing unemployed people was created ... I already know that without what I do I will not be happy.*

This attitude is confirmed by their reflection on their professional role, which, according to the authoress, is aimed at greater egocentrism of one's own life, and in particular, professional life. Thus, one should consider whether and to what extent we can talk about personality or personal development to which job crafting should lead. On the other hand, it seems controversial to say that personality development is done only when a person becomes intensely involved in his professional role. In this situation, the question whether there is behavior that falls within the concept of job crafting remains unresolved.

The biggest discrepancy concerned the structural aspect of the changing, within which academic teachers modify the tasks performed. Academic teachers from outside Poland were not able to give more than three examples (in comparison to the five created by their foreign colleagues) adaptation or willingness to change their work to their own preferences.

Summary and discussion of results. The conducted research allowed to obtain answers to the research problems posed.

RQ1. In the case of the first research question, the answer is positive. The job crafting phenomenon occurs in a group of Polish and foreign academic teachers and its frequency is similar.

Obtained results of research, despite the fact that they refer to a small research sample of academic teachers in Poland and abroad, confirm the existence of behaviors classified as job crafting. The modification of the tasks they are introducing to the greatest extent concerns the work resources, i.e. the adjustment of the activities carried out within it, to better suit their preferences, competences and passions.

In addition, the Polish academic teachers participating in the study explained their extra done tasks expressing the view that the teacher's work, and in particular it's "sanctified tradition" of the ethos results in dealing with a much larger palette of matters, and undertaking a greater scope of duties than it results from the routine of duty, of a research and teaching worker.

The statements of academic teachers in Poland also indicate their striving to understand and accept the meaning of the work performed - hence suggesting changes in the area of existing legislation. According to the research carried out by Roczniowska and Puchalska-Kamińska (2017) and Spector (1986), this factor plays a particular role as a mediator of job crafting behaviors.

RQ.2,3. Taking into consideration the subsequent research questions, and analyzing techniques occurring in the context of job crafting (the level of structural aspects of tasks, level of social relations and the level of perception), it can be stated that their diversity varies both within the Polish and foreign research participants and the existence of common manifestations of job crafting and similarities.

Within the scope of modifications to the tasks carried out, both Polish and foreign academic teachers pointed to undertaking additional tasks related to the improvement of

the didactic process and their own competences as lecturers. Foreign teachers suggested introducing organizational improvements in the work of the university.

In the field of interpersonal relations techniques, both groups focused on relationships with students, however, Polish teachers also pointed to providing help in academic and didactic work to younger colleagues.

On the other hand, considerations referring to the level of perception in job crafting indicated that Polish academic teachers focus more on professional performance, but at the same time gain a distance to the determinants of success in their professional career, while foreign teachers - to a greater extent, strive for balance between professional life and leisure time and the implementation of their preferences and interests in others, outside of professional fields of activity. That statement is confirmed by Pearl and Gedenhuys (2016) as dependence on the existence of a relationship between job crafting and a sense of high quality of life.

Research limitations. The research carried out are not free of limitations that result from the adopted methodology, which may be due to the restrictions of the research procedure, which can be regarded as somewhat simplified in relation to Polish academic teachers, in the group of foreign teachers one could observe fewer behaviors constituting manifestations of job crafting than among Polish respondents. It is also interesting to consider the reflection of foreign research participants at the level of perception, which in principle aims at limiting the role of work in general life activity in favor of penetrating other areas of life, connected with the realization of their interests and focusing on oneself.

The results of the research, to which the authoress appealed, although the research itself as in the case of qualitative research is sometimes based on subjective narratives and information provided during an in-depth interview, may thus be subject to an error caused by the willingness of the respondents to present in a more favorable light. It should also be remembered that in the second part of the research only 21 people participated, which means that the data obtained can not be generalized. Regardless of the aforementioned limitations, the presented research seems to significantly bring the reader closer to the topic of job crafting among Polish and foreign academic teachers.

Conducted considerations, obtained research results and formulated conclusions suggest necessity of further research to identify further factors related to job crafting, increasing engagement at work, but at the same time to improve the quality of teachers' professional life.

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