



The Effects of Empowering Leadership, Job Crafting, and Well-Being on Job Performance

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Abstract

Teachers' job performance is becoming an important thing that runs the school service to society. Teachers' performance becomes the representatives of the school, direct or indirect. The study becomes more interesting when it involves empowering leadership and job crafting as the variables and well-being as the mediator. This study aims to find out the effect of empowering leadership, job crafting, and well-being towards XYZ school teachers' job performance. It used PLS-SEM as the method to calculate the data, and it involved 80 teachers. The data was collected by spreading an online questionnaire due to the pandemic Covid-19. As a result, there are positive relations between empowering leadership, job crafting, and well-being towards job performance.

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INTRODUCTION

Schools, just like other organizations, are facing so many challenges, not only from the outside but also from the inside. One of them is how schools can increase and strengthen their teachers' performance. It needs solid cooperation and coordination from all aspects of the school itself to face those challenges.

A good and qualified job performance becomes the key to the school's sustainability in this competitive business. Teachers need support from the school leaders to achieve targeted performance. They need leaders who can show their professionalism in managing the organization's working process (Tschannen-Moran, 2016: 217). Effective leadership will encourage the growth of a positive attitude between staffs (Ashkanasy and Tse, 2000). It is important to remember that leaders or managers can influence the attitude coming from their subordinates.

A teacher's achievement can be seen through job performance that he or she has shown throughout the school year. Job performance has become a variable that plays a role in evaluating performance in an organization (Organ and Paine, 1999: 337). Job performance is a personal achievement in order to reach the organization's goals.

Colquitt et al. conceptualized job performance as a series of worker attitudes that positively and negatively contribute to goal achievement in an organization (Colquitt et al., 2015: 32). Colquitt et al. (2015: 32) emphasized job performance as attitudes that emerge when someone is working and cannot be a result itself.

There is a tendency for most organizations to make task performance as their benchmarks on evaluating job performance and deciding the salary level, promotion, and many other benefits. Motowidlo and Van Scooter (1994: 478) concluded that task performance had become the primary determinant of someone's job performance. Task performance gets the overall 13% while contextual performance, known as citizenship performance and

organizational citizenship behavior, gets 11% from the whole job performance criteria.

We argue that job performance gets a positive effect from empowering leadership. This reasoning is in line with Srivastava et al., (2006: 4) that defined empowering leadership as an attitude where there is a sharing power between members, which in the end can improve the member's intrinsic motivation. Kim et al., (2018) also emphasized that empowering leadership positively affects job performance. Empowering leadership has broadened its concept, not only involving members in the decision-making process but also giving the autonomy needed by the members to manage their work.

Job performance also gets a positive effect from job crafting. Job crafting was primarily proposed by Wrzesniewski and Dutton (2001: 179) that defined job crafting as attitudes that shaped through personal willingness and initiative to change job characteristics, starting from the tasks, relations, and cognitive evaluation, to suits their personal needs and goals. This positive effect between job crafting and job performance was investigated by Moo Hur et al., (2019: 4-6) and involved 181 South Korean hotel staffs. Previous researches also indicated the benefit of having job crafting, which can enrich the worker's ability, allow them to grow and develop, which supports the achievement of targeted goals and the fun of work (Berg et al., 2010).

We also argue that job performance also gets a positive effect from well-being. Well-being is a state that includes not only health and sickness-free but also the working quality or happiness towards life itself (Schulte and Vainio, 2010: 1). Related to well-being positive effect towards job performance, Lin et al. investigated 212 staffs coming from 10 insurance companies in Taiwan and found that when someone experience positive things in their life, they intended to be more motivated to allocate their time and energy to conquer the obstacles to reach their goals. It happens because they believe that they are the ones that make their own career decision (Lin et al., 2014: 1538).

According to the research from 80 participants, XYZ School, one from several private schools in the Bogor area, has 19% teachers who work for more than 12 years, 15% work for 8-12 years, and the rest are working less than 8 years. Even though the school is supported by many loyal and qualified teachers, competition between private schools is still becoming the primary concern. Several schools emerged and brought their -more or less- the same concept of teaching. XYZ School should think about ways to improve the teachers' performance as its front guard. The school needs to know the variables that will affect performance. Accordingly, in this study, we aim to investigate further how empowering leadership, job crafting, and well-being affect job performance. We also examined the impact of well-being on job performance and the direct impact of empowering leadership and job crafting towards job performance. We proposed this investigation to find out further about the positive effect between those variables.

METHOD

The study used a quantitative approach with empowering leadership and job crafting as independent variables, well-being as the moderating variable, and job performance as the dependent variable. This study used questionnaire as the research instrument that was spread online.

The questionnaire used a Likert scale and had been analyzed statistically using Partial Least-Squares -Structural Equation Modelling (PLS-SEM). This method applies two crucial steps, analyzing the outer model and the inner model, also known as a structural model.

The research took place in one of the private schools in Bogor City and involved about 80 teachers coming from the kindergarten department to senior high department. We started the research in the middle of January 2020 and ended it in May 2020.

RESULTS AND DISCUSSION

The research started from mid-January until the end of May. The participants are teachers from one of the private schools in Bogor City. Total participants are 80 respondents, and that includes teachers from kindergarten to senior high, including specialist teachers, such as Language Art, Physical Education, Visual Art, IT, Music, and Religion.

Of the 80 respondents participating in this research, about 76% are female, and 24% are male teachers. Based on the data, about 77% have a bachelor's degree, while 23% got their master's degree. Related to ages, about 37% of teachers have an age range from 22-33 years old, 49% of teachers have 34-45 age range, while the rest 14% have 45-57 age range. Based on the working years, 48% of teachers have less than five years, and 52% have been working for more than five years.

Outer Model

Convergent Validity

This study's research instrument has passed the convergent validity test, which has the provision that the AVE value must be higher than 0,50.

Table 1. The Result of AVE

Variable	AVE
Job Performance	0.556
Well-Being	0.586
Job Crafting	0.658
Empowering Leadership	0.539

Discriminant Validity

The discriminant validity test will use AVE square root values to see the correlation between variables and the variables with themselves. The correlation of the variables with themselves should be bigger than between different variables in the model.

Table 2. The Result of Discriminant Validity

	EL	JC	JP	WB
EL	0.734			
JC	0.709	0.811		
K	0.681	0.654	0.746	
WB	0.501	0.535	0.549	0.766

Based on the data in table 2, the value of AVE square root from the same variable is bigger compared to the relation between that variable with other variables. The data emphasized a good discriminant validity value from job performance, empowering leadership, job crafting, and well-being.

Reliability Test

Table 3 is showing data related to composite reliability from each of the variables. The result shown in table 3 points out that all variables are reliable with composite reliability value, which is above 0,70.

Table 3. Reliability Test

Variable	Composite Reliability
Job Performance	0.882
Well-Being	0.908
Job Crafting	0.905
Empowering Leadership	0.875

Inner Model

Multicollinearity Test

On this test, we used VIF (Variance Inflation Factor) value. The higher the VIF value shows a strong relation between exogenous variables. VIF should less than 5,00 (Ghozali and Latan, 2015: 77).

Table 4. Multicollinearity Test

Exogenous Variables	VIF	
	WB	K
Empowering Leadership	2.009	2.097
Job Crafting	2.009	2.200
Well Being		1.463

Model Compatibility Test

The effect of exogenous variables on endogenous variables can be seen through the values in R-Squares. The variables that explained by other variables are well-being and job performance.

Table 5. Model Compatibility Test

Variable	R-Squares
Job Performance	0.554
Well-Being	0.317

Table 5 emphasized that job performance is influenced by empowering leadership, job crafting, and well-being by about 55%, and the rest, about 45%, is influenced by other variables. In job performance, Aguinis (2012) indicated that feedback has a huge role in a worker's motivation. That way, the worker can get more understanding of what he or she did so far and what to do to improve the working quality. According to Cavanaugh, Boswell, Roehling, and Boudreau (2000: 68), feedback is one of four aspects of job crafting. Based on the data given, we conclude that empowering leadership, job crafting, and well-being gives a moderate contribution to teachers' performance.

The improved working quality will influence the well-being of the worker (Schulte and Vainio, 2010: 1) that also stated that well-being refers to one's satisfaction with his or her work. Well-being is influenced by empowering leadership and job crafting about 32%, while the rest, 68%, is influenced by other variables.

Blustein (2008) stated that any work that is meaningful and motivating to someone would make a great contribution to the organization. Meaningfulness becomes an essential factor for the worker because of the correlation it has with well-being.

Related to job crafting, Wrzesniewski and Dutton (2001) argued that job crafting is a behavior that gives the worker the feeling of meaningfulness through their own initiative on shaping his or her work.

However, the result showed that variables such as empowering leadership and job crafting are giving low influence, which is under

moderate, which is only 32%. We conclude that both empowering leadership and job crafting less likely to explain the well-being variable of XYZ school teachers.

Path Coefficient

We use the path coefficient result to check the correlation between each variable, as mentioned in the hypothesis.

Table 6. Path Coefficient

Path	Path Coefficient
Empowering Leadership (EL) → K	0.385
Job Crafting (JC) → K	0.245
Well-Being (WB) → K	0.266
Empowering Leadership (EL) → Well-Being (WB)	0.361
Job Crafting (JC) → Well-Being (WB)	0.213

Based on the result, the research model is shown below.

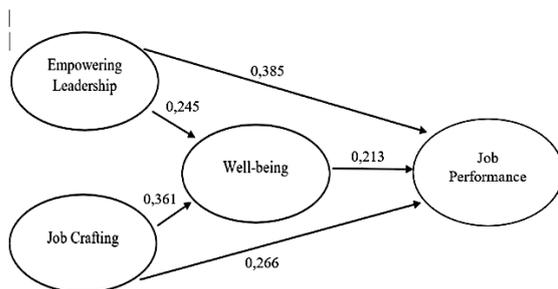


Figure 1. Research Model

There are two structural models that are shown in the model:

$$\text{Well-being} = 0,245 (\text{EL}) + 0,361 (\text{JC}) + 0,683$$

$$\text{Job performance} = 0,385 (\text{EL}) + 0,213 (\text{WB}) + 0,266 (\text{JC}) + 0,466$$

The results showed that the path coefficients are all positive, which is between job performance with other endogenous variables: empowering leadership, job crafting, and well-being.

The Influence of Empowering Leadership to Well-Being

Based on the result, it was stated that empowering leadership has a positive influence on well-being. The path coefficient analysis for this hypothesis is 0,245. It means the hypothesis is supported and has a positive influence on well-being.

In XYZ school, it is proved that the influence of empowering leadership towards well-being has shown through the encouragement coming from other teachers to their colleagues and the teachers' willingness to inspire others positively. This result explained that teachers in XYZ school do have empowering leadership that influences their well-being.

This study also supports the findings from another research conducted by Srivastava et al., 2006 and Walumbwa et al., 2010 that argued that leaders' positive behavior could improve the intrinsic motivation for the members. The leaders' positive behavior relates to the discretion given to the members so they can work independently (Luthans et al., 2007). It can also be known as empowerment that that in the end, can give a clear view and autonomy for the member to reach the goal (Park et al., 2017).

Several researches also support the result of this study, which come from Ashkanasy and Tse (2000), Avolio et al., (2004), Park et al., (2017), Hao et al., (2017), Zhang and Bartol (2010), Meyer and Allen (1991: 67), Kim and Beehr (2017: 2018), and Fong and Snape (2015) that emphasized the positive influence of empowering leadership to well-being.

The Influence of Job Crafting to Well-Being

As for the second hypothesis, we found out that job crafting positively affects well-being with the result in path coefficient analysis 0, 361. This finding also gets support from several researches like Slemp and Vella Brodick (2014), Heuvel, Demerouti, and Peeters (2015), Lin et al., (2014), and Kim and Beehr (2017).

In XYZ school, teachers stated that they consider others' input on their decision making. They know that the acceptance of others in

terms of suggestions and feedback is essential for their well-being as part of the school community.

The reason behind this is due to the focus on job crafting that improves meaningfulness in work. In their research, Heuvel et al., (2015) ask the respondents to make their own specific and possible goals through job crafting. The goal achievement later will trigger psychological satisfaction when someone succeeds in achieving one (Judge et al., 2001 in Lin et al. 2014: 1539-1540)

Demerouti et al. (2015) also stated there was a positive effect between job crafting with contextual performance. In addition to the statement, Slemp and Vella Brodick (2014) also found the positive correlation between job crafting with a person's satisfaction that will improve his or her well-being.

The Influence of Empowering Leadership to Job Performance

The third hypothesis showed that empowering leadership positively affects job performance, which can be seen through the path coefficient result, which is 0,385. This study's result also supported by other researches that had been done by Kim et al., (2018), Hao et al., (2017), and Lee et al., (2017).

In XYZ school, based on the result, teachers showed positive behavior when they are working, showed discipline, obeyed the rules, and being responsible for their job. These indicators are evidence of the influence coming from empowering leadership towards job performance.

Empowering leaders give room for their members to grow and support them to have autonomy in their work. Schools need leaders that can manage the working process inside the organization (Tschannen-Moran 2016: 217). Empowering leadership is also considered as a behavior where there is a division of power by all the members and supports given to them, which in the end increases the intrinsic motivation (Srivastava et al., 2006: 1240, Amundsen and Martinsen, 2014).

Kim et al. (2018) also emphasized the positive effect of empowering leadership on job performance. They stated that empowering leadership is a broad concept that involves subordinates in decision-making and gives them autonomy and freedom to manage their work.

The Influence of Job Crafting to Job Performance

For the fourth hypothesis, the result, as can be seen in path coefficient analysis is 0,266. To begin with, an organization does need someone flexible, has initiative, and able to manage him or herself (Belschak and Den Hartog, 2010). It is when the worker able to show such a behavior known as job crafting.

In XYZ school, teachers showed their job crafting when they work by having the willingness to be more diligent, accepting suggestions and feedback open-mindedly and take it as something valuable to have. These are indicators that showed by the teachers and played a significant role in improving job performance.

Several studies coming from Moo Hur, Moon, and Choi (2019), Cenciotti et al., (2016), Karatepe dan Eslamlou (2017), Bakker, Tims, and Derks (2012), Wihler et al., (2014), Tims et al., (2015) proved that job crafting has a positive effect on job performance.

Hornung et al. (2010) stated that job crafting gives the worker freedom to shape their job, which is different from the traditional model that gives the manager the power to create and organize their subordinates. Berg et al. (2010) also stated that job crafting could improve workers' competencies, their ability to learn and develop, and the perseverance to face challenges in the future, which will positively affect goal achievement and satisfaction and meaningfulness.

The Influence of Well-Being to Job Performance

As stated before, well-being is about someone's health and working quality or happiness for the life that he or she has (Schulte and Vainio 2010: 1). Well-being can be a

determinant factor for productivity in individual, organizational, or social level.

The fifth hypothesis argued that well-being has a positive influence on job performance with the path coefficient result reaches 0,213. Several researches support this finding, like the study done by Lin, Yu, and Yi (2014), Devonish (2016), and Schulte and Vainio (2010).

In XYZ school, teachers showed their well-being in several manners. They are happy to show the truthness of themselves and glad to have worked with colleagues. They also have a good relationship with their leaders, proud to become teachers, and satisfied with the profession they choose because it suits their expectations. These indicators completed the way they do their working performance.

Brunstein (1993) stated that someone with important goals will show positive emotion, more spirit, and will feel that life is meaningful. It, in the end, will create a worker which is more productive (Zelenski et al., 2018) and able to handle heavy workload (Paauwe, 2009).

CONCLUSION

In this study, we concluded that empowering leadership, job crafting, and well-being of the teachers who became our respondents all showed a positive effect on their job performance. The strongest positive effect can be seen through the connection between empowering leadership with job performance. The weakest positive effect can be seen through the connection between job crafting and well-being.

There are several limitations in this study. The first limitation is that the respondents only come from the teacher level, not involving the whole staff due to the Covid-19 pandemic that happens in the middle of the research, which is at the beginning of March 2020.

There is still a limitation on developing the questionnaire descriptors related to two variables, job crafting, and job performance. Some of the descriptors still do not meet the rule of thumb. A better explanation of the indicators

will probably lead to better results to support the study relates to job crafting and well-being, and to job crafting and job performance.

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