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[From Skills to Satisfaction: The Mediating Power of Job Crafting in Teaching Careers]

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ABSTRACT

Amongst all occupations, teaching remains to be one of the most highly stressful (Vazi et al., 2013). Stress and burnout are prevalent problems within the teaching profession and are recognized as a global concern. To ensure that teachers continue to perform their pivotal roles in helping their students to grow and develop, they ought to remain satisfied. Career competencies and job crafting effect on subjective career success that ultimately results in job satisfaction. This study was aimed to examine the role of career competencies and job satisfaction of teachers, and examine the potential mediating role of job crafting in relationship between career competencies and job satisfaction. A sample of 204 teachers working in public and private colleges of Gujrat, Pakistan, was selected. Andrew Hayes process macro of mediation was used to perform data analysis. A significant positive relationship was found between career competencies and job satisfaction. It was also found that job crafting significantly mediates the relationship between career competencies and job satisfaction. To conclude individual who possess career related KSAOs and aimed to achieve career goals are not passive recipient of their job but are more likely to proactively redesign their own job to create learning as well as growth opportunities that leads them to be satisfied with their job.

Keywords: Career Competencies, Job Crafting, Job Satisfaction, Proactive Behavior, Career, Teachers

Introduction

Positive organizational behavior is 'the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace' (Luthans, 2002). Positive psychology movement started in 1998 at convention of American psychological association, and turned the focus of researchers from curing negatives to proactively exploring positives in organization and human behavior, till now numerous researches are done in this area (Donaldson & Ko, 2010). Imbedded in positive organizational behavior this study aims to investigate the relationships of personal resources (i.e. career competencies), positive behavior (i.e. job crafting) and positive outcome (i.e. job satisfaction).

Employee satisfaction is defined as positive emotional state of mind, resulting from the appraisal of one's job or experience with job (Locke & Dunnette, 1976). It is the extent to which employee like his/her job (Ellickson & Logsdon, 2002). Satisfied employees are more likely to be committed, productive, stay with organization, and are less absent (Lease, 1998). A satisfied employee like his job, in turn, can produce better results for an organization than a dissatisfied employee (Luthans, 2011). Job Satisfaction has been most popular, widely researched and enduring construct in organizational psychology. This study was aimed to identifying those positive human aspects that lead an employee to be satisfy with his job. Job crafting may lead to many positive outcomes for the employee as well as for the organization. Job crafting may enhance person-job fit and, in turn, may lead to high levels of job satisfaction and positive organizational outcomes, such as organizational commitment and employee retention (Chen, Yen, & Tsai, 2014; Iqbal, 2016; Wrzesniewski & Dutton, 2001). Hence, job crafting is productive

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employee behavior that leads to positive outcomes for the employee (e.g. person–job fit, enhanced meaning, job satisfaction, and work engagement) as well as for the organization (e.g. commitment, high performance, reduced personnel turnover).

Teachers who possess personal resources (i.e. career competencies) are active in shaping their environment are also more likely to experience better well-being because they might feel that they have more control over their environment (Kristof-Brown, Zimmerman, & Johnson, 2005), and increase job resources by crafting their jobs hence result in job satisfaction (Akkermans, Brenninkmeijer, Huibers, & Blonk, 2013). Xanthopoulou, Bakker, Demerouti, and Schaufeli (2009) defines job crafting as “the changes that employees make to balance their job demands and job resources with their personal abilities and needs”. So, based on Job Demands-Resource Theory it is argued that career competencies influence employees to conserve job resources through crafting their jobs and ultimately result in job satisfaction.

Problem Statement

Amongst all occupations, teaching remains to be one of the most highly stressful (Ingusci, Callea, Chirumbolo, & Urbini, 2016). Stress and burnout are prevalent problems within the teaching profession and are recognized as a global concern (Tims, Bakker, & Derks, 2012). Embedded within a profession that is highly knowledge intensive, teachers often juggle simultaneous tasks, ranging from meeting general curriculum requirements to adapting their teaching styles to their students’ unique needs (Vazi et al., 2013). They also constantly learn new information and skills, keep up-to-date with technological innovations and deal with students, parents and communities (Chan, 2013). Large classroom sizes, limited decision-making latitude, students’ behavioral problems, work overload and unfavorable time pressures are additional difficulties that teachers encounter in the workplace (Ghitulescu, 2007), all of which may have a negative impact on their satisfaction (Pillay, Goddard, & Wilss, 2005). To ensure that teachers continue to perform their pivotal roles in helping their students to grow and develop, they ought to remain satisfied (Jackson, Rothmann, & Van de Vijver, 2006). In a sample of school teachers of South Africa, there found a positive relationship between job crafting (increasing structural resources and challenging job demands) and work engagement. This study highlighted the importance of job crafting to the wellbeing of teachers (Pretsch, Flunger, Heckmann, & Schmitt, 2013). Career competencies and Job crafting are proposed as some potential strategies that can be used to improve the job satisfaction of teacher, ultimately improving the quality of education in Pakistan.

Research Questions

This study aimed to answer these questions.

- What is the effect of Career Competencies on Job Crafting and Job Satisfaction?
- Does Job Crafting mediate the relationship between Career Competencies and Job Satisfaction?

Research Significance

The study’s aimed to investigate the relationship between career competencies and job satisfaction amongst teacher of colleges. The potential mediating effect that job crafting has on this relationship, is also explored. This study highlighted the importance of career competencies and job crafting for the satisfaction of teachers. Further it will contribute to the literature pertaining to job crafting and teaching specifically, as well as to the

limited job crafting research that has been conducted in the Pakistani context. 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. Training programs and/or group-based interventions targeted around job crafting techniques, career competencies trainings, may be particularly useful in the Pakistani teaching context. This study will be worthy addition in literature as it identified and examine the underlying mechanism by which career competencies effects job satisfaction in perspective of job demand-resource theory. These findings will have an important implication for college administrators to develop strategies for employee job satisfaction and ultimately reaping the benefits in form of quality education.

Literature Review

Career Competencies

Career is defined as a sequence of an individual's work experiences over time (Pillay et al., 2005). Career is no more vertical pathway, as in modern era, protean career, boundary-less career requires greater consideration, knowledge skills and abilities to survive and flourish (Peral & Geldenhuys, 2016). Career Competencies refers to the skills, knowledge, and abilities that are associated with progress in career (Arthur, Hall, & Lawrence, 1989). These competencies have much importance to perform a job successfully (Akkermans, Brenninkmeijer, et al., 2013). Akkermans, Brenninkmeijer, et al. (2013) proved that career competencies perform their role as a source to provoke inspiration. This source is personal and it is related with the ability to optimize the influence of work place (Akkermans & Tims, 2017). Career Competencies was conceptualized with six dimensions (i.e. Reflection on motivation, Reflection on qualities, Networking, Self-profiling, Work Exploration, Career Control) identified by Akkermans, Brenninkmeijer, et al. (2013).

Job Crafting

Job crafting described as the changes individual made in physical, cognitive, and relational boundaries of their job to make work meaningful, interesting and fulfilling (Wrzesniewski & Dutton, 2001). Tims et al. (2012) defines job crafting as "the changes that employees make to balance their job demands and job resources with their personal abilities and needs". Job crafting is concerned with redesigning of job of an employee, it is the process by which employee reshapes or customizes his job via crafting the boundaries. It is a bottom-up approach rather than top down approach, employee himself take initiative to redesign his job to make it more fulfilling and meaningful (Slemp & Vella-Brodrick, 2013). Job crafting differs from the former concepts in that it is about proactive changes in the job design, that are not specific arrangements/changes that are negotiated with the organization (supervisor), these changes are probably not even noticed by the manager. Job crafting may also occur as a solution of short duration in a demanding period (Wrzesniewski & Dutton, 2001). There are two school of thought on conceptualizes job crafting in perspective of job demand resource theory lead by Tims et al. (2012) and other lead by Wrzesniewski and Dutton (2001) conceptualize job crafting with three dimensions, i.e. task crafting, relational crafting, and cognitive crafting. However, this study followed second school of thought.

Job Satisfaction

Employee satisfaction is defined as positive emotional state of mind, resulting from the appraisal of one's job or experience with job (Tims, Bakker, & Derks, 2014). It is the

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collection of employee's positive feeling, pleasure, contentment toward job. It is the extent to which employee like his/her job (Petrou, Demerouti, Peeters, Schaufeli, & Hetland, 2012). Job Satisfaction has been most popular, widely researched and enduring construct in organizational psychology (Locke & Dunnette, 1976). Satisfied employees are more likely to be committed, productive, stay with organization, and are less absent (Ellickson & Logsdon, 2002). Satisfaction of job can be further explained as a state of mind of an employee that he exercises during his job, and a satisfied employee can produce better results for an organization than a dissatisfied employee (Locke & Dunnette, 1976; Spector, 1997). Job satisfaction is conceptualized with its two dimensions (i.e. Intrinsic satisfaction, Extrinsic Satisfaction).

Career Competencies and Job Satisfaction

A study by Plomp et al. (2016) shows that Career competencies acts similar to personal resources and ignite a sense of motivation in employees and encourage them to craft their job in turn leading to job satisfaction. Personal resources improve personal growth and development and, based on conservations of resource theory, individuals are tended to expand this pool of resources and in turn protect and optimize their well-being (Ogbuanya & Chukwuedo, 2017). Akkermans, Schaufeli, Brenninkmeijer, and B. (2013) stated that Career competencies are related to personal resources in a sense that it focuses on one's ability to control his abilities and have impact on environment in order to achieve goals. He also demonstrated that job resources are associated with efficacy and optimism that leads to subjective wellbeing. So, it is argued that career competencies give a sense of efficacy (a self-concept) to employee, and are related to job satisfaction.

Job crafting is defined as changing the boundaries of job tasks, relationships, and meaning of the job. Thus, employees can change how work is carried out, how often and with whom they interact at work and how they cognitively ascribe meaning and significance to their work. They can make these changes successfully only if they have the required ability or competency. Having more insight in career-related qualities and motivations, employees become able to make better use of their network and act on possible career opportunities, thus leading to job satisfaction (Akkermans, Schaufeli, et al., 2013).

Career Competencies and Job Crafting

Job crafting is also studied in perspective of job demand-resource theory and it is argued that it could be the mean by which an individual mobilizes its own resources to gain favorable outcomes for himself like enhanced performance and wellbeing (i.e. engagement, job satisfaction) at work (Luthans, 2011). In perspective of job demand-resource theory, job resources create motivation in employee result in positive individual outcomes (Lease, 1998). Job crafting is a mean to create person-job fit (Weiss, Dawis, England, & Lofquist, 1977). A study by Akkermans, Schaufeli, et al. (2013) shows that career competencies acts similar to personal resources and result in engagement. So, it implies that career competencies motivates an employee to increase job resources by involving in job crafting, in turn, result in enhanced job satisfaction (Petrou et al., 2012; Tims et al., 2014). It is argued that merely possessing career competency is not beneficial but it is necessary translate these competencies by adopting job crafting behavior to gain positive outcomes. Empirical study found that Job crafting positively effect on employee

well-being (i.e. Job Satisfaction, Work Engagement) (Tims et al., 2012). Employee who are growth oriented or with promotional focus are more likely to involve in job crafting (Akkermans & Tims, 2017).

Job Crafting and Job Satisfaction

Job crafting is a positive employee behavior by which employee craft the relational, task and cognitive boundaries of job to make it more fulfilling, interesting, and meaningful (Ghitulescu, 2007). Hence, result in more satisfying job because interest, meaningfulness is closely related to the characteristics of job satisfaction (Plomp et al., 2016). Empirical Research revealed that job crafting is significant predictor of job satisfaction (Demerouti, 2014). Empirical study specifically on Italian teachers found that job crafting is significantly related with job satisfaction (Ingusci et al., 2016). A recent empirical study shows that job crafting is a significant predictor of job satisfaction (Tims, Bakker, & Derks, 2013). Job crafting is seen as spectacular strategy by which employee himself craft/change his job to fit his needs, skills, and interest (Ghitulescu, 2007). As job satisfaction is extent to which employee like (satisfied), dislike (dissatisfied) with his job. So, it is argued that employee who involve in job crafting are more likely to satisfied because they tend to derive satisfaction from job.

Theoretical Framework

Research model shows that Career Competencies is independent variable, job Satisfaction is dependent variable, and job crafting is mediator.

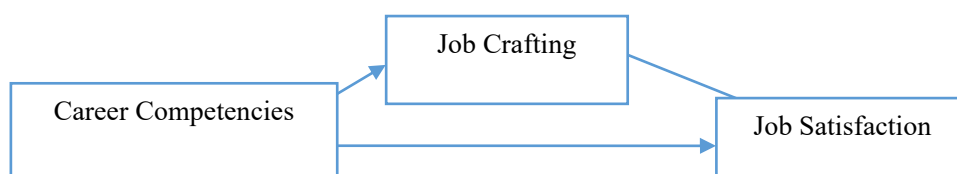


Figure 1: Research Model

Hypothesis

Based on theoretical and empirical evidences two hypothesis were postulated, as below.

H₁: Career competencies have significant positive effect on job crafting

H₂: Career competencies have significant positive effect on job satisfaction

H₃: Job crafting mediate the relationship between career competencies and job satisfaction.

Research Methodology

Research Design, Population, and Sampling Technique

As this study was casual in nature, with an aim to assess the casual relationship. So, quantitative approach was chosen for hypothetical testing. Population of this study was teachers serving in government and private colleges of Gujrat. For this quantitative study dependent, independent, mediator, and demographic variables were measured with the help of adopted questionnaire. Questionnaire were distributed with the consent of head of colleges. Due to expected low response rate of email, personally administered questionnaire approach was chosen. As 300 distributed questionnaires via non-random convenient sampling. non-random convenient sampling was chosen as it is more economical, less time and less complicated (Zikmund & Carr, 2010). Response rate

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remained 71%, as 215 questionnaires were received, out of which a valid sample of 206 was tested.

Data Collection Procedure

Data was collected by the help of adopted questionnaire from the private and government colleges of Gujrat. Questionnaire were distributed and filled with the consent on heads of colleges.

Table 1 gives the characteristics of the participants. From the sample of 206, 53.9% respondents were male while 46.1% were female, that is not a significant difference. Mostly respondent was ranging from age 25-30 with valid percentage of 48.1, second large age group ranging from 31-40, while 8.3% percent respondent were belonged to age group below to 25. Only 2 respondents were above the age 50. Respondent with experience of 4-7 year were 37.9 percent while second largest were belong to 8-12 encompassing 27.6%. Only 14 respondents' experience was less than 1 year.

Table 1: Descriptive Statistics

Description	Range	Frequency	Valid Percentage
1. Gender	Male	111	53.9
	Female	95	46.1
2. Age	Below 25	17	8.3
	25-30	99	48.1
	31-40	72	35.0
	41-50	16	7.7
	Above 50	2	0.9
3. Experience	Below 1 Year	14	6.8
	1 to 3 Year	25	16.9
	4 to 7 Years	78	37.9
	8 to 12 Years	57	27.6
	Greater than 13	15.5	3.4

Measuring Instruments

The questionnaire was consisted of two parts. First part contained demographic information and the second part was based on measurement of variables. The demographic information was collected by asking questions about respondent's age, gender, work experience. The second part of questionnaire were arranged with respect to variables, i.e. Job Crafting, Job Satisfaction and Career Competencies.

Job Crafting: The Job Crafting Scale (JCS) developed by Slemp and Vella-Brodrick (2013) with reported alpha of 0.91, was used to assess teachers' job crafting behavior by asking them to indicate how often they engaged in certain behaviors at work. The scale was consisted of 15 items which will measure three aspects of job crafting, namely task crafting, relationship crating, cognitive crafting. A sample question includes, "Introduce new work tasks that you think better suit your skills or interests". Likert scale ranging from 1 (never) to 5 (often) was used and respondents rated how often they engage in each behavior. Another empirical study reported Cronbach alpha 0.91 and CFA fitness index reported (Chi square/df = 1.99, the NNFI was .92, the IFI was .94, the CFI was .94, and the RMSEA was 0.06) (Slemp & Vella-Brodrick, 2014).

Job Satisfaction: In order to measure job satisfaction, 20 item scales developed by Weiss et al. (1977) that covers two dimensions. Kooshki and Zeinabadi (2016) did a study on

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teachers and reported Cronbach alpha = 0.92, and CFA fitness index, (Chi-square/df=3.47, (RMSEA)=0.07, (GFI)=0.95, (AGFI)=0.92, (CFI)=0.97). The first 12 items related to internal satisfaction, while remaining 8 items are related to external satisfaction, sample questions includes “The praise I get for doing a good job”. The items were scored on a five-point Likert scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied).

Career Competencies: Career competencies will be assessed with the 21-item Career Competencies Questionnaire developed by Akkermans, Brenninkmeijer, et al. (2013) and reported Cronbach alpha 0.9. Sample questions include (e.g. “I know my strengths in my work”). A recent study by Akkermans and Tims (2017) reported spate Cronbach alpha of each dimension which was greater than 0.68, and also reported CFA fitness index (Chi-square/df= 13.63, CFI=0.94, TLI= 0.97, IFI= 0.98, RMSEA= .06). The items were scored on a five-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree).

Data Analysis & Results

Table 2 describes the mean, standard deviation Items, Cronbach Alpha, and Correlations among study variables. Mean of career competencies, job crafting, and job satisfaction is 3.09, 3.3, 3.45 respectively. The standard deviation of job crafting, job satisfaction, and career competencies is 0.69, 0.66, 0.59 respectively. Reliability is described as internal consistency of items, Cronbach alpha of all scales is above 0.96, that is well above the threshold 0.7 (Nunnally & Bernstein, 1994). Table also shows the correlations of variables, as all relationships are significant at 0.01, that implies that all variables are correlated to one another. A strong relationship was found between job crafting and job satisfaction. As all the relationships are significant that implies there could be causal relationship between these variables.

Table 2: Descriptive Statistics, and Pearson-Correlations coefficient among study variables (Valid N= 206)

	Mean	SD	Items	Cronbach Alpha	Career Competencies	Job Crafting	Job Satisfaction
Career Competencies	3.0913	.59760	21	0.96	1		
Job Crafting	3.3085	.66031	15	0.96	0.303**	1	
Job Satisfaction	3.4553	.69424	20	0.97	0.526**	0.849	1

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 3 describes the result obtained from the process macro for SPSS develop by Preacher and Hayes (2004). As it is better approach that test mediation through bootstrapping because it is superior approach to Sobel test, to examine the significance of mediation (Preacher & Hayes, 2004). Mediator is a variable that intervene the relationship between two variables, and the process is called mediation (Weiss et al., 1977). Simply speaking it describes the mechanism by which a variable effect on other. Mediation analysis address the question of how that change occurs (Ingusci et al., 2016). As to test the hypothesis process macro developed by Hayes (2013) was used.

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Table shows the total effect of Independent and mediator on dependent variable, as well as results of multiple linear regression while including both independent and mediator as predictor of dependent variable. As total effect of career competencies on job satisfaction is also shown ($b=0.581$, $P<0.01$), which is significant that proves our first hypothesis as well as 1st assumption of mediation. R^2 value of that model is 0.27. The effect of career competencies on job crafting is significant at 0.01 with positive value of beta (i.e. $b=0.351$) and R^2 value 0.092. So, the 2nd assumption of mediation proves, hence career competencies significantly predict the job crafting behavior.

Result also shows that job crafting has significant positive effect on job satisfaction (i.e. $b=0.808$, $P<0.01$) in presence of independent variable i.e. Career competencies. The value of R^2 for that model is 0.801. This proves the second assumption of mediation i.e. there should be significant relationship between mediator and dependent variables in the presence of independent variable. It can also be seen that, although effect of career competencies on job satisfaction is significant and positive (i.e. $b=0.327$, $p<0.01$) but beta value is significantly decreases while including job crafting. This proves the fourth assumption of mediation, hence it is evident that job crafting mediates the relationship between career competencies and job satisfaction. The R^2 of that model is 0.801, which implies that significant high variance in job satisfaction is being explained by this model. Now it is clear that job crafting mediates the relationship between career competencies and job satisfaction but the significance and effect size of mediator is assessed through indirect effect calculated via process macro. As the high and low confidence interval are non-zero values that evident the significance of mediator effect. The effect size of indirect path is 0.254. Hence the second hypothesis proved i.e. job crafting significantly mediates the relationship between career competencies and job satisfaction. Which implies that career competencies influence an individual to get involve in job crafting to make job meaningful, and satisfying. As the direct effect of career competency is significant it implies that there exists partial mediation.

Table 3: Regression Coefficients and Indirect Effect

Effect	R^2	B	CI low	CI High	P
Total Effect					
(H1): CC → JC	0.092	0.351	0.198	0.505	***
(H2): CC → JS	0.276	0.581	0.451	0.711	***
Results of Multiple Linear regression					
Direct Effect: JC → JS (In presence of CC)	0.801	0.726	0.661	0.784	***
Direct Effect: CC → JS (In presence of JC)	0.801	0.327	0.255	0.398	***
Indirect Effect					
(H3): CC → JC → JS		0.2540	0.108	0.382	***

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Discussion

This study was aimed to examine the effect of career competencies on job satisfaction. It was also aimed to explore the mediating role of job crafting in relationship between these variables. Results approved both the hypothesis proposed in this study. The result of this research are consistent with previous empirical studies that job crafting is significant predictor of job satisfaction (Demerouti, 2014; Ingusci et al., 2016; Plomp et al., 2016; Tims et al., 2013).

Career competencies acts similar to personal resources and ignite a sense of motivation in employees and encourage them to craft their job in turn leading to job satisfaction. Personal resources improve personal growth and development and, based on conservations of resource theory, individuals are tended to expand this pool of resources and in turn protect and optimize their well-being (Ogbuanya & Chukwuedo, 2017). Job crafting is defined as changing the boundaries of job tasks, relationships, and meaning of the job. Thus, employees can change how work is carried out, how often and with whom they interact at work and how they cognitively ascribe meaning and significance to their work. They can make these changes successfully only if they have the required ability or competency. Having more insight in career-related qualities and motivations, employees become able to make better use of their network and act on possible career opportunities, thus leading to job satisfaction (Akkermans, Schaufeli, et al., 2013).

The present result are consistent with theoretical foundation of this study, In perspective of job demand-resource theory, job resources create motivation in employee result in positive individual outcomes (Lease, 1998). As career competencies acts similar to personal resources and result in engagement (Akkermans, Schaufeli, et al., 2013). So, it implies that career competencies motivates an employee to increase job resources by involving in job crafting, in turn, result in enhanced job satisfaction (Petrou et al., 2012; Tims et al., 2014). Hence, employee who are growth oriented or with promotional focus are more likely to involve in job crafting (Akkermans & Tims, 2017).

Implications

This study contribute literature in diverse ways, as it examines the underlying mechanism in relationship between career competencies and job crafting. This study highlighted the importance of career competencies and job crafting for the satisfaction of teachers. Further it contributed to the literature pertaining to job crafting, career competencies and teaching specifically, as well as to the limited job crafting research that has been conducted in the Pakistani context.

These findings will have an important implication for college administrators to develop strategies for employee job satisfaction and ultimately reaping the benefits in form of quality education. Today, improvement of teachers' success, productivity and effectiveness is considered very crucial for all colleges. However, if administrators do not pay attention to managerial practices, this may negatively affect job satisfaction of the employees, and then may lead to deficient performance. Considering that job satisfaction is related to teachers' perception that they can craft their jobs will have more job satisfaction and this will be reflected in the job performance positively. This will serve to improve success and efficiency of colleges.

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Limitations and Future Recommendations

As study aim to investigate causal relationships, but cross-sectional nature of data prevents to draw conclusion of causal and reciprocity. Future studies may use longitudinal data to investigate casual relationships and reciprocation. This study uses non-probability convenient sampling that prevent to generalize conclusion. It is recommended to use probability sampling design to have generalized results. Thirdly this study used self-reported questionnaire which has its own limitations, as respondent may be biased. So, it may affect validity and reliability of data. It is suggested that use other data collection methods like observation, and interview. Future studies may examine the moderating effect of career competencies in relationship between job crafting and job satisfaction. This model should also be examined in other sectors, contexts and cultures.

Conclusion

Amongst all occupations, teaching remains to be one of the most highly stressful (Ingusci et al., 2016). To ensure that teachers continue to perform their pivotal roles in helping their students to grow and develop, they ought to remain satisfied (Jackson et al., 2006). Unlike to the traditional approach intended to cure problems, this study looks positive organizational perspective, was in intended to examine those employee strengths and positive behaviors that influence an employee to remain satisfied and engaged with his work. This study was aimed to examine the role of career competencies and job satisfaction of teachers, and examine the potential mediating role of job crafting in relationship between career competencies and job satisfaction. A sample of 204 teachers working in public and private colleges of Gujrat, Pakistan, was analyzed. Preacher and Hayes (2004) bootstrapping method was used to examine the mediation. Research proposed two hypotheses, both were proved. Career competency was found as a significant predictor job satisfaction. It was also found that job crafting partially mediates the relationship between career competencies and job satisfaction. Findings will have an important implication for college administrators to develop strategies for employee job satisfaction and ultimately reaping the benefits in form of quality education. However, the cross-sectional, and self-reported questionnaire put limitations.

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