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INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**UNPACKING PURPOSE, MEANING, AND VISION: A CONFIGURATIONAL
ANALYSIS OF LANGUAGE EDUCATORS' JOB CRAFTING PRACTICES**

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PH.D. THESIS

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Tuğçe BİLGİ ÇİMEN

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ABSTRACT**Unpacking Purpose, Meaning, And Vision: A Configurational Analysis Of Language
Educators' Job Crafting Practices****Tuğçe BİLGİ ÇİMEN****Doctoral Thesis, Department of English Language Education****Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****June 2025, 140 pages**

This study explores how purpose, meaning, and vision shape job crafting behaviors among English Language Teaching (ELT) instructors in Türkiye. Using an integrated approach that combines qualitative process-tracing with crisp-set Qualitative Comparative Analysis (csQCA), the research investigates the mechanisms through which these psychological constructs influence how educators proactively reshape their professional roles. Data were collected through autobiographical narratives, semi-structured interviews, and reflective journals from language educators, followed by a broader survey to enable set-theoretic analysis. The findings reveal that purpose, meaning, and vision function as distinct but complementary pathways to job crafting. The study identifies specific configurations of these constructs that lead to different job crafting domains and explores their temporal and bi-directional relationships. These findings extend job crafting theory by highlighting multiple causal pathways and identifying the particular importance of these constructs in educational contexts. The research offers practical implications for teacher education, institutional support structures, and professional development programs, emphasizing the need to nurture educators' sense of purpose, meaning, and vision to enhance their professional agency and effectiveness.

Keywords: job crafting, purpose, meaning, vision, language educators, qualitative comparative analysis, process-tracing.

ÖZET

Tuğçe BİLGİ ÇİMEN

**AMAÇ, ANLAM VE VİZYONUN ÇÖZÜMLEMESİ: DİL
EĞİTMENLERİNİN İŞ BİÇİMLENDİRME SÜREÇLERİNE YÖNELİK
YAPILANDIRIMSAL BİR ANALİZ**

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Danışman: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

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Bu çalışma, amaç, anlam ve vizyonun Türkiye'deki İngiliz Dili Öğretimi (ELT) öğretmenlerinin iş şekillendirme davranışlarını nasıl etkilediğini araştırmaktadır. Nitel süreç izleme yöntemi ile crisp-set Nitel Karşılaştırmalı Analizi (csQCA) birleştiren bütüncül bir yaklaşımla yürütülen bu araştırma, bahsi geçen psikolojik yapıların eğitimcilerin mesleki rollerini proaktif biçimde yeniden şekillendirme süreçlerini nasıl etkilediğine dair işleyen mekanizmaları incelemektedir. Veriler, dil eğitimcilerinden otobiyografik anlatılar, yarı yapılandırılmış görüşmeler ve yansıtıcı günlükler aracılığıyla toplanmış, ardından küme-teorik analizi mümkün kılmak için daha geniş bir anket uygulanmıştır. Bulgular, amaç, anlam ve vizyonun iş şekillendirmeye giden farklı ancak tamamlayıcı yollar olarak işlev gördüğünü ortaya koymaktadır. Çalışma, bu yapıların farklı iş şekillendirme alanlarına yol açan belirli konfigürasyonlarını tanımlamakta ve aralarındaki zamansal ve çift yönlü ilişkileri incelemektedir. Bu bulgular, çoklu nedensel yolları vurgulayarak ve bu yapıların eğitim bağlamlarındaki özel önemini belirleyerek iş şekillendirme teorisini genişletmektedir. Araştırma, öğretmen eğitimi, kurumsal destek yapıları ve mesleki gelişim programları için pratik çıkarımlar sunmakta, eğitimcilerin mesleki etkinliğini ve etkililiğini artırmak için amaç, anlam ve vizyon duyularını besleme ihtiyacını vurgulamaktadır.

Anahtar Kelimeler: iş şekillendirme, amaç, anlam, vizyon, dil eğitimcileri, nitel karşılaştırmalı analiz, süreç izleme.

TABLE OF CONTENTS

COVER.....	i
APPROVAL.....	ii
ETHICS DECLARATIONS.....	iii
ACKNOWLEDGEMENTS.....	iv
ABSTRACT	v
ÖZET	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF APPENDICES.....	xiv

CHAPTER I

1.INTRODUCTION	1
1.1. Background and Context of the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Research Objectives.....	4
1.4. Significance of the Study	4
1.5. Research Questions.....	5
1.6. Literature Review	6
1.6.1 On Purpose	6
1.6.2. On Meaning.....	8
1.6.3. On Vision	10
1.6.4. Employee Agency and Job Modifications: Theoretical Foundations for Job Crafting.....	11
1.6.5. Job Crafting: Transforming Work Roles.....	14
1.6.6. Measurements of Job Crafting	18
1.7. Integrating Key Concepts into Teaching Practice	20
1.8. Conclusion	20

CHAPTER II

2. METHODOLOGY	22
2.1. Phase 1: Qualitative Process-Tracing	22
2.1.1. Methodological Approach.....	22
2.1.2. Participants and Sampling.....	23
2.1.3. Data Collection Methods.....	24
2.1.3.1 Autobiographies	24
2.1.3.2. Interviews.....	25
2.1.3.3. Reflective Journals	26
2.1.4. Participant Briefing and Preparation.....	28
2.1.5. Data Analysis Procedures	29
2.2. Phase 2: Qualitative Comparative Analysis.....	32
2.2.1. Methodological Approach.....	32
2.2.2. Checklist Development and Validation	33
2.2.3. QCA Analytical Process	35
2.3. Integration of Phases	37
2.4. Trustworthiness	37
2.5. Ethical Procedures and Researcher Reflexivity.....	40

CHAPTER III

3. RESULTS.....	42
3.1. The Analysis of Phase 1	42
3.1.1. Case 1: Beren.....	42
3.1.1.1. Early Influences and Professional Journey	42
3.1.1.2. Professional Purpose.....	43
3.1.1.3. Sense of Meaning at Work	44
3.1.1.4. Professional Vision.....	46
3.1.1.5. Job Crafting and Professional Evolution.....	47
3.1.2. Case 2: Selim	51
3.1.2.1. Early Influences and Professional Journey	51
3.1.2.2. Professional Purpose.....	52

3.1.2.3. Sense of Meaning at Work	55
3.1.2.4. Professional Vision.....	58
3.1.2.5. Job Crafting and Professional Evolution.....	60
3.2. Phase 2 Results: QCA Findings.....	64
3.2.1. Model Testing for Cognitive Crafting	68
3.2.1.1. Purpose → Cognitive Crafting Pathway	68
3.2.2.2. Meaning → Cognitive Crafting Pathway	70
3.2.2.3. Vision→ Cognitive Crafting Pathway.....	71
3.2.2. Model Testing for Relational Crafting	72
3.2.2.1. Purpose → Relational Crafting Pathway	72
3.2.2.2. Meaning → Relational Crafting Pathway	72
3.2.2.3. Vision → Relational Crafting Pathway	73
3.2.3. Model Testing for Task Crafting	74
3.2.3.1. Purpose → Task Crafting Pathway	74
3.2.3.2. Meaning→ Task Crafting Pathway	74
3.2.3.3. Vision→ Task Crafting Pathway.....	74
3.2.4. The Model of Purpose, Meaning, and Vision in Job Crafting.....	75

CHAPTER IV

4. DISCUSSION and CONCLUSION	79
4.1. Introduction.....	79
4.2. Overview of Key Findings.....	80
4.3. Discussion of Findings with Research Questions	81
4.3.1. Purpose as a Motivational Force in Job Crafting.....	81
4.3.2. Meaning as a Motivational Force in Job Crafting.....	84
4.3.3. Vision as a Motivational Force in Job Crafting.....	86
4.3.4. The Interplay of Purpose, Meaning, and Vision in Job Crafting.....	90
4.4. Limitations.....	93
4.5. Implications	94
4.5.1. Theoretical Implications	94
4.5.2. Implications for Teacher Education and Professional Development.....	94

4.5.3. Institutional and Policy Implications	95
4.5.4. Implications for Future Research	95
REFERENCES	97
APPENDICES.....	114



ABBREVIATIONS

JCQ : Job Crafting Questionnaire

PMV : Purpose, Meaning, and Vision

JC : Job Crafting

TC : Task Crafting

CC : Cognitive Crafting

RC : Relational Crafting

QCA : Qualitative Comparative Analysis

LIST OF TABLES

Table 1. <i>Example Themes From Thematic Analysis.....</i>	31
Table 2. <i>Construct Calibration: Item Retention And Removal Summary.....</i>	35
Table 3. <i>Job Crafting Behaviors Of Beren And Their Alignment With Purpose, Meaning, And Vision</i>	50
Table 4. <i>Job Crafting Behaviors Of Selim And Their Alignment With Purpose, Meaning, And Vision</i>	63
Table 5. <i>Summary Of Qca Results: Motivational Pathways To Job Crafting</i>	66
Table 6. <i>Causal Configuration Of Purpose-Driven Conditions For Cognitive Crafting ...</i>	68
Table 7. <i>Causal Configuration Of Meaning-Driven Conditions For Cognitive Crafting ..</i>	70
Table 8. <i>Causal Configuration Of Vision-Driven Conditions For Cognitive Crafting</i>	71

LIST OF FIGURES

Figure 1. <i>Purpose, Meaning, And Vision Pathways To Job Crafting</i>	76
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LIST OF APPENDICES

Appendix A.	Job Crafting Questionnaire (Jcq)	114
Appendix B.	Autobiography Prompts	116
Appendix C.	Original Questions In The Interview	117
Appendix D.	Reflective Journal Prompts	118
Appendix E.	The Complete Reading List Provided To Participants.....	120
Appendix F.	Original Implemented Scale Of Professional Purpose, Meaning, And Vision In Education.....	121
Appendix G.	Original Implemented Teacher Job Crafting Behavior Scale	122
Appendix H.	Scale Of Professional Pmv In Education	124
Appendix I.	Teacher Job Crafting Behaviors Scale	125

CHAPTER I

1. INTRODUCTION

1.1. Background and Context of the Study

In the dynamic landscape of education, instructors stand as the architects of knowledge who expand the boundaries of language and culture to create enriched learning experiences. Particularly within the field of English Language Teaching (ELT), a teacher's role extends far beyond the conventional boundaries of knowledge transfer (Kumaravadivelu, 2012); it is a nuanced orchestration aimed at expanding and nurturing students' linguistic, cultural, and cognitive horizons. From this view, as the ELT field embraces new paradigms and continues to expand its boundaries together with the innovative approaches and research, the well-being of language educators emerges as an important filter that shapes their professional journeys as well as impacting the students they guide.

At the outset of this exploration, it is essential to acknowledge the profound influence of Viktor Frankl, a renowned figure whose work has provided a substantial source of inspiration for numerous scholars and researchers. Frankl (1963) posited that individuals thrive when they perceive a sense of meaning and possess a life purpose; a unique mission to strive for throughout their existence. His pioneering contributions have sparked an extensive body of research, with meaning in life now recognized as a critical element for human well-being and flourishing (Ryff & Singer, 1998; Samman, 2007; Steger et al., 2008; Kobau et al., 2010; Seligman, 2011).

This thesis aims to delve into the psychology of educators, with a particular focus on the notions of purpose, meaning, and vision emerging as supporting pillars that navigate instructors' professional and personal endeavors. Purpose gives a sense of direction and intentionality (Ryff, 1989). Serving as a guiding force, it not only directs educators in navigating their profession but also infuses their actions with profound significance. Frankl (1959) even claimed that having a clear purpose or guiding principles is crucial for infusing meaning into human actions, without which individuals cannot thrive for long. In the context of teaching, purpose could be the inherent desire to positively impact students'

lives, fostering a passion for learning, or contributing to societal development through education.

Finding meaning in one's work is closely tied to the intrinsic value derived from the tasks at hand (Berg et al., 2010). For educators, meaning may be derived from the belief that their teaching efforts contribute meaningfully to the intellectual, social, and emotional growth of their students. It involves connecting personal values with the impact of their work, creating a sense of fulfillment. The pursuit of meaning also extends beyond the classroom, fostering educators' connection to their roles as contributors to societal development. Meaning in life and work offers intrinsic motivation, fostering engagement and fulfillment (Ward & King, 2017). It acts as a resilient force during challenges, enhancing overall well-being and satisfaction (Park et al., 2021). Therefore, the pursuit of meaning, both in life and work, takes on transformative importance, especially within the educational landscape where the impact on students is immeasurable. Vision, in turn, acts as a guiding light, illuminating the path toward aspirational goals and fostering continuous growth and innovation (Muir & Dörnyei, 2013). It involves envisioning the kind of impact the educators wish to make on their students and the broader community. A visionary perspective can inspire educators to continuously strive for improvement, set ambitious goals, and navigate challenges with a forward-looking mindset. These constructs are intertwined, guiding educators in their quest to not only teach but to inspire and empower.

Amidst the multifaceted roles educators undertake, we explore the concept of job crafting. Recognizing educators as active agents who often extend beyond their prescribed duties, understanding how they shape their roles to align with personal goals, values, and aspirations becomes crucial (Wrzesniewski et al., 1997). Educators, recognizing the importance of purpose, meaning, and vision, may engage in job crafting to tailor their roles in a way that enhances these elements. This could involve adjusting teaching methods, incorporating personal values into lesson plans, or seeking opportunities for professional growth that align with their long-term vision. In essence, purpose, meaning, vision, and job crafting create a synergistic framework that empowers educators to navigate the dynamic landscape of teaching, fostering a more meaningful and purpose-driven professional experience.

Building upon the existing acknowledgment of the significance of purpose, meaning, and vision in earlier literature, this study aimed to extend the exploration into the dynamic interplay among these constructs within the realm of English Language Teaching (ELT). While prior research has recognized these elements in isolation, the interconnected nature of purpose, meaning, vision, and job crafting represents a complex web that remains largely unexplored. In particular, this study sought to unravel how these elements shape the professional experiences and job crafting behaviors of language educators in the ELT field. By examining the intricate relationships among purpose, meaning, vision, and job crafting, we aim to shed light on the various dynamics at play, offering a comprehensive understanding of their influence within the ELT profession. This exploration not only contributes to bridging gaps in the existing literature but also holds the potential to inform strategies for enhancing the well-being and effectiveness of language educators.

1.2. Statement of the Problem

Reflecting on the myriad challenges Türkiye has confronted over the past five years, from wildfires to the pandemic, earthquakes, and more, each event has cast its disruptive shadow over various sectors, and education has been no exception. While educators have admirably adapted to online learning, hybrid models, and even temporary closures, these constant shifts have transcended mere challenges, creating a sense of instability and uncertainty. As educators, we've been compelled to respond swiftly to these crises, often prioritizing the needs of our students over our own. These immediate hurdles profoundly impacted the lives of educators themselves, triggering them to question their purpose, meaning, vision, and even the very essence of their jobs. This ongoing journey of questioning has left many feeling disoriented, uncertain. Therefore, in such situations, one's sense of purpose, meaning, and vision gains a heightened significance.

In language education, the interplay of purpose, meaning, and vision in educators' lives takes on a richer complexity. Purpose, often regarded as the compass directing an individual's endeavors, has been shown to amplify commitment, job satisfaction, and resilience (Dik & Duffy, 2009). Likewise, the concept of meaning, intricately intertwined with the significance one attributes to their work, holds the potential to bolster educators' motivation and job engagement (Steger, 2012). Vision, a distinct yet interrelated element,

provides educators with a future-oriented cognitive framework that shapes their aspirations, decisions, and actions (Sarros et al., 2008).

While purpose, meaning, vision, and job crafting have been individually explored across diverse fields, a notable gap exists in the literature, particularly within education, regarding their collective perspective. Extensive research in various disciplines has highlighted their significance as integral components of an individual's psychological and professional landscape (Wrzesniewski et al., 1997; Steger et al., 2006). However, the nexus of these constructs and their combined impact on educators within the realm of ELT remains largely unexplored. This study sought to address this gap by meticulously examining the intricate interactions among purpose, meaning, vision, and job crafting. Recognizing the alignment of educators' intrinsic motivations with purpose, the depth of meaning in their teaching endeavors, and the aspirational trajectory set by their vision as pivotal factors shaping pedagogical approaches, the research aimed to illuminate their collective influence within the ELT landscape.

1.3. Research Objectives

This research proposal sets forth objectives that hold the promise of advancing our understanding of the intricate dynamics within the ELT realm:

1. Investigate the primary sources of purpose among language educators and how they guide job crafting decisions.
2. Understand how language educators derive meaning from their work and how this impacts their job crafting activities.
3. Identify the long-term career visions of language educators and how these visions shape their strategic job crafting efforts.
4. Identify the specific job crafting behaviors that language educators engage in to enhance their work experiences and align their roles with their values and aspirations.

1.4. Significance of the Study

This research embarked on an exploration aimed at broadening our understanding of key dynamics in the field of language education. By incorporating concepts such as

purpose, meaning, vision, and job crafting, this study sought to provide a more in-depth perspective on what motivates and empowers individuals in English Language Teaching (ELT). In this context, we aspired to shed light on the complex mechanics of job crafting. Our goal was to uncover how purpose, meaning, and vision shape the professional experiences and job crafting behaviors of language educators. While these components have been studied in isolation, our unique contribution lies in advancing theoretical understanding with implications for both theory and practice within the field of education.

The findings presented in this study may have practical implications for professional development, and the creation of supportive educational environments, offering guidance for educators and administrators. Moreover, this research aimed to contribute to the broader conversation on fostering fulfilling and sustainable careers within the complex landscape of ELT.

In essence, the ultimate goal was to modestly contribute to the field, inspiring meaningful interactions between teachers and students while elevating the overall quality of language education. Through this research, we aimed to enrich both theoretical discussions within ELT and provide pragmatic insights to empower educators in their professional journeys.

1.5. Research Questions

The exploration of purpose, meaning, vision, and job crafting led to a set of pivotal research questions that laid the foundation for this study:

1. How do language educators' sense of purpose influence their cognitive, task, and relational job crafting behaviors?
2. How does a sense of meaning contribute to cognitive, task, and relational job crafting?
3. What role does vision play in shaping cognitive, task, and relational job crafting practices?
4. How do purpose, meaning, and vision interact within the job crafting processes of language educators, and what are the underlying mechanisms of this interaction?

1.6. Literature Review

1.6.1 On Purpose

“Those who have a ‘why’ to live, can bear almost any ‘how.’” -Nietzsche

Having a sense of purpose is essential for both our personal and professional lives. Purpose gives us a direction and a reason to wake up every morning. It gives us a sense of meaning and fulfillment, and it helps us to make choices that align with our values and goals. When we have a clear sense of purpose, it positively impacts our well-being. Research has shown that individuals who have a strong sense of purpose tend to have higher levels of happiness (Crego et al., 2021), life satisfaction (Cotton Bronk et al., 2009; Ina Blau et al., 2019), and overall well-being (Savvides & Stavrou, 2020). Here, it is crucial to recognize the definitional challenges associated with this concept. Drawing inspiration from Frankl's works (1959), many scholars have employed the terms "purpose" and "meaning" interchangeably (Damon et al., 2003). However, to set the boundaries in terms of the scope of this study, McKnight and Kashdan's (2009, p. 242) definition of purpose is considered, describing it as a "self-organizing life aim that organizes and stimulates goals, manages behaviors, and provides a sense of meaning". According to them, purpose is a big part of who a person is; a fundamental aspect of their personality and influences how they act and see themselves. More specifically and detailed, Damon and his colleagues' (2003, p. 121) definition of purpose is distinguished from meaning that gives emphasis on three aspects:

1. *Purpose is a goal of sorts, but it is more stable and far-reaching than low-level goals such as “to get to the movie on time” or “to find a parking place in town today.”*
2. *Purpose is a part of one's personal search for meaning, but it also has an external component, the desire to make a difference in the world, to contribute to matters larger than the self.*
3. *Unlike meaning alone (which may or may not be oriented towards a defined end), purpose is always directed at an accomplishment towards which one can make progress.*

Moreover, the recognition of a sense of purpose in one's life as an integral component of well-being is well-established in the literature (Hill et al., 2016). Numerous studies have consistently highlighted positive relationships between having a purpose in life and various dimensions of well-being. For instance, research by Zika and Chamberlain (1992) underscores the positive association between a sense of purpose and emotional well-being. Windsor et al. (2015) contribute to this understanding by linking purpose to both health and well-being. This is because having a purpose gives us a sense of direction and motivation, which can lead to increased engagement and productivity in our work. When we feel that our work is meaningful and aligned with our values, we are more likely to experience a sense of fulfillment and contentment.

The significance of purpose extends beyond emotional and physical health. Ryff's work (1989) emphasizes its connection to psychological well-being. Additionally, recent studies, such as that by Yukhymenko-Lescroart and Sharma (2022), shed light on the role of purpose in fostering a strong academic identity, particularly among high-school students. Importantly, these findings span diverse constructs and apply across various age groups, highlighting the universality of the positive impact that a sense of purpose can have on individuals' overall well-being.

Finding purpose in our work is not always easy. It requires self-reflection, exploration, and sometimes even trial and error. However, it is worth the effort because having a sense of purpose in our work can have a significant impact on our professional success and satisfaction. When we have a clear understanding of why we do what we do, we are more likely to be committed, motivated, and resilient in the face of challenges. Purpose can also inspire us to continuously learn and grow in our careers, as we are driven by a desire to make a meaningful contribution.

In conclusion, purpose is a fundamental aspect of both our personal and professional lives. Education plays a crucial role in helping individuals discover their purpose by providing knowledge, skills, and exposure to new ideas. Having a sense of purpose positively impacts our well-being by giving us direction and motivation. Finding purpose in our work can lead to increased engagement, productivity, and satisfaction. Therefore, it is important for individuals to actively seek out their purpose in life and work for greater

fulfillment and success. This nuanced understanding of purpose serves as a foundational framework for exploring its role in the lives and work of foreign language instructors, providing a clear lens through which their experiences and perspectives can be examined.

1.6.2. On Meaning

“There is nothing in the world, I venture to say, that would so effectively help one to survive even the worst conditions as the knowledge that there is a meaning in one's life.”
(Frankl, 1988, p. 126)

Throughout history, human beings have persistently sought meaning, embarking on a quest that manifests in various forms. Some individuals seek solace in religious practices, finding refuge and guidance, while others establish their orientation through cherished relationships, which offer them direction. Moreover, meaning is often unearthed within the realm of work, where individuals uncover a profound connection to their pursuits. There were also authors and scholars with a notable perspective that posits the pursuit of meaning is not solely about discovering it, but rather it is the journey itself that holds significance. The veracity of these claims or the realization of personal meaning remains beyond the scope of this discourse. What remains pivotal, however, is the universal inclination of individuals to make sense of what they do, who they see and where they work.

Frankl (1984), in his book “Man’s Search for Meaning”, claims that one of the most profound quests for individuals is to find meaning and purpose in the journey of life. From this view, the pursuit of meaning is not a mere philosophical inquiry; it is deeply ingrained in the human experience. Similarly, the inherent drive to seek fulfillment and understanding resonates through various aspects of existence (Steger, 2012). One domain where this quest becomes particularly significant is the realm of work (Wrzesniewski et al., 1997). Considering that people spend a great deal of their times at work, the meaning employees attribute to it becomes crucial as how they perceive their job descriptions, scope and the significance of their influence the way they conduct themselves at work and in turn, in life.

In the realm of work psychology, the concept of meaning has gained increasing attention, particularly in the positive psychology and positive organizational scholarship

literatures (Cameron et al., 2003; Wright & Cropanzano, 2004; Diener & Seligman, 2004), indicating a shift of focus towards understanding how finding meaning in work impacts individual well-being and organizational dynamics. The growing emphasis on the concept of meaning in the context of work underscores a paradigm shift in understanding human behavior and motivation. The positive psychology and positive organizational scholarship literatures highlight the transformative potential of meaningful work on individual and collective flourishing. Bellah and colleagues introduced the idea of the job-career-calling distinction, which shed light on the relationship individuals have with their work and how the rewards of that relationship contribute to work's meaningfulness (Bellah et al., 1985). Recognizing the meaning in work involves a sense-making process, helping individuals answer broader existential questions about their purpose and significance in life (Pratt & Ashford, 2003). Work becomes meaningful when it aligns with an individual's preferred self and provides opportunities for expressing one's identity (Kahn, 1990).

Steger and colleagues (2012) proposed a multidimensional model of meaningful work encompassing three key facets. The first is psychological meaningfulness, which refers to the perception of one's work as significant and worthwhile. The second involves the role of work in contributing to overall meaning in life -supporting personal growth, self-understanding, and a coherent life narrative. The third emphasizes prosocial motivations, or the belief that one's work positively impacts others and serves a purpose beyond the self.

The pursuit of meaningful work not only shapes an individual's professional trajectory but also resonates deeply with the essence of their life's purpose (Dik et al., 2009). The meaning an individual derives from work is believed to result from a sense-making process that is driven by the need to discern the deeper purpose or ultimate goals of work (Wrzesniewski & Dutton, 2001). The concept of meaning in life extends beyond personal fulfillment; it is seen as a tool that individuals use to bring stability and purpose to their lives (Baumeister & Vohs, 2002). As individuals navigate their work lives, they strive to fulfill their needs for purpose, values, efficacy, and self-worth (Baumeister, 1991). Understanding the deeper purpose or meaning of what people do in their jobs becomes crucial in an age where work significantly defines one's identity (Casey, 1995).

1.6.3. On Vision

“We are limited, not by our abilities, but by our vision”. - Khalil Gibran

Upon examining the earlier discussed mechanisms, it becomes clear that motivation is a key missing component related to meaning. Meaning encompasses not only the past and present but also future aspirations, and it is this sense of purpose that propels individuals forward. The connection between meaning and motivation highlights how a deep understanding of one's aspirations and the significance they hold can serve as a powerful driving force. As individuals shape their vision of the future, they inherently set targets and objectives, creating a roadmap towards the realization of their personal endeavors.

In this context, envisioning one's future plays a significant role in nurturing the pursuit of meaning. This is where the concept of vision emerges as a "strong sensory element" (Dörnyei & Kubanyiova, 2014), granting "meaning to one's life, with helping to make shifts in professional careers and with coaching yourself in realizing a personal dream" (van der Helm, 2009, p. 98). This underscores how a well-defined vision not only adds meaning to life but also empowers individuals to navigate both their professional paths and personal endeavors. This is exemplified in teaching cognition, where “teachers' vision of themselves in the future plays a central role in their engagement with new ideas and professional growth” (Dörnyei & Kubanyiova, 2014)

The inception of vision studies within teaching cognition is marked by pivotal research. While not explicitly labelled as "vision," these concepts were referred to using various terms in teacher cognition studies. For instance, Goodman (1988) introduced the concept of "guiding images", visual representations rooted in teachers' past and future perspectives. Golombek (2009) expanded on this with the notion of "images of teaching" in his paper about language teachers' knowledge and beliefs. Stuart and Thurlow (2000) emphasized the importance of a "personalized vision" for aspiring teachers, while Thornbury (1999) introduced the concept of "lesson images," guiding experienced instructors' actions through envisioned class dynamics. These studies collectively shed light on how mental imagery and envisioned scenarios significantly influence teaching practices.

1.6.4. Employee Agency and Job Modifications: Theoretical Foundations for Job Crafting

While this study centers on purpose, meaning, and vision as core motivational orientations and their interrelations with job crafting behaviors, they intersect with broader constructs that illuminate how employees actively shape their professional experiences. This section explores the evolution from traditional views of employee passivity to contemporary understandings of employee agency, examining theoretical foundations that ultimately lead to job crafting behaviors—including employee initiative, proactive behavior, and the Job Demands-Resources model with its components of increasing resources, reducing job demands, and increasing challenging job demands. These intersecting constructs become crucial in that they provide a theoretical foundation for understanding the multifaceted nature of employee engagement with their work.

Contrary to earlier notions, there has emerged a contemporary shift with a modern viewpoint that recognizes employees as active agents of their work who not only mold their prescribed job descriptions but also shape the overall work experience (Grant & Ashford, 2008). This shift challenges an earlier and traditional view that employees merely accept assigned tasks without personalization, highlighting a profound aspect of their engagement with work. Instead, it suggests that employees possess the capacity to exert influence over the very essence of their work, even within the confines of highly structured and routine roles (Wrzesniewski and Dutton, 2001), and there will always be opportunities for employees to modify their jobs although some control over the job may be needed (Demerouti, 2014).

Work, in this perspective, becomes more than something people do solely for the sake of the payment; as Gini (1998, p. 707) aptly puts it, “we find identity and are identified by the work we do”. This evolving viewpoint shares commonalities with earlier theories that underscore the active role of employees in crafting their work experiences. For instance, Job Design Model refers to the intentional structuring of job roles to enhance employee satisfaction and performance, and in turn; motivation (Hackman & Oldham, 1976). It empowers employees to customize their roles for a more fulfilling work experience. Furthermore, in their theory of “taking charge”, Morrison and Phelps (1999) emphasize

how employees voluntarily initiate improvements in work practices, aligning with Wrzeskinewski and Dutton's perspectives on employee proactiveness. This theory emphasizes that employees are not passive recipients of their work environment; instead, they voluntarily take the initiative to improve work practices and contribute positively to the workplace.

Personal initiative (Frese et al., 1996) is closely related to taking charge theory, as it offers a framework for understanding the proactive tendencies of individuals in professional settings. Personal initiative is described as "a behavior syndrome resulting in an individual's taking an active and self-starting approach to work and going beyond what is formally required in a given job" (Frese et al., 1996, p. 38). This definition underscores the proactive nature of employees who are driven by individual goals and actions.

Proactive behavior is also similar, as it refers to the tendency to look for ways to improve one's work, team, and organization. Employees who are high in personal initiative and proactive behavior are more likely to take control of their work and craft jobs that are more meaningful and satisfying. Proactive behavior broadens our comprehension of employee agency by emphasizing its specific focus on making a positive impact on the work environment and others. Proactive individuals actively seek ways to enhance not only their personal work experiences but also the overall well-being of their teams and organizations. They are unafraid to take calculated risks and invest extra effort in bringing about constructive changes.

These notions of personal initiative and proactive behavior provide a foundation for understanding how and why employees modify their jobs and align with the principles of the Job Demands-Resources (JD-R) model, a psychological framework developed by Demerouti and Bakker in the early 2000s. The JD-R model explores the dimensions of job demands and job resources, encompassing physical, psychological, social, and organizational characteristics, as well as the sources employees depend on, such as interpersonal and social resources (Bakker & Demerouti, 2007). What makes the JD-R model particularly relevant is its recognition of employees as active agents who proactively modify their job roles, seek resources, and manage demands to optimize their work experience. In doing so, they enhance their performance and promote a sense of

meaningfulness in their work. Within this JD-R framework, we can identify three primary strategies employees use to shape their work experiences: increasing job resources, reducing job demands, and increasing challenging job demands. These strategies represent the practical manifestation of employee agency and proactive behavior in the workplace.

Job resources encompass organizational, physical, psychological, and social aspects, which facilitate goal achievement, growth, and development while mitigating demands and associated costs (Bakker, 2017; Coxen et al., 2021). Job resources are crucial for fostering work engagement and can be found at various levels, including the organizational and interpersonal (Baik et al., 2018; Demerouti & Bakker, 2011; Galanakis & Tsitouri, 2022). In practice, increasing job resources involves employees seeking out or creating conditions that facilitate their work, such as seeking feedback, support from colleagues, or opportunities for professional development. Tims and Bakker (2010) define job resources as *“physical, psychological, social or organisational aspects of the job that, (1) may be functional in achieving work goals, (2) may reduce job demands and the associated physiological and psychological costs and (3) may stimulate personal growth and development”* (p.3).

Research has shown that increasing job resources can lead to higher work engagement, job satisfaction, and perceived job performance, as it enables employees to cope more effectively with job demands. This perspective aligns with Hackman and Oldham's job characteristics model, highlighting autonomy, feedback, and task significance as motivators (Demerouti & Bakker, 2011).

Reducing job demands refers to the proactive strategies employees use to minimize elements of their work -whether physical, mental, social, or organizational- that are demanding over time and may lead to stress or exhaustion. This can include negotiating lower workloads, simplifying complex tasks, or seeking ways to minimize emotional labor. The JD-R Model posits that reducing job demands can prevent burnout and reduce stress, thereby improving employee well-being and job satisfaction which is also in line with Jo and Shin (2025). However, it is essential to note that not all job demands are negative; some demands can be challenging and motivating when employees have sufficient

resources to manage them effectively (Angelopoulou & Panagopoulou, 2019; Demerouti & Bakker, 2011).

Increasing challenging job demands involves employees seeking additional responsibilities, tasks, or projects that, while demanding, are also seen as opportunities for learning, growth, and achievement. Unlike hindering job demands, challenging demands are positively associated with engagement and motivation. Tims, Bakker, and Derks (2012) found that employees who proactively increase their challenging job demands experience higher levels of work engagement and job satisfaction, as these activities contribute to personal growth and a sense of accomplishment.

1.6.5. Job Crafting: Transforming Work Roles

One prominent manifestation of this newfound employee agency is the concept of job crafting. Wrzesniewski and Dutton (2001) first coined the term “job crafting” which refers to “how individuals locally adapt their jobs in ways that create and sustain a viable definition of the work they do and who they are at work” (p. 180). Job crafting empowers individuals to intentionally shape their work experiences to align with personal values and preferences (Wrzesniewski and Dutton, 2001). It emerges as a natural progression from the idea of employees actively participating in the definition of their roles, enabling them to craft meaningful and engaging work. For instance, a cashier may choose to engage in cheerful conversations with customers to boost their motivation at work, while a construction worker might shift their perspective by envisioning the future residents of the structures they build. Thus, altering our viewpoints and fostering relationships with others can facilitate this process. In essence, job crafting becomes the intentional actions taken by individuals to shape their tasks, relationships, and perceptions of their work in ways that foster meaning, engagement, and fulfillment. It involves proactively modifying job demands, resources, and relationships to better align with personal preferences and values. That is, job crafting embodies the idea of employees taking the initiative to shape their job roles, as exemplified by studies like Grant and Parker (2009).

Job crafting, as proposed by Wrzesniewski and Dutton (2001) involves three aspects to enable employees to craft their jobs: task crafting, cognitive crafting, and relational crafting. In task crafting, employees alter “job’s task boundaries” (Wrzesniewski and

Dutton, 2001, p. 185) by changing the number or the scope of the tasks. For instance, a teacher may choose to lessen the time they spare for work in leisure hours or take extra courses to enrich their teaching practices. Cognitive crafting includes changes in how employees view their jobs (Bakker & Demerouti, 2007; Tims et al., 2014) and how they interpret it to ascribe meaning (Wrzesniewski et al., 2013). An example of this can be found in Peral and Geldenhuys' study (2016), where they assert that teachers' understanding of how their job impacts students can transform from seeing it as limiting to recognizing it as beneficial and empowering. Lastly, relational crafting which includes altering "how, when, or with whom employees interact with in the execution of their jobs" (Berg et al., 2013, p. 3). That is, this aspect of job crafting emphasizes the interpersonal relationships formed or avoided in the workplace. In the context of teaching, relational crafting may show itself in teachers' socializing with their colleagues to boost their motivation and find inspiration. Additionally, building a collective of caring individuals in the workplace fulfills the human need for belonging and enhances the salience of work membership in one's life (Leary & Baumeister, 1995; Pratt & Ashford, 2003).

Bruning and Campion (2018, p.500) define job crafting as employee-initiated changes aimed at improving one's job experience. Drawing on previous literature (e.g., Wrzesniewski & Dutton, 2001; Tims et al., 2012), they highlight key features of job crafting: it is self-initiated, intentional, and involves meaningful alterations to work tasks or perceptions. These changes are typically enduring, occur within formal job roles, and distinguish job crafting from one-off adjustments or non-work activities.

Zhang and Parker (2019) added two more characteristics to Bruning and Campion's (2018) view, stating that job crafting occurs within the boundaries of employers' or colleagues' Zone of Acceptance, and employees are expected to discuss how they craft their jobs with each other. Secondly, the nature of this concept includes "changing the intrinsic characteristics of work rather than extrinsic characteristics such as pay (Tims et al., 2012; Wrzesniewski & Dutton, 2001)" (Zhang & Parker, 2019, p. 128).

Expanding on the characteristics underpinning job crafting and its contextual aspects as discussed in prior literature, Wrzesniewski and Dutton (2001) introduce the motivation for job crafting within their job crafting model. According to their theory, motivation and the

perceived opportunities within the organization play a central role in shaping the course of job crafting. Simply put, one's inclination to modify their job depends on their perception of having the opportunity to do so and their personal work preferences (Wrzesniewski and Dutton, 2001).

For employees to engage in job crafting, they also need underlying motivation or a compelling reason to take initiative and adapt their roles. Various factors can drive this behavior. Employees might aim to gain more control over their work, enhance their self-image, or build stronger human connections (Wrzesniewski & Dutton, 2001). The first motivation of employees is to exert control over their job to prevent alienation from their work (Braverman, 1974). This perspective also aligns with Seeman's framework of alienation (1959), specifically with the subdimension of powerlessness in that both frameworks emphasize the significance of a sense of agency and autonomy in one's work to counter feelings of disempowerment. Research has also shown that employees with greater control over their work are more likely to be proactive, which enhances their self-awareness and skills (Parker et al., 1997). Similarly, Wrzesniewski and Dutton (2001) also believe that having control over one's work and the ability to make decisions helps employees customize their jobs, but strict supervision can prevent them from doing so. Therefore, providing employees with autonomy and decision-making power is crucial for effective job crafting. The second motivation is about creating a favorable self-perception of oneself (Steele, 1988), and particularly at work (Dutton et al., 1994). Moreover, Wrzesniewski and Dutton (2001) further suggest that employees are inclined to better their conditions if their job roles hinder the development of this positive self-image. Last and the third motivation for job crafting derives from the need for human connection, a common desire to establish meaningful relationships with others (Baumeister & Leary, 1995). Expanding on theories about the meaning of work, Wrzesniewski and Dutton (2001) integrate the relationships employees build with their colleagues to reshape their perceptions of work and their work-related identities. Within their framework, they emphasize the idea that employees are more likely to be motivated to craft their jobs when they feel that their current roles do not fully satisfy their needs, prompting them to seek opportunities for job crafting. Top of FormBottom of FormTop of FormBottom of FormAdditionally, job crafting can serve as a strategy for coping with work-related

adversity, pursue unmet vocational passions (Berg et al., 2010), or create a healthier and more stimulating work environment (Petrou et al., 2012). Those who are more inclined to craft their jobs often exhibit confidence in their abilities and a sense of competence (Clegg & Spencer, 2007), and possess a proactive personality (Bakker et al., 2007; Tims et al., 2013; Rudolph et al., 2017).

On the other hand, perceived opportunities are more related to employees' beliefs regarding the availability of job crafting opportunities. These perceptions are influenced by the degree of “freedom and discretion employees have in what they do and how they do it” (Wrzesniewski and Dutton, 2001, p. 183). Influenced by a multitude of factors, there are two main elements that significantly influence the perceived potential to job craft. These elements are intricately linked to the actual structure of work: “1) the level and form of task interdependence and 2) the level of discretion or freedom to job craft implied by monitoring systems in the job” (p. 184). To clarify this, Wrzesniewski and Dutton (2001), supported by earlier organizational literature, propose that the greater employees' dependency on their tasks, the more closely they are bound by organizational characteristics and colleagues, limiting their ability to alter their tasks, how they do them and who they work with. In other words, higher task interdependence results in less freedom and fewer opportunities to adapt and personalize their jobs. Conversely, when employees are tasked with work that has low interdependence with colleagues, they are more inclined to alter or expand the boundaries of their roles.

The outcomes of job crafting are widely recognized as positive and encompass various aspects of work and personal development. The concept was first empirically explored by Ghitulescu (2006) in a study involving engineers and special education teachers, where a developed scale revealed that job crafting leads to enhanced job satisfaction and commitment, improved performance, and reduced absenteeism. Key benefits of job crafting include heightened fulfillment related to valued identities and achievements (Grant et al., 2007), increased job enjoyment (Berg et al., 2008; Berg et al., 2010), and enhanced competence, personal growth, and resilience (Caza, 2007). Additionally, job crafting improves individuals' ability to cope with future adversities (Van Wingerden & Poell, 2019), correlates significantly with overall well-being (Tims et al., 2013), and is linked to

increased work engagement (Wrzesniewski & Dutton, 2001; Bakker et al., 2012; Tims et al., 2015; Erdal, 2021). It is also associated with higher levels of job satisfaction (Leana et al., 2009; Singh & Rajput, 2021) and positive effects on psychological well-being (Berg et al., 2010b). Furthermore, job crafting positively impacts the quality of self-image (Lyons, 2008), leads to positive emotions (Ko, 2012) and contributes to short-term happiness (Wrzesniewski et al., 2012). These findings underscore the multifaceted benefits of job crafting, highlighting its role in enhancing both the professional and personal lives of employees.

Despite the many benefits associated with job crafting, there are notable drawbacks that can arise. Engaging in job crafting may lead to increased stress and occasional regret, as employees might encounter additional pressures and responsibilities beyond their initial scope of work (Berg et al., 2008). Additionally, employees may experience a higher-than-expected workload and face difficulties if their personal job modifications conflict with organizational goals, leading to potential misalignment or conflict ("Job Crafting Toolkit - Department of Employment and Workplace," 2022). Thus, while job crafting can improve job satisfaction and performance, it is important for both employees and organizations to carefully manage and monitor these changes to ensure alignment with organizational objectives and to mitigate any negative outcomes.

1.6.6. Measurements of Job Crafting

The development of job crafting scales has progressed significantly over the years, reflecting a growing understanding of this concept. It has begun with Ghitulescu's scales in 2006, designed to measure task, relational, and cognitive crafting among industry workers and special education teachers. She has found that job crafting is influenced by work discretion, task complexity, and collaboration, with a broader skill set amplifying the benefits of work discretion, and that team psychological safety can reduce job crafting, while strong occupational communities enhance it, especially in collaborative settings. Job crafting is also found to improve individual job satisfaction, commitment, performance, and reduces absenteeism, and also positively affects team outcomes. However, although it is proved to be innovative, these scales faced criticism for their limited applicability to broader worker populations (Slemp & Vella-Brodrick, 2013).

Building on this foundation, Leana et al. (2009) introduced the Individual and Collaborative Crafting Scale. This tool, consisting of 12 items divided between individual and collaborative crafting, was conducted with childcare teachers and aides. It was found that collaborative crafting is more effective than individual crafting in childcare centers and is positively linked to higher satisfaction and commitment.

The introduction of the Job Crafting Scale (JCS) by Tims et al. in 2012 represented a major advancement. Originally featuring 42 items, the scale was later reduced to 21 items and validated with a large sample of Dutch workers. It introduced a four-dimensional framework-focusing on increasing structural resources, increasing social resources, increasing challenging demands, and decreasing hindering demands. Confirmed through factor analysis, the JCS aligns with proactive traits and personal initiative and contrasts with cynicism, showing its validity. Self-reported job crafting is found to be positively related to colleagues' ratings of work engagement, employability, and performance, confirming its accuracy. Additionally, self-rated job crafting matches peer-rated job crafting.

In 2012, Petrou et al. adapted the JCS to measure job crafting both as a general trait and as a daily state, resulting in a general version with 13 items and a daily version with 10 items. Their adaptation confirmed a three-factor structure for both versions and highlighted positive correlations between seeking challenges and work engagement, while reducing demands was negatively correlated with engagement.

Nielsen and Abildgaard (2012) addressed the need for a scale suitable for blue-collar contexts by revising the JCS into a 15-item version with five dimensions. This revised scale demonstrated good internal consistency and was positively related to work engagement and job satisfaction, while showing negative correlations with burnout.

The Job Crafting Questionnaire (JCQ) developed by Slemp and Vella-Brodrick (2013) initially featured 21 items but was refined to 15. This scale supported a three-dimensional model and exhibited high internal consistency, with positive correlations to proactive behaviors, job satisfaction, and positive affect, although relational crafting showed different patterns which will be discussed under the methodology section.

Finally, Yen et al. (2018) developed a 30-item scale specifically for tour guides, integrating items from previous scales and focus group interviews. Their scale confirmed a four-dimensional structure and demonstrated high internal consistency, with positive correlations to person-job fit.

1.7. Integrating Key Concepts into Teaching Practice

It is undeniable that all mentioned concepts are intertwined with one another. Reflecting on our own lives, we can perceive that having a purpose helps us lead our lives in a planned direction. When we have a clear purpose, it becomes easier to find meaning in our actions. In this context, vision serves as the aspirational roadmap that guides our progress towards long-term goals, providing direction and meaning to our actions. It encapsulates where we want to see ourselves in the future, adding meaning to our lives and professions, and aligning our efforts with our purpose and values.

1.8. Conclusion

The concept of job crafting has evolved significantly over time, with various researchers offering distinct perspectives and categorizations. Wrzesniewski and Dutton (2001) were pioneers in introducing job crafting, defining it through three primary categories: task crafting, relationship crafting, and cognitive crafting. Their work emphasized how employees can modify their tasks, interactions, and perceptions of their roles to better align with their preferences and strengths. Building on this foundation, Tims and Bakker (2010) incorporated the JD-R Model, focusing on strategies like increasing job resources, reducing job demands, and enhancing challenging job demands to achieve a balance between job demands and resources through proactive changes.

Lyons (2008) expanded the scope by including categories such as task function, personal ability development, tactical choice, relationship promotion, and relationship maintenance. This broader framework highlighted the importance of skill development and strategic decision-making in job crafting. Subsequently, Berg et al. (2013) refined the initial categories by subdividing task crafting, relationship crafting, and cognitive crafting into more detailed sub-categories, which underscored the complexity and depth of job crafting practices.

Leana et al. (2009) introduced a team-oriented perspective, distinguishing between individual job crafting and cooperative job crafting, thus emphasizing collaborative efforts in redesigning work tasks. Yajing and Xinchun (2014) further diversified the concept by breaking it down into five categories: task crafting, role crafting, relationship crafting, skill crafting, and cognition crafting, incorporating aspects of role and skill development. Collectively, these contributions reflect a growing understanding of how employees proactively shape their work environment and tasks, enhancing job satisfaction and performance through various strategies.



CHAPTER II

2. METHODOLOGY

This study adopted a multi-phase, integrated approach, combining qualitative exploration with set-theoretic analysis. The primary goal was to explore how English Language Teaching (ELT) instructors' sense of purpose, meaning, and vision influence their engagement in job crafting behaviors, and to identify configurations of these constructs that contribute to job crafting. To achieve this, the study was carried out in two distinct but interconnected phases. The integrated approach was selected to address the inherent complexity of job crafting as a multifaceted phenomenon influenced by both individual agency and institutional context. This methodological choice aligns with recent calls in educational research for designs that can capture both the depth of individual experiences and broader patterns across populations (Creswell & Plano Clark, 2018; Teddlie & Tashakkori, 2009).

2.1 Phase 1: Qualitative Process-Tracing

2.1.1 Methodological Approach

Phase 1 employed a theory-building process-tracing approach (Beach & Pedersen, 2019), designed to explore the dynamic mechanisms linking personal and institutional factors to job crafting behaviors. Initially developed for theoretical explanations of historical developments (Falletti, 2006), process tracing has evolved to primarily examine competing hypotheses about the mechanisms and reasons behind changes (George & Bennett, 2005). Process-tracing methods are tools for studying causal mechanisms in single-case research designs. The methodology can be differentiated into three distinct variants: theory-testing, which deduces and tests hypothesized mechanisms; theory-building, which constructs generalizable explanations from empirical evidence; and explaining-outcome, which crafts minimally sufficient explanations for specific historical cases (Beach & Pederson, 2019).

Theory building employs an inductive approach, examining empirical data systematically while drawing inspiration from established theoretical frameworks and case-specific knowledge (Beach, 2018). Theory-building process-tracing represents a

methodological approach where researchers identify the outcome (Y) while the causal factors (X) remain unknown. This methodological approach is particularly valuable when researchers identify the outcome (Y) while the causal factors (X) remain initially unknown or unclear.

In this research, this approach enabled the systematic examination of how purpose, meaning, and vision function as causal mechanisms shaping job crafting behaviors across different language educators, while identifying patterns that transcend individual cases. Following Beach and Pedersen's (2019) framework, job crafting behaviors were defined as and outcome variable (Y) while keeping an open perspective on what elements of purpose, meaning, and vision might function as causal factors (X). Through iterative analysis of instructor narratives, we traced the manifestations of underlying causal mechanisms connecting these psychological constructs to specific job crafting activities, addressing each of my research questions through systematic comparison and pattern recognition.

2.1.2 Participants and Sampling

To explore the job crafting behaviors of foreign language instructors, this study focused on a select group of educators within a university setting. The Job Crafting Questionnaire (JCQ) (Slemp & Vella-Brodrick, 2013) was administered to a pool of instructors to measure their tendency to craft their jobs (see Appendix A). From this pool, two participants with the highest scores were chosen: Beren and Selim, with scores of 63 and 57 respectively.

These participants, employed at the School of Foreign Languages of the same university, were selected to ensure a diverse range of background experiences, educational backgrounds, and teaching experiences, thereby providing a rich dataset that encompassed various contexts and life trajectories within the same working environment. They were fully informed about the research process from the beginning to ensure transparency and ethical conduct.

Beren is 34 years old and has 12 years of teaching experience. Prior to her appointment at the university, she worked in various schools under the Ministry of National Education

(MEB) and participated in numerous seminars and projects. She is also a Ph.D. candidate, which shows her dedication to advancing her academic and professional qualifications.

Selim is 30 years old and has 3 years of teaching experience. Before his tenure at the university, he worked at a private language school. In addition to teaching, Eliot is a translator with several translated books to his name. He holds an MA degree and continues to pursue his career in both translating and instructing, reflecting his diverse skill set and professional interests.

2.1.3 Data Collection Methods

The research was conducted in sequential phases using multiple qualitative instruments. This approach was deliberately chosen to explore dimensions that questionnaires or scales alone could not capture, particularly given the absence of well-established scales in previous literature to measure all concepts under investigation. Qualitative methods offered the flexibility and holism necessary to delve into complex phenomena, allowing for an in-depth exploration of instructors' psychological, cognitive, and relational realms.

2.1.3.1 Autobiographies

Multiple data collection methods were utilized to enable triangulation and enhance the validity of findings. Participants provided written autobiographies that served as the initial data collection tool. Each participant received detailed instructions (see Appendix B) with specific prompts designed to elicit comprehensive accounts of their professional journeys:

Professional Journey Overview: Participants were asked to provide a comprehensive overview of their career trajectories as language educators, starting from their early experiences as learners. They were encouraged to include key milestones, transitions, and influential moments that shaped their careers.

Motivations and Choices: This prompt invited participants to reflect on factors and motivations that led them to choose language education as a profession, including specific events or values that influenced this decision.

Aspirations and Vision: Participants shared their long-term aspirations as language educators, how they envisioned the trajectory of their careers, and what personal and professional goals they were working towards.

These prompts were intentionally open-ended to allow participants the freedom to construct their narratives in personally meaningful ways while ensuring sufficient focus on aspects relevant to the research questions. Participants were given two weeks to complete their written autobiographies, which ranged from 800-1,200 words. These autobiographical narratives offered an initial glimpse into participants' life stories and provided valuable context for the subsequent phases of the research.

2.1.3.2. Interviews

Following the autobiographies, tailored semi-structured interview protocols were conducted to explore each participant's sense of purpose, perceived meaning in teaching, and professional vision (see Appendix C for the original protocol). These interviews lasted between 60-90 minutes and were conducted in private meeting rooms at the participants' institutions to ensure comfort and confidentiality. All interviews were audio-recorded and were later transcribed verbatim for analysis.

Employing interviews is well-grounded in the principles of qualitative research, particularly the focus to “understand the world from the subjects' point of views, to unravel the meaning of their experiences, and to reveal their lived world prior to scientific explorations”, as highlighted by Kvale and Brinkmann (2009, p. 1). Furthermore, the recognition that interviews are not just about a simple ‘answer’ but rather represent a ‘journey within a journey’ (Richards, 2003, p. 65) underlines the iterative nature of the process. The semi-structured interview protocol was organized around the three key constructs of the research: purpose, meaning, and vision. Purpose-related questions examined the developmental influences on participants' sense of purpose, their personal articulation of purpose, how purpose influences professional decision-making, and their experiences with shared purposes in educational communities. Meaning-focused questions invited participants to identify particularly meaningful experiences, articulate the elements that contribute to meaning in language education, explain how meaning influences their teaching practices, and reflect on challenges to maintaining meaning in their work. Vision-

related questions explored participants' initial motivation for entering language education, how personal attributes influence teaching philosophy, conception of an ideal teaching self, understanding of broader educational purposes, and a reflective exercise involving visual representation of their professional vision.

These interviews were tailored according to participants' previous autobiographies, making the questions personally relevant. The interview questions were piloted to test their effectiveness and identify areas for improvement. The pilot interviews provided valuable feedback, revealing which questions elicited rich, detailed responses and which were less effective. Based on this feedback, questions that generated meaningful insights were retained, while two items were removed and others revised.

Subsequently, as the study progressed, additional face-to-face follow-up interviews were conducted with the participants. Each interview lasted about 40-45 minutes and allowed participants to elaborate on the topics discussed in initial interviews. These follow-up interviews were also recorded with participants' permission to facilitate iterative data analysis and avoid misunderstandings. Therefore, these subsequent interviews prepared to “identify the big questions” (Richards, 2003, p. 69) provide a platform for participants to express their evolving thoughts, insights and their perceptions regarding purpose, meaning, vision, and job crafting. Furthermore, they also allowed for cross-referencing interpretations, ensuring alignment with the participants' perspectives.

2.1.3.3. Reflective Journals

Another data collection tool in this research was reflective journals that were kept by the instructors over a period of 6 weeks. The choice to incorporate reflective journals into the research process is grounded in their proven utility in the field of English Language Teaching (ELT). Previous studies have effectively employed teacher journals to explore a wide array of topics, including identity formation (Tsui, 2007) and negotiation (Liu & Xu, 2011), professional development (Barkhuizen & Wette, 2008), teacher cognition (Golombek & Doran, 2014; Öztürk & Gürbüz, 2017), teacher autonomy (Genc, 2010), and numerous other areas.

The reflective journal protocol was structured around seven core prompts (see Appendix D) designed to elicit participants' experiences with job crafting and their sense of purpose, meaning, and vision in language education. The prompts were organized into two thematic sections. The first section focused on job crafting behaviors, inviting participants to reflect on their overall experience with job crafting, as well as specific instances of task crafting (modifying teaching activities), cognitive crafting (reframing perceptions of their role), and relational crafting (adjusting professional relationships). For example, participants were asked to "recall a specific occasion when you changed or redesigned a teaching task to better suit your preferences or your students' needs" and to reflect on how this change impacted their teaching experience.

The second section explored participants' sense of purpose, meaningful experiences in their work, and their vision for their professional future. Prompts such as "When you think about why you became a language educator, are there deeper reasons or values guiding your work?" encouraged participants to articulate their personal sense of purpose, while questions about "specific moments in your work that have felt particularly meaningful" invited reflection on experiences that contributed to a sense of meaning in their professional lives.

This structure allowed participants to connect the theoretical concepts they had encountered in the preparation phase with specific experiences from their teaching practice. The prompts were intentionally worded to be open-ended and accessible, using everyday language rather than academic terminology to encourage authentic reflection rather than responses that might simply echo the theoretical literature.

Reflective journals were used in this study to systematically capture participants' evolving thoughts and experiences related to teaching and learning. Following Dewey's (1910) view of reflection as a continuous and connected process of meaning-making, and drawing on Golombek and Johnson's (2004) argument that reflective writing enables teachers to critically examine how their knowledge develops over time, participants were asked to write one reflective journal entry each week over a six-week period. The journals served both as a space for critical reflection and as a source of data on participants' evolving professional understandings.

In their journals, instructors regularly documented their experiences, challenges, and successes in teaching. They were encouraged to make connections between their daily practices and the broader concepts of purpose, meaning, vision, and job crafting, documenting how these concepts manifested in their professional lives. The journals served as a tool to track their personal growth and evolving perspectives over time, allowing for deeper exploration of the concepts discussed in earlier sessions. They were encouraged to become aware of their job crafting behaviors, reflect deeply on them, and respond thoughtfully to related prompts.

2.1.4 Participant Briefing and Preparation

The study design included a participant preparation phase to ensure meaningful engagement with the core concepts under investigation. Although participants were initially not expected to have prior theoretical knowledge of the concepts under study, their ability to reflect consciously on these concepts became increasingly important as the research progressed, particularly during the reflective journaling phase. The participant preparation process was designed to provide sufficient theoretical grounding without imposing preconceived frameworks that might influence participants' authentic experiences. This methodological balance was achieved through a three-stage approach: First, participants attended informational sessions where the concepts of purpose, meaning, vision, and job crafting were introduced within the context of teaching practice. These sessions were conducted informally to encourage open dialogue and questions. Rather than presenting the concepts as rigid academic constructs, they were framed as lenses through which participants might interpret their existing experiences. This approach aligns with Maxwell's (2013) recommendation for qualitative research to maintain balance between providing sufficient context for participants while avoiding researcher-imposed constructs that might limit authentic data collection.

Second, participants were provided with a selection of foundational articles on job crafting, meaning, and purpose in professional contexts. These readings were strategically selected to include both theoretical frameworks and practical applications relevant to educational settings. The literature included seminal works establishing the concepts of job crafting (Wrzesniewski & Dutton, 2001), meaning in work (Wrzesniewski, 2003), and the

jobs-careers-callings distinction (Wrzesniewski et al., 1997). The reading list (see Appendix E) was supplemented with more recent and education-specific applications, such as "Teachers Crafting Job Crafting" (Falout & Murphey, 2018), to help participants bridge theoretical concepts with their professional experiences.

Third, informal discussions were held with each participant to address questions, clarify concepts, and establish a common vocabulary for the reflective journaling phase. These conversations ensured participants had a clear understanding of the concepts before beginning their reflective journaling. During these discussions, participants could ask questions about the readings or concepts they found challenging, allowing them to engage more meaningfully with the theoretical frameworks in their subsequent reflections.

2.1.5 Data Analysis Procedures

The data analysis for this qualitative study employed a rigorous and systematic approach to derive meaningful insights from the rich dataset. The analysis of the autobiographies was conducted through a multifaceted lens, examining the participants' contextual framing, choice of events, and narrative voice and style. Following Pavlenko's (2007) approach to autobiographical narrative analysis, these narratives were examined as discursive constructions rather than simple factual accounts. This approach considered three interconnected dimensions: content (what was included or omitted), context (how sociocultural factors influenced the narrative), and form (how participants positioned themselves through linguistic choices).

This analysis revealed preliminary themes related to purpose, meaning, and vision that were then used to refine and personalize the interview protocols. For example, when a participant's autobiography emphasized international experiences and formal achievements, follow-up interview questions were developed to explore how these experiences shaped their professional motivations and job crafting behaviors. Similarly, when a narrative highlighted personal growth and intellectual development, the interview was tailored to investigate how these values influenced teaching approach and sense of purpose. By organizing the autobiographical analysis in this manner, it became possible to identify key areas of focus for generating targeted interview questions. This approach ensured that the subsequent interviews were well-informed and responsive to each

participant's unique narrative construction, allowing for more nuanced exploration of how purpose, meaning, and vision influence language educators' professional experiences and job crafting behaviors.

Following the principles of thematic analysis, the analysis of interviews and reflective journals was iterative and emergent. Table 1 presents example themes that organically emerged from the data during this analysis. The open coding phase initially identified patterns related to purpose dimensions—including influential factors, core objectives, and purpose-driven actions—which captured the diversity of participants' experiences. As illustrated in the table, the purpose concept manifested through specific codes such as "passion for teaching" and "being an exemplary educator" under Influential Factors, while Purpose-Driven Actions included elements like "adopting innovative tools" and "participation in workshops." The meaning of these themes reveals how teachers actively craft their professional identities by incorporating personal values, modifying tasks to align with student-centered objectives, and engaging in deliberate actions that reinforce their professional purpose.

Table 1*Example Themes from Thematic Analysis*

Core Concept	Key Dimensions	Associated Elements	Implications for Job Crafting
Purpose	Influential Factors	• Passion for teaching • Competency of earlier teachers • Interest in the language • Being an exemplary educator • Being an approachable educator	Teachers craft their professional identity by drawing upon personal history, values, and motivations that led them to teaching. They actively incorporate these influential factors into how they define their purpose.
	Core Objectives	• Developing intercultural skills • Promoting learner autonomy • Active language use • Up-to-date knowledge • Prioritizing student benefit over curriculum	Purpose-driven objectives shape how teachers modify their tasks, focusing on elements they believe most directly contribute to student development beyond simply covering curriculum.
	Purpose-Driven Actions	• Adopting innovative tools and methods • Participation in workshops and seminars • Collaborative learning environment • International projects • Shared purpose in the organization	Teachers take specific actions that align with their sense of purpose, crafting their role to include activities that reinforce their professional values and goals.

Throughout the process, constant comparison was applied to ensure that emerging themes were grounded in the participants' perspectives. Themes were systematically reviewed and refined with each addition of new information. The analysis process was iterative, moving both forward and backward as needed (Labra et al., 2019). The actual words used by participants were of utmost importance, as the thematic analysis involved identifying recurring patterns to be interpreted for their deeper meaning (Braun & Clarke, 2006; Xu & Zammit, 2020). The use of qualitative analysis software (Atlas.ti 9) facilitated

the organization and management of the extensive dataset, enabling systematic comparison across different data sources and participants.

Member checking was conducted after defining and naming themes and before reporting the results to enhance the credibility and trustworthiness of the findings. This process included sharing both the data transcripts with participants to gather their feedback (Varpio et al., 2017) and the researcher's results and interpretations as a proactive measure to address and rectify any potential bias or misinterpretations. This approach increases credibility (Elo et al., 2012) and allows participants to remove any information they did not want to be published and to correct any misunderstandings (Thomas, 2017). Although there is a limitation of participants' unwillingness to participate in reviewing the data (Stake, 1995), in this research participants were very well aware of the importance of member checking as they are also in the research field.

The qualitative analysis yielded a rich understanding of how ELT instructors experienced and articulated their sense of purpose, meaning, and vision, and how these constructs influenced their job crafting behaviors. However, to move beyond individual cases and identify patterns across participants, these qualitative insights needed to be systematically compared and analyzed, which led to the second analytical phase using QCA.

2.2 Phase 2: Qualitative Comparative Analysis

2.2.1 Methodological Approach

Phase 2 utilized crisp-set Qualitative Comparative Analysis (csQCA) (Ragin, 1987), allowing the researcher to analyze patterns across a broader population by identifying which combinations of conditions most consistently lead to job crafting. Given the study's aim to explore which combinations of psychological constructs (purpose, meaning, and vision) lead to the enactment of job crafting behaviors among language instructors, QCA was selected due to its suitability for analyzing small-N data sets and uncovering multiple causal pathways (Ragin, 1987). Furthermore, QCA is appropriate for this study as it acknowledges the existence of equifinality – multiple pathways leading to the same

outcome – which is congruent with the complex, contextualized nature of job crafting (Schneider & Wagemann, 2012).

The set-theoretic approach of QCA treats each case as a unique configuration of conditions, moving away from the variable-centric perspective that assumes independence among data points (Rihoux, 2003). QCA allows for the examination of multiple conjunctural causation, whereby different combinations of conditions (e.g., high purpose and strong vision) can lead to the same result. This approach aligns closely with the complexity inherent in teachers' professional identities and adaptive behaviors.

2.2.2 Checklist Development and Validation

Building on the thematic findings from Phase 1, the first step in the QCA process involved developing a comprehensive checklist to capture the constructs identified in the qualitative analysis. The initial checklist comprised 57 items across all constructs: Purpose (8 items), Meaning (8 items), Vision (7 items), Cognitive Crafting (10 items), Relational Crafting (9 items), and Task Crafting (14 items). These items were developed based on the qualitative findings and reflected the participants' expressed experiences with purpose, meaning, vision, and job crafting practices (see Appendix F&G). The checklist included Likert-scale items (1 to 5) evaluating the degree to which each factor was present in the individual's professional context. Sample items included:

"Fostering active language use in real-life contexts"

"Developing students as global citizens"

"Integrating interdisciplinary knowledge to enrich learning experiences"

After administering the full 57-item checklist to the study sample (n=15), a validation analysis was conducted to refine the instruments for QCA analysis. This process focused on evaluating items' contribution to set-theoretic relationships rather than traditional psychometric properties. The validation examined each item's membership scores after calibration, assessed necessity and sufficiency relationships between individual items and outcomes, reviewed the theoretical relevance of items based on qualitative insights, and identified items that created contradictory configurations in the truth tables. Following

QCA methodological principles, items were evaluated based on their theoretical and empirical contribution to causal configurations rather than statistical correlations.

Based on this validation analysis, 51 items were retained from the original 57-item checklist, with 6 items removed (see Appendix H&I). For the Purpose construct, all eight originally proposed items (P1-P8) were retained in the final analysis, reflecting designs for engaging student-centered environments, fostering real-world language use, focusing on communication-based learning, impacting student growth, promoting global citizenship, cultivating intellectual curiosity, incorporating interdisciplinary knowledge, and expanding learning beyond subject content.

From the initial eight Meaning items, seven items (M1-M4, M6-M8) were retained for the final analysis, with item M5 removed due to its creating contradictory configurations in the truth table. The retained items assessed building meaningful student relationships, witnessing student growth, contributing to academic success, engaging in professional development, receiving positive feedback, seeing holistic student development, and integrating real-world experience into teaching.

For the Vision construct, all seven originally proposed items (V1-V7) were retained for the final analysis. These items measured contributing to teacher education, fostering inclusive classrooms, engaging in ongoing professional development, publishing or developing materials, seeking professional recognition, pursuing advanced degrees, and aspiring to be respected mentors.

For the job crafting measures, several refinements were made. All ten original Cognitive Crafting items (CC1-CC10) were retained. From the initial nine Relational Crafting items, seven items (RC1-RC4, RC6-RC7, RC9) were retained, with items RC5 and RC8 removed as they did not contribute meaningfully to consistent causal patterns. For Task Crafting, twelve items (TC1, TC3-TC11, TC13-TC14) were retained from the initial fourteen, with items TC2 and TC12 removed after evaluation of their contribution to the truth table configurations.

As seen on Table 2, the final validated checklist thus consisted of 8 Purpose items, 7 Meaning items, 7 Vision items, 10 Cognitive Crafting items, 7 Relational Crafting items,

and 12 Task Crafting items. This refined set of items formed the basis for the subsequent QCA analysis.

Table 2

Construct Calibration: Item Retention and Removal Summary

Construct	Initial Items	Items Removed	Final Items	Rationale for Removal
Purpose	8 (P1-P8)	0	8 (P1-P8)	All items retained - demonstrated strong contribution to causal configurations
Meaning	8 (M1-M8)	1 (M5)	7 (M1-M4, M6-M8)	M5 ("Fulfilling a childhood dream of teaching") created contradictory configurations in the truth table
Vision	7 (V1-V7)	0	7 (V1-V7)	All items retained - demonstrated clear set-theoretic relationships with outcomes
Cognitive Crafting	10 (CC1-CC10)	0	10 (CC1-CC10)	All items retained - showed consistent patterns in relation to PMV antecedents
Relational Crafting	9 (RC1-RC9)	2 (RC5, RC8)	7 (RC1-RC4, RC6-RC7, RC9)	RC5 ("Forming selective collaborations with colleagues") and RC8 ("Prioritizing learner preferences over textbook content") did not contribute meaningfully to consistent causal patterns
Task Crafting	14 (TC1-TC14)	2 (TC2, TC12)	12 (TC1, TC3-TC11, TC13-TC14)	TC2 ("Implementing extra quizzes") and TC12 ("Extending class time") created contradictory configurations in truth tables
Total	57	6	51	

2.2.3 QCA Analytical Process

The QCA analysis followed established protocols (Ragin, 2008; Schneider & Wagemann, 2012) and included several systematic steps:

1. **Calibration:** A fuzzy set was produced from the raw data which was collected using the validated checklist, a Likert type scale with 1 representing the lowest and 5

the highest. This fuzzy set was calibrated using values in the interval between 0 (no membership) and 1 (full membership).

2. **Truth table construction:** A truth table was generated displaying all logically possible combinations of conditions and their empirical manifestations in the dataset. Each row in the truth table represented a unique configuration of conditions (presence or absence of purpose, meaning, and vision), with the outcome variable (job crafting) similarly coded as 0 or 1. The truth table helped visualize patterns of condition combinations and their relationship to outcomes, allowing for systematic comparison across cases in a way that preserved causal complexity.
3. **Boolean minimization:** The fsQCA software (Ragin & Davey, 2022) was used to perform Boolean minimization, identifying the simplest combinations of conditions sufficient for the outcome. This process reduced complex data patterns into concise causal pathways, revealing which combinations of conditions most consistently led to job crafting behaviors. The analysis produced three types of solutions: complex, intermediate, and parsimonious, with the intermediate solution typically offering the most theoretically meaningful results. These solutions were continually interpreted in light of the rich qualitative data from Phase 1, ensuring that mathematical patterns were grounded in participants' lived experiences.
4. **Necessity analysis:** Conditions were analyzed for necessity, identifying factors that must be present for job crafting to occur. This step examined whether any single condition or combination of conditions appeared as a prerequisite across all or most cases where job crafting was present. Consistency thresholds of 0.8 or higher were used to identify necessary conditions.
5. **Solution interpretation:** The resulting solution formulas were interpreted in light of the theoretical framework and insights gained from the qualitative phase. This interpretative process involved revisiting individual cases to understand how specific configurations manifested in participants' lived experiences, thereby connecting the set-theoretic patterns to concrete teaching contexts and behaviors. The cyclic return to qualitative data ensured that the QCA findings remained grounded in the rich context

of participants' professional lives rather than becoming abstracted mathematical formulations.

2.3 Integration of Phases

This design ensured depth (through qualitative inquiry) and pattern recognition (through QCA), enabling both within-case analysis and cross-case comparison, which are essential for uncovering multiple causal pathways in complex social phenomena such as job crafting in educational contexts. The analytical process was deliberately designed to create dialogue between qualitative insights and set-theoretic patterns. The qualitative analysis provided deep understanding of individual cases and helped identify potentially relevant conditions and mechanisms. These insights informed the QCA design, including the selection of conditions and calibration decisions. In turn, the QCA results highlighted patterns across cases that might not have been apparent through qualitative analysis alone.

This integrated analytical approach allowed for both depth and breadth in understanding how purpose, meaning, and vision contribute to job crafting behaviors among ELT instructors. It acknowledged the complexity of these relationships while also identifying patterns that might inform theory development and practical applications in educational contexts.

The ultimate goal of this analytical strategy was to honor the complexity of individual experiences while also recognizing patterns across cases, allowing for insights that were both contextualized and potentially transferable to similar educational settings. By maintaining a dialogue between qualitative exploration and set-theoretic analysis, the study aimed to develop a more comprehensive understanding of the factors that enable and constrain job crafting among language educators.

2.4 Trustworthiness

This study embraced strategies for enhancing credibility, dependability, transferability, and confirmability, with a particular emphasis on credible data as the foundation (Lincoln & Guba, 1985). These strategies were woven into the fabric of the research design, data collection, and data analysis phases, fortifying the overall quality of the study.

Several strategies were employed to enhance the trustworthiness of findings:

1. **Methodological triangulation:** This study employed methodological triangulation by integrating both qualitative and quantitative methods to investigate the complex relationship between purpose, meaning, vision, and job crafting behaviors. Multiple qualitative tools were chosen not only to capture diverse types of data but also to uncover dimensions that one method alone might miss. For instance, while the autobiographies provided rich chronological narratives of participants' professional development -including key turning points, motivations, and long-term visions- these narratives were often idealized or selective. In contrast, the semi-structured interviews allowed for probing beneath the surface, uncovering contradictions, tensions, and emotionally salient moments that may not have been reflected in written narratives.

Moreover, reflective journals, maintained over six weeks, captured evolving thoughts and allowed participants to document job crafting behaviors and motivational shifts as they occurred in real time. This temporal layering added depth to the data, revealing that while participants often spoke about vision as a future-oriented concept in interviews, their journals showed how vision subtly influenced day-to-day choices, such as adapting lesson content or seeking out new professional relationships. The follow-up interviews, then, served to triangulate across methods and clarify ambiguous points—such as whether a behavior noted in the journal stemmed from a task-related challenge or a deeper sense of professional purpose.

The qualitative phase offered deep, contextualized insights into how individual ELT instructors understood and enacted job crafting, while the quantitative phase -utilizing Qualitative Comparative Analysis (QCA)- enabled the identification of broader, cross-case patterns across the full dataset. The combination of methods strengthened the credibility of the findings by allowing convergence on key themes from different analytical angles, while also highlighting unique contributions from each methodological lens. This dual approach enriched the interpretive depth and enhanced the explanatory power of the study.

2. **Data triangulation:** Data triangulation was achieved by drawing from multiple sources within each phase of the research, providing complementary perspectives on the phenomena under study. In the qualitative phase, autobiographies, semi-

structured interviews, reflective narratives, follow-up interviews were used to gain a holistic understanding of participants' motivations and crafting behaviors. In the quantitative phase, survey data were examined through configurational modeling via QCA. Multiple data sources were also employed within each method. For example, autobiographies included prompts about professional aspirations, early career motivations, and long-term goals. A participant placed more emphasis on teaching identity, while the other foregrounded personal meaning or institutional context. These variations were not seen as inconsistencies but as layered expressions of how different motivational constructs were prioritized across contexts.

The triangulation across participants also illuminated patterns and divergences. For instance, Selim, an early-career educator, discussed his purpose primarily in terms of student success and recognition. However, in his journal, he began to reflect more deeply on intrinsic motivations and long-term impact, indicating a cognitive shift during the study. Triangulating across data sources and collection phases allowed for cross-verification of findings. For example, when a participant described a loss of motivation in the interview, this claim could be confirmed or nuanced by corresponding journal entries that documented fluctuations in mood, relational dynamics at work, or task engagement. This multiplicity of data sources ensured that interpretations were not overly reliant on a single type of evidence, thereby increasing the confirmability and trustworthiness of the results.

3. **Member Checking:** Member checking was used at multiple stages of the research process to enhance the credibility and trustworthiness of the findings (Lincoln & Guba, 1985). Participants were invited to review the summaries and interpretations of their interviews and narratives to confirm their accuracy, clarify meanings, and offer additional insights if needed. They were also asked to revisit earlier reflections and respond to preliminary themes generated during the first round of coding. This process allowed participants to correct any misunderstandings, elaborate on their earlier statements, and ensure that the researcher's interpretations accurately represented their intended perspectives (Candela, 2019).

4. **Peer Debriefing:** Peer debriefing sessions were held with individuals not directly involved in the research to discuss working hypotheses, results, and potential blind spots. For example, during these sessions, recorded interview excerpts and journal entries were reviewed and discussed. This practice allowed for external input and a critical examination of the research process, reducing the influence of researcher bias (Lincoln & Guba, 1985) and contributed to dependability by offering a check on the research process and consistency of findings.

5. **Prolonged Engagement:** In alignment with Lincoln and Guba's (1985) criteria for establishing trustworthiness in qualitative research, this study incorporated prolonged engagement with participants and contexts. Data collection unfolded over a period of approximately three months, allowing sustained interaction and multiple points of contact with each participant. Rather than relying on a single data event, the research design involved written autobiographies, semi-structured interviews, reflective journals, and follow-up interviews. This prolonged engagement allowed for a deeper understanding of participants' experiences and provided more comprehensive insights. This temporal layering allowed participants' thoughts, emotions, and behaviors to be observed over time rather than captured in isolated moments. It also helped establish trust, reduce reactivity, and surface deeper patterns in how purpose, meaning, and vision influenced job crafting behaviors.

2.5 Ethical Procedures and Researcher Reflexivity

Ethical considerations were of importance throughout this research. Ethical approval was obtained from the Institutional Review Board before data collection commenced. Participants were provided with clear, detailed information about the research purpose, procedures, and their rights, including the right to withdraw from the study at any point without any negative consequences. Informed consent was obtained from all participants, affirming their voluntary participation and the confidentiality of their data.

Participants' privacy and anonymity were strictly maintained throughout the research process. Pseudonyms were used to protect their identities, and any potentially identifying information was removed during data analysis and reporting. Participants were given

opportunities to review their interview transcripts and withdraw specific comments if desired. They were informed that they could withdraw specific comments if they wished, ensuring their control over how their narratives were represented.

A piloting phase was conducted before the main data collection to evaluate and refine the research instruments. The semi-structured interview prompts and reflective journal guidelines were tested with a small group representative of the target participant population. The piloting process revealed that while participants were generally familiar with concepts such as purpose, meaning, and vision, the academic terminology occasionally created confusion. As a result, the interview prompts were revised to include more relatable, everyday language and examples drawn from participants' professional experiences. Additional clarifying questions were also incorporated to facilitate deeper and more accessible reflection.

Lastly, the research aimed to contribute positively to the participants' professional development and well-being by fostering self-reflection and awareness. Therefore, the findings were shared with the participants, allowing them to benefit from the insights gained during the research process.

CHAPTER III

3. RESULTS

This study was conducted in two complementary phases. The first phase adopted a qualitative approach, analyzing participants' autobiographies, in-depth interviews, and reflective journal entries to explore their perceptions of purpose, meaning, and vision in relation to job crafting. In the second phase, a checklist was developed based on the emerging themes and patterns, which was then administered to a broader group of educators and analyzed using crisp-set Qualitative Comparative Analysis (csQCA) to identify configurations associated with job crafting behaviors.

3.1 The Analysis of Phase 1

3.1.1 Case 1: Beren

3.1.1.1. Early Influences and Professional Journey

To go chronologically, it can be inferred that Beren's early school experiences with her teachers were positive in that she regards them as role models. She mentions them with great respect and tells how competent they are in their teaching and how they establish mutual relations as a fruit of offering support and guidance to their students. It is also worth noting that she gives emphasis on her high school teacher's master degree, meaning that she gives importance to the competency of her teachers and maybe even connect the effectiveness of her abroad experiences with her effectiveness in her teaching. When asked further about her teachers, she said that she found it really impressive to have competent teachers back then. She describes one of her teachers like this, *"She was very sophisticated and impressed me. Her teaching style was co-operative, not just lecturing. She said, 'This is our subject, guys' and explained what we needed to learn. We would take notes and then discuss it."*

Beren was also inspired by the vision and attitude of her language teachers, who, to her, seemed more European in behavior and appearance. She felt that they connected with her personality, further fueling her interest in language and culture. This early influence played a major role in her decision to become a teacher, as she aspired to embody the same qualities as her role models. She says, *"Also, since they were teaching a European*

language, they were more European in their attitude and behaviour. I thought, ‘These are nice, these are my kind of people. So they actually appealed to my personality.’

Another point inferred is that Beren is a success-driven educator and she takes pride in the achievements of hers and her students. Influenced by the positive teachers being role model for her, she aims to implement the strategies and approaches she learned from them. Her early career experiences include various educational contexts; ranging from private language schools to primary, secondary and highschools under the Ministry of National Education where she also participated in numerous international projects, forming partnerships abroad. For these, she has been granted many awards and certificates of achievement. Having approximately 10 years of experience across different levels of state schools, Beren highlights that she has had many opportunities to improve herself professionally, whether in Web 2.0 tools, writing and speaking skills, virtual reality technologies, or foreign language teaching. Currently, working with university students at the School of Foreign Languages and conducting PhD studies, she continues applying for new Erasmus projects and programs to further enhance her skills. Moreover, she is fully aware of her accomplishments and the richness in her career journey, which she draws upon to contribute to teacher education programs she hopes to teach someday.

3.1.1.2. Professional Purpose

Beren’s purpose as an educator is deeply rooted in creating an engaging, student-centered learning environment where language is not only learned but used in meaningful, real-life contexts. Drawing from her earlier experiences with inspiring teachers, she strives to be an approachable and supportive mentor for her students, designing her classes to be collaborative and interactive. Fully aware of the importance of students using the language actively, Beren ensures that students don’t just passively receive information but engage in communication-focused, interactive activities that bring the language to life.

Her primary aim is to empower students to actively use English and develop intercultural communication skills, creating opportunities for real-world application through classroom activities and international projects. She emphasizes using pair or group work to make lessons both fun and effective, ensuring students actively apply what they know rather than passively absorbing information. This is a constant theme in her teaching,

where fostering active participation is a priority. Her involvement in international projects also aligns with this purpose, as she helps her students use language in practical, global contexts.

Another significant aspect of her purpose is to make lasting impact on her students' lives. She aspires to be the mentor who helps students achieve academic and professional success, with the goal of being remembered as someone who empowered them to reach their goals. Additionally, she values collaborative purposes within the educational community she works. After receiving many awards, she realized her achievements positively influenced her colleagues and contributed to a positive, goal-oriented environment within her school. Therefore, creating an environment that fosters shared educational aims is an integral part of her purpose. Yet, things do not always go that smooth. Potential threats to her purpose include rigid curriculum pacing, limited opportunities for language practice, and the pressure to adhere strictly to the textbook, which she feels can compromise the quality of her lessons. When her teaching is reduced to simply following the book with little room for creativity, her sense of purpose diminishes. Though these constraints can be frustrating, Beren actively finds ways to integrate meaningful activities despite these limitations, often extending her class time to fulfill her vision for interactive learning. As she explains:

If I had such a problem with pacing, if I need to speed up, I speed up. But in the next lesson, if I want to do a communication activity, I definitely do it. I reserve that time. If necessary, I add an additional lesson.

3.1.1.3. Sense of Meaning at Work

Beren's sense of meaning as an educator closely aligns with her sense of purpose showing similar characteristics, particularly in the relationships she builds with her students. This relational aspect of teaching is closely linked to her desire for her students to be actively involved in their learning, which she feels makes the work more meaningful on a personal level. She wants to be remembered as more than just an instructor, but someone who shaped their learning experiences and lives. This desire to create meaningful learning experiences leads her to dedicate the first lesson of each class to establishing a genuine

connection with students, where she openly shares her own identity, values, and expectations. As she describes:

Since I started teaching, I use the first lesson to explain who I am. I say, 'This is my personality. If you do this, we'll clash. If you do that, we'll get along. Follow these, you'll learn English. If not, I won't support you as much.' I set my limits.

By doing so, she fosters a sense of respect and openness, allowing students to understand her beyond the role of instructor.

As mentioned above, Beren highlights the importance to make a lasting impact on her students' lives. She views teaching as a way to impact students' futures by shaping not only their language skills but also their personal growth. She finds deep meaning in seeing tangible results of her influence, as she notes: *"One of my students will start working as an English teacher next year and it is very valuable for me to be an effective role model for him to choose this profession."*

For her, teaching is about more than imparting knowledge—it's about shaping her students' futures. Therefore, she finds meaning in guiding her students to success, and empowering them personally and academically. She expresses that this sense of personal connection she builds with her students and the ability to influence students' futures gives her a profound sense of fulfillment beyond professional recognition.

In addition to the aspects with students that helps her find meaning, her ongoing PhD work and professional development through articles and seminars, further contribute to this sense of meaning. Although she expresses that sometimes she gets role confusion being a student and an instructor at the same time, she continuously seeks for improvement and implement new strategies to her teaching that benefit her students. Additionally, actions to cultivate meaning include integrating new strategies and content from her studies to enhance her teaching practices.

Surely, several factors threaten Beren's sense of purpose and meaning. She highlights that the curriculum she needs to follow is rigid, the pacing of the units to be covered is strict, and there are time constraints, all posing significant challenges. On a broader scale, there is also a lack of opportunities for target language practice in the environment, which

further complicates her efforts. Beren's goal is for students to actively use the language, but adhering to such a structured routine hinders her ability to achieve this. She summarizes the situation by saying:

I aimed to make the lessons both educational, effective and fun by using different activities, but sometimes having to follow a very strict pacing (...) and not having time to include extra exercises outside of it can cause me to deviate from my goal.

3.1.1.4. Professional Vision

Beren's vision generally share common characteristics from where she gets her purpose and meaning. However, her vision also blends personal and professional growth, shaped by her early influences and experiences. From a young age, she knew she wanted to be an English teacher, inspired by her teachers. Over time, this aspiration evolved, particularly during university, into a desire to train educators.

Her vision is future-oriented and encompasses both her students' development and her own professional growth. She envisions creating a learning environment where students actively engage in language use, particularly through intercultural projects and practical applications. As she states:

I am in favor of a process in which the teacher shapes the lesson with the students rather than being an individual teaching the lesson. I believed I needed to see different teaching examples in the world, so I tried to establish different partnerships and update my own vision.

She envisions herself contributing to the professional development of future teachers by being a mentor who fosters student-centered, active learning environments. Her continuous pursuit of improvement, as seen in her current PhD studies and involvement in seminars and projects, aligns with her goal of sharing practical experiences with future educators. She values international exposure, believing that observing different teaching methods worldwide enriches her practices.

Her long-term vision is one of lifelong learning, comparing her growth to a tree needing constant nourishment:

I've never thought to myself, 'I've been a teacher for 12 years, so I don't need to improve anymore.' (...) If I'm like a tree, I'll always need water. I'll always need to improve, to recognize my shortcomings, or to have someone else point them out to me.

Partnerships with organizations like the Ministry of National Education, the British Council, and the EU demonstrate her commitment to staying innovative.

3.1.1.5. Job Crafting and Professional Evolution

Analysis of Beren's data reflects a gradual and self-reflective trajectory of job crafting, particularly visible in her evolving task, cognitive, and relational strategies. With her relatively high score of 63 on JCQ, it can be inferred that she has been engaging in job crafting behaviors shaped by her early experiences and cultural influences, which inform her vision for her professional role. Over time, she has proactively set goals and taken strategic steps to align her work with her personal educational philosophy.

Beren's approach to task crafting demonstrates a dynamic evolution in her teaching methodology, particularly visible in how she modifies instructional methods to better serve her pedagogical purpose: creating engaging learning environments that promote student independence. Rather than adhering strictly to standardized instructional practices, she regularly reshapes the structure, content, and delivery of her lessons. One of the most salient examples of this is her use of technology, particularly the integration of AI tools like ChatGPT in her writing instruction. Instead of positioning herself as the sole provider of feedback, Beren encourages students to use these tools to generate preliminary feedback on their drafts. She then guides students to critically evaluate and refine the AI-generated suggestions in class. This change represents more than just a technological update; it is a pedagogical shift that redistributes agency from teacher to student and redefines the teacher's role as a facilitator of metacognitive skill development.

Despite rigid curriculum schedules and limited classroom time, Beren consistently finds ways to incorporate activities she deems pedagogically valuable. For example, rather than omitting student-centered tasks due to time pressure, she often chooses to extend class time. This deliberate stretching is not incidental, it reflects a strategic form of task crafting. Her decision to prioritize practices like scaffolded peer review, interactive writing tasks, or

AI-supported feedback stems from a strong belief in their contribution to student autonomy and engagement. Such efforts illustrate how her task crafting is not only about modifying instructional methods but also about aligning her daily teaching decisions with her overarching purpose of creating meaningful learning environments. By doing so, she crafts a professional space where her vision of being a responsive and innovative educator can be enacted, even within structural constraints.

These adaptations appear to be motivated by both pedagogical commitments and personal values. First, Beren is driven by a deep belief in student autonomy. She frequently expresses the view that students learn most effectively when they take ownership of their learning process. Her decision to restructure classroom tasks -by including more peer-to-peer interaction, and independent inquiry- can be interpreted as a practical response to this belief. Second, her motivation stems from a desire to remain responsive to the contemporary teaching landscape. In her reflections, she emphasizes the importance of evolving alongside her learners and staying informed of educational innovation. In this sense, task crafting serves not only her students' development but also her own need to remain intellectually stimulated and professionally relevant.

Beren's cognitive crafting is deeply rooted in her belief in the continual growth and development of both herself and her students. From the outset of her career, she has viewed her role not as static but as a dynamic one, constantly shaped by new experiences and reflective practices. As she navigates the challenges of teaching, she reframes them as opportunities for professional and personal growth. This mindset plays a crucial role in shaping her cognitive crafting behaviors, as it encourages her to constantly reevaluate her role, her students' needs, and the broader teaching context.

Beren's decision to pursue a doctoral education and engage in professional development activities is a direct manifestation of her cognitive crafting. Rather than viewing further study as an external requirement, she embraces it as an essential part of her professional identity. This academic journey contributes to both her sense of purpose, which centers on continuous improvement, and her evolving vision of transitioning into teacher education while maintaining classroom relevance.

Her reflections further reveal a sophisticated understanding of the interplay between autonomy and guidance in the classroom. Over time, Beren has cognitively restructured her role from a central source of authority to a facilitator who promotes independent learning. She recognizes that providing too much help can lead to student dependency, and she now deliberately incorporates strategies that challenge students to problem-solve on their own. This shift not only aligns with her belief in fostering autonomy but also enables her to balance her multiple identities—as a teacher, researcher, and student. Through cognitive crafting, Beren aligns her professional activities with both personal meaning (gained through academic accomplishment) and her long-term vision of becoming a teacher educator who models reflective, adaptive practice.

Beren's relational crafting reflects a deliberate effort to reshape how she engages with colleagues to better serve her evolving professional priorities. While she initially valued close peer relationships and frequent collaboration, particularly early in her career, her current approach is more selective and purpose-driven. For example, in the context of writing instruction, she now seeks out collaboration only when it directly enhances student outcomes. She selectively incorporates colleagues' suggestions and feedback, especially in revising her writing tasks or approaches to assessment, indicating a shift from collaboration for its own sake to collaboration as a strategic tool for pedagogical improvement.

With her students, she prioritizes building authentic and meaningful connections as a foundation for effective learning. She dedicates the first lesson of each course to introducing herself and getting to know her students, believing that these initial interactions lay the groundwork for mutual trust and engagement. For Beren, these relationships are not incidental—they are central to her purpose of creating emotionally supportive and effective learning environments. However, her approach is not overly personal; she balances warmth with professionalism, maintaining boundaries that ensure students remain active participants in their own learning rather than becoming overly dependent on her. This balance allows her to derive meaning from impactful relationships while still promoting student autonomy and responsibility.

As summarized in Table 3, Beren's job crafting behaviors reflect a strategic integration with her purpose, meaning, and vision as an educator. Her implementation strategies across

task, cognitive, and relational domains demonstrate how she actively shapes her professional role to align with her educational philosophy and goals.

Table 3

Job Crafting Behaviors of Beren and Their Alignment with Purpose, Meaning, and Vision

Crafting Type	Core Activities	Implementation Strategies	Strategic Integration with Purpose, Meaning, and Vision
Task Crafting	Teaching Methods	- Incorporating AI tools for writing feedback	Supports Purpose of creating engaging learning environments and fostering student autonomy. Fulfills Meaning through effective educational outcomes. Aligns with Vision of being an innovative educator who adapts to contemporary teaching needs.
		- Extending class time for essential activities	
		- Adapting curriculum delivery methods	
		- Creating interactive learning opportunities	
Cognitive Crafting	Role	- Pursuing doctoral education	Reinforces Purpose of continuous professional growth. Enhances Meaning through academic achievement. Advances Vision of becoming a teacher educator while maintaining practical effectiveness.
	Conceptualization	- Engaging in reflective practice	
	Professional Development	- Participating in professional development	
		- Balancing multiple roles and responsibilities	
Relational Crafting	Student Relations	- Dedicating first lessons to relationship building	Fulfills Purpose of creating effective learning environments. Derives Meaning from impactful student relationships. Supports Vision of being a respected educator who influences future teachers.
	Professional Networks	- Engaging in international partnerships	
		- Participating in collaborative projects	
		- Maintaining balanced professional relationships	

Overall, Beren's strong vision for academic leadership and her commitment to student-centered practices were key antecedents shaping her cognitive and relational crafting. Her continuous pursuit of professional growth, reflected in her engagement with doctoral studies and reflective practices, strengthened her cognitive crafting. At the same time, her emphasis on building meaningful student relationships and professional networks contributed significantly to her relational crafting, aligning closely with her broader purpose of educational innovation and mentorship.

3.1.2 Case 2: Selim

3.1.2.1. Early Influences and Professional Journey

Selim is an instructor at the School of Foreign Languages. After completing his master's degree, he was appointed to this position. Prior to his current role and during his college years, he gained experience working in various language schools. With three years of teaching experience, he also works as a translator and has translated seven books, with some pending publication.

His passion for languages and associated cultures dates back to his childhood. During his high school years, his English teacher, who was a graduate of a prestigious university and fluent in English, French, German, and Spanish, significantly influenced him. Selim viewed this teacher as a role model, crediting him for shaping his development into a multifaceted and culturally aware educator. He states this as: *"This honorable person who was fluent in English, French and German was my first role model. Perhaps that is why I wanted to learn a second and third foreign language and become an equally respectable person in the future."* Interestingly, until his freshman year of high school, he hadn't considered becoming a language teacher. However, a pivotal moment occurred when his English teacher posed a question that stumped 30 classmates. Selim answered it correctly, and his teacher awarded him full marks. He realized, *"If I can answer a question no one else in a class of 30 can, then I must have a talent for this. Perhaps this is something I should pursue."* Recognizing his natural aptitude, he pursued this interest by learning multiple languages. Now, he is fluent in English and French and has studied Spanish and

Greek. Committed to personal and academic growth, he maintains diverse interests across various fields and strives to inspire his students to do the same.

Selim speaks with great respect and admiration for his university professors as well. He frequently references their published books, their multilingual abilities, their cultural sophistication, and their rapport with students. He illustrates this as *“At university, my first professor was also a book translator, and my other professors were respected people who published books in their own fields.”* These mentors shaped his own teaching style, which he now aims to pass on to his own students. He continues:

“My university lecturer used a joker point system in his lectures, which encouraged us to always listen to the lecture actively and earn points by getting the possible joker questions right. Today, I use the same method and most of the time my students complain that I haven't asked a joker question for a long time, and they want to earn points by answering them.”

As the participant is also recognized for his work as a translator, he finds this particularly beneficial when teaching translation students, as he can provide both theoretical knowledge and practical experience. He believes teaching is not just about language; it's about cultivating well-rounded individuals with a broad understanding of history, philosophy, literature, and culture. *“This is one of the things I aim to be and make my students become, a social, knowledgeable, cultured, highly aware, intellectual citizen of the world who is aware of language, literature, history, philosophy.”*

3.1.2.2. Professional Purpose

Throughout his university years and beyond, Selim has consistently worked to develop himself as a multifaceted individual. When first entering the field of language teaching, he was driven by a desire to be different, to live differently, which later led him to add translation to his skillset. He tells his students they need to know history, geography, philosophy, literature, and at least one other foreign language to become intellectual individuals. He aims to instill this same desire for comprehensive development in his students. He emphasizes that he doesn't provide merely basic language instruction; instead,

his teaching incorporates elements of literature, philosophy, history, and general culture, encouraging students to think critically. He summarizes this as:

My purpose is to help students become global citizens. I want them to develop cultural awareness, intellectual curiosity, and critical thinking skills. (...) A language class isn't just about learning words; it's about understanding the world and your place in it.

And further illustrates:

I often recommend books like Avşar Timuçin's History of Thought to my students. Through this, they gain a deeper understanding of history, politics, and philosophy while improving their intellectual abilities. This holistic approach reflects my belief in nurturing well-rounded individuals.

He engages in conversations with students about world history and literature even outside of class hours. He believes students should develop themselves culturally and encourage this growth. His goal is to help students become global citizens, moving beyond simple language acquisition just like his mentors encouraged him to do so. He wants them to be environmentally conscious, culturally aware individuals with broad general knowledge.

I integrate topics like history, literature, and philosophy into my lessons to help them develop intellectually. After class, we sometimes discuss the history of France, England, or the world, and these conversations help students see themselves as more than just language learners. They begin to appreciate the connections between language and culture.

Selim believes he ignites a spark of awareness in them, though pursuing that spark further depends on their curiosity. He sees himself as a friendly guide while maintaining appropriate boundaries. He notes that if he were only teaching Turkish, he wouldn't find it as fulfilling. As a foreign language instructor, he teaches not just the language but also its culture, literature and being a world citizen. He believes this provides a different perspective on the world, significantly enriching his students' lives.

He expresses this as: "This is very important to me. If I were a Turkish teacher, it might not be as fulfilling. But as a foreign language teacher, I'm not just teaching a language.

I'm also teaching the culture of that language. We learn things about the cuisine, the cinema, and the literature of that language. As a result, if a student's brain is working at 10%, it has to work at 20%. Because there's a whole new world to explore."

The data clearly shows his desire to be a role model for his students. He provides both theoretical and practical education through his dual identity as teacher and translator, supporting them through elective courses to develop critical thinking skills and become more intellectual individuals. He acknowledges that he continues to learn many things himself and can learn from his students as well. When a topic arises that aligns with a student's interests, he gives them the floor to share their knowledge. For example, he calls a poetry-interested student "Mr. Poet" or a Spanish learner "Miss Spanish," constantly encouraging them and creating a comfortable atmosphere where they can speak freely without hesitation. This is explained by him as:

When I have a student interested in literature, I give them the right to speak when that topic comes up. I show I value them by calling a student interested in poetry Mr. Poet, or a student learning Spanish Miss Spanish. This helps them feel more sincere and comfortable, avoiding embarrassment and shyness but it must be done skillfully.

In terms of his perspective on teaching, the participant advocates that teaching is the best possible profession for his life. He has mentioned this frequently as shown below:

"Ever since I was little, I wanted to be a teacher. It seemed like the best job I could do in life was teaching."

"At one point I thought I couldn't make it anymore, but there was no other profession I wanted to do or no other field at which I was good except teaching."

"What would complete me was teaching."

"Maybe I overcame these difficulties thanks to my perseverance, but what kept this perseverance alive was the thought that I could not fully practice any profession other than teaching, and even if I did, I would not be happy."

3.1.2.3. Sense of Meaning at Work

Currently, one of the most meaningful aspects of his work is fulfilling his childhood dream. He states he cannot imagine himself doing any other job and always goes to work happy, knowing he's living his dream: *“Because this has been my childhood dream. I never imagined myself doing a job other than teaching. I always go to work happily, knowing that I am living my dream.”* However, he acknowledges facing many challenges before reaching this point. He mentions the time it took to secure a position, during which he worked at private schools. He found private schools to be commercially oriented and felt there was no job security during those periods. As a backup, he completed a degree in international relations and obtained various certifications, though deep down he knew he wouldn't pursue those alternative paths. He later started his master's degree in his primary field. The participant maintains that teaching completes him. During his time at private schools, he discovered how valuable it was to do what one loves, and he never gave up his dream of becoming a university instructor. He faced social pressure, with people questioning why he was still studying and hadn't started working. He identifies his inability to work in his chosen field as the greatest challenge he's faced, describing it as the most stressful period of his life: *“the biggest difficulty I had was not being able to do my job, yes, it was the most stressful time of my life.”* However, his persistence came from knowing he wouldn't want to do anything else and wouldn't be happy in another profession. Interestingly, he believes *“it's as if when God created people, He assigned everyone a profession, and mine was teaching.”* He views teaching as lifelong learning, especially as a language instructor. Therefore, he feels proud of succeeding despite all obstacles.

Selim observes that some instructors take the easy route, noting that teaching grammar alone is relatively simple. What he finds meaningful in his profession is seeing that spark in students' eyes. Therefore, student feedback is another source of meaning in his work. He takes pride in his profession when students not only become proficient in language but also develop personal meaning and values, becoming better individuals. He states that:

“When I see that I have achieved this, when I see that they are not only a student who uses the language well, but also a good person, a person who adds value and meaning to themselves, I am proud of the profession I have chosen.”

The students often express deep appreciation for his teaching, with comments like, "We're glad you're our teacher" and "Thanks to you, I think differently." These expressions, along with their requests to continue learning beyond the classroom, demonstrate the lasting impact of his teaching. Even students who won't have him next year want to keep engaging with the material, which affirms his sense of purpose and validates his approach. These requests make him feel his work is appreciated and that the demand for his teaching makes all the fatigue worthwhile.

Interestingly, he has a different perspective on what many teachers consider an annoyance: students messaging outside office hours. He views it positively, saying, *"My students are trying to learn. They're asking for book recommendations. I see them studying even during summer break. They're interested in the course even outside class hours. These things make my profession more meaningful."* He assists them in preparing for TOEFL exams required by some institutions, even though it's not in the curriculum. This helps students overcome their anxiety. He helps students overcome their judgments and fears, utilizing his translator identity as well. For instance, he shows students his contracts with publishing houses to teach them what to look out for, stating that: *"I share these experiences with my students. When I get a new contract, I review its terms with my fourth-year students. I say, 'Look, these are the clauses you'll find, so they have some advance knowledge when they graduate.'"*

One day, he taught a complex and somewhat exceptional B1-level topic that most students find difficult to understand. By informing them it wouldn't be on the exam, he prevented them from approaching it with test anxiety and tried to explain the logic of the concept more comfortably. Students reported understanding the topic much better without exam pressure. In another instance, drawing from previous experience, he noticed that students often struggled with their first exams because they weren't familiar with the instructor's question style. In response, he prepared a pre-exam quiz, something he hadn't typically done due to time constraints. This quiz helped new students better identify their weaknesses and familiarize themselves with question types, leading to higher exam scores compared to the previous year.

Another aspect is his collaboration with instructors from different fields. As a language instructor in the department, he states feeling isolated, having to arrange his curriculum independently without supervision. Sometimes he feels overwhelmed by the workload. The lack of someone to consult with challenges him, occasionally leading to self-doubt about his teaching effectiveness stating that:

Sometimes, I feel overwhelmed by the workload. I worry that I'm not providing my students with the quality of education they deserve. There's also the challenge of being the only teacher (...) The absence of a peer group, or someone to supervise and evaluate me makes things a bit difficult.

To address this, he collaborates with instructors from other departments such as the German teacher, reviewing his exams and showing him his own, ensuring similar difficulty levels. He also compares teaching approaches, exchanging suggestions believing that collaboration is important especially when you have shared purposes. Besides, student feedback ultimately changes his perspective, and his observations of students can even determine the next lesson's content. For instance, he changed his dictation course to a writing course to better develop students' writing skills, believing it more necessary. He's pleased to see such success and efficiency in such a short time: *"Of course, I didn't expect to be seen as so successful by my students in such a short time. But seeing this level of positive results makes me think, 'I must be doing my job well.'"*

He describes having good relationships with students, characterizing himself as not overly strict but friendly while maintaining discipline and successfully walking that fine line. Recently, when one of his students won a translation award, he came to his office knowing his background as a translator, seeking advice about translation processes, contract details, and how to secure book translation opportunities. Selim guided him, recommended books, and shared his knowledge. Later, when the student brought his translated book, He signed it with a note "To the successful translator of the future," deepening their connection and establishing an intellectual mentorship.

Selim defines himself as a social, cultured, and disciplined instructor, though his concept of discipline primarily involves mutual respect in the classroom. Since language is fundamentally about social communication, he believes it's important not to stifle

classroom sociability. He feels he is where he wants to be in his career. He believes his students should be social, knowledgeable, cultured, highly aware, intellectual global citizens, as should he himself. Of course, teaching doesn't always go as planned. Some students persistently refuse to engage or may fail. Some just want to achieve a passing grade and move on. He acknowledges this as a challenge but says he handles it well. While he wants all students in his class to learn, he recognizes that some students deliberately choose not to engage and eventually accepts that you cannot force understanding on those who do not want it.

Another aspect of his student relationship is the balance he maintains. He believes establishing this balance requires great skill, as students sometimes struggle to understand the boundary between friendship and teaching. Sometimes they address him informally or engage in overly casual conversation or occasionally try to pry into his personal life. The participant has experienced these situations and responded to students in his own way. He believes in avoiding harsh reactions while still conveying necessary implications to students. He says this helps them realize their mistakes on their own. An example he shares is:

One time, a student tried to develop an overly casual relationship with me. I addressed it by subtly pointing out his mistakes or withholding attention, like not allowing him to speak in class. I avoid harsh responses, it's about setting boundaries without being overly strict or confrontational.

Many of his students' comments that "*Professor, you maintain the line well*" which gives another evidence for this approach.

3.1.2.4. Professional Vision

The participant is deeply committed to his ongoing professional development, particularly in refining his language skills and enhancing his expertise in translation. To maintain and improve his teaching language, he takes lessons from native speakers whenever possible. This dedication reflects his belief that language proficiency is vital to effective teaching. Additionally, as a translator and a teacher of translation candidates, he recognizes the need to continually improve his translation abilities. This drive for self-

improvement is evident in his decision to pursue further academic study. He explains his rationale for applying to a Ph.D. program in Translation Studies, emphasizing both his personal growth and his desire to provide more informed, theoretical answers to his students: *“That’s one of the reasons I decided to pursue a Ph.D. in Translation Studies... to improve my own translation skills and provide well-grounded and supported answers to my students when they ask questions.”*

This decision highlights his aspiration to enrich his translation practice and become a more knowledgeable educator. By pursuing a Ph.D., he hopes to bridge any gaps in his own understanding, ultimately enhancing the quality of his teaching.

Looking toward the future, the participant envisions not only advancing in his academic career but also making significant contributions to the fields of translation and literary studies. He has set his sights on publishing a research book based on his thesis work, which he believes will allow him to further develop his expertise and share valuable insights with others. In addition, he expresses a strong desire to publish literary works, following in the footsteps of his own teachers who inspired him. His ambition is clear: to use his scholarly achievements and creative endeavors to serve as a role model for his students.

He reflects on his broader aspirations:

I have dreams of publishing a research book from my thesis studies and publishing a literary work in the following years. From this point of view, I may not only want to teach in the classroom, but also to present myself as a model.

Beyond these goals, his long-term vision extends to gaining recognition for his work as a translator and an author. He hopes to make a lasting impact in the field, contributing to both academic and literary communities. His desire to be acknowledged for his translations and literary contributions aligns with his ambition to leave a meaningful legacy in his field.

Ultimately, the participant envisions his professional journey as an ongoing process of growth and learning. He looks forward to pursuing these goals at a more prestigious university, where he can continue to evolve as both an educator and a scholar. His vision is rooted in the desire not only to advance his career but also to inspire the next generation of translators and educators through his work.

3.1.2.5. Job Crafting and Professional Evolution

The analysis related to Selim's job crafting reveals a deliberate turn toward student-centered autonomy, born from internal tensions between values and expectations. Across all dimensions of crafting, Selim's practices reflect a strong alignment between his sense of purpose—to cultivate intellectually curious, well-rounded individuals—his meaning, which is derived from positive student development and identity reinforcement, and his long-term vision of becoming a respected academic and translator. These motivational drivers converge in distinct and recurring patterns of task, cognitive, and relational crafting, shaping his evolving role as an ELT practitioner.

Selim's task crafting is visible in his deliberate redesign of instructional content and his integration of professional experiences into teaching. He frequently restructures course components to address student needs more effectively. A clear example is his decision to transform a dictation-focused class into a writing course, which he explains: "I realized students needed more writing practice. Dictation is important, but I decided to turn that into a writing course because it's more necessary." This reconfiguration of classroom practices reflects a task crafting strategy that allowed Selim to better meet his students' academic requirements and demonstrates willingness to adapt instructional methods by turning a traditional dictation course into a more practical and skill-oriented writing course.

He further extends traditional language instruction by incorporating interdisciplinary elements, including literature, philosophy, and history. His expansion of curricular content not only enriches students' academic experience but also reflects Selim's vision of producing culturally competent individuals. Additionally, his incorporation of translation work into his classroom, especially sharing real-world contracts and industry knowledge with senior students, demonstrates task crafting through the integration of authentic materials. That means his approach to task crafting reflects a strategic effort to create more comprehensive and meaningful learning experiences. His careful attention to translation accuracy, as he notes, "so that if the translation enters a competition, it won't be criticized," reflects a commitment to professional excellence and a desire to model success, aligning with his vision of becoming an award-winning translator-academic.

Selim exhibits deep cognitive crafting by reframing his professional role through philosophical and spiritual lenses. He views teaching not merely as a job but as a divine calling, stating: “It’s as if when God created people, He assigned everyone a profession, and mine was teaching.” This metaphysical framing reinforces his sense of purpose and endows his daily tasks with profound meaning. His belief in lifelong learning and self-betterment further fuels his redefinition of the educator role. Rather than seeing himself solely as a language instructor, he positions himself as a mentor, cultural guide, and intellectual role model, a perspective shaped by his own formative experiences as a student.

This internal redefinition is enacted through his pursuit of doctoral studies and aspirations to author a book and win a translation award. As he shares: “I decided to pursue a PhD in Translation Studies to improve my skills and answer student questions with solid theoretical foundations.” These actions represent strategic cognitive crafting –

aligning everyday teaching tasks with long-term professional growth and reinforcing his vision of becoming an academically and culturally influential figure. Positive student feedback, such as “I wish I had met you earlier,” serves as further emotional validation that sustains this crafted professional identity.

In the domain of relational crafting, Selim demonstrates exceptional skill in cultivating meaningful educational relationships while maintaining appropriate professional boundaries. He creates a learning environment characterized by both warmth and structure, explaining: “I am approachable yet disciplined... students eventually understand where the boundaries lie.” His method of reinforcing boundaries through subtle redirection such as ignoring overly casual comments or subtly correcting them rather than confrontation indicates a relational crafting strategy aimed at maintaining professional authority without diminishing approachability.

Selim’s relational crafting is evident not only in his classroom interactions but also in the ways he sustains meaningful engagement beyond formal settings. His mentorship extends further through social media platforms, such as an Instagram group where he shares educational content, discusses ideas, and encourages intellectual conversations. He also deepens student engagement by offering individualized career mentorship—for example, by sharing translation contracts with fourth-year students to prepare them for

real-world professional expectations. These practices reflect his purpose of nurturing global citizens, the meaning he derives from strong student relationships, and his vision of being a respected, well-rounded educator with practical insights. Within his department, Selim also engages in relational crafting through collaborative initiatives like exam standardization and pedagogical knowledge-sharing. Despite feeling ideologically different from some colleagues, his participation in these communities illustrates a commitment to supporting a constructive academic environment and aligns with his broader purpose of contributing to education as a collective mission.



Table 4*Job Crafting Behaviors of Selim and Their Alignment with Purpose, Meaning, and Vision*

Dimension	Core Activities	Implementation Strategies	Strategic Integration with Purpose, Meaning, and Vision
Task Crafting	Teaching Methods	• Converting dictation course to writing course • Implementing practice quizzes and TOEFL preparation • Integrating interdisciplinary content (literature, philosophy, history) • Incorporating translation contract and related documents	Supports Purpose of fostering global citizens and Meaning derived from improving students' academic outcomes.
	Professional Integration	• Conducting meticulous translation work • Sharing industry expertise • Developing multilingual competencies • Creating practical learning experiences	Aligns with Vision of being a respected translator-academic • Purpose of equipping students with practical skills.
	Role Conceptualization	• Viewing teaching as a lifelong calling • Positioning self as cultural mentor • Integrating translator-educator identity • Pursuing doctoral education	• Reinforces purpose of holistic education • Enhances meaning through professional growth • Advances vision of scholarly achievement Matches Vision of being a dual-role professional and Meaning derived from professional excellence.
Cognitive Crafting	Professional Development	• Framing work challenges as opportunities for growth and focusing on student development and lifelong learning • Pursuing advanced academic credentials • Developing expertise	• Supports purpose of exemplifying lifelong learning • Creates meaning through personal and professional growth • Aligns with vision of academic excellence
Relational Crafting	Student Relations	• Maintaining professional boundaries while being approachable • Creating extended learning opportunities • Providing career mentorship • Fostering intellectual discourse	• Fulfills Purpose of nurturing global citizens • Reflects Meaning from positive student relationships • Vision of being a beloved, impactful teacher.
	Professional Networks	• Collaborating with department colleagues • Standardizing assessment practices • Sharing pedagogical strategies • Building academic partnerships	• Enhances Purpose of contributing to an effective academic environment.

Overall, Selim's strong sense of purpose in fostering global citizenship and his commitment to student academic growth were key antecedents shaping his task and relational crafting behaviors. His focus on integrating interdisciplinary content and developing multilingual competencies in the classroom reflected his purpose and vision as an educator. Meanwhile, his efforts in mentoring students and building professional networks supported his broader vision of becoming a respected translator-academic. His cognitive crafting was fueled by his belief in lifelong learning and his pursuit of advanced credentials, which reinforced both his personal growth and his academic vision.

3.2 Phase 2 Results: QCA Findings

The second phase of the study employed crisp-set Qualitative Comparative Analysis (QCA) to uncover the causal configurations of *Purpose*, *Meaning*, and *Vision* (PMV) that contribute to language educators' job crafting behaviors across cognitive, relational, and task domains. To explore these relationships, a comprehensive checklist was developed, as described in Chapter 2. The creation of the checklist included identifying key elements of purpose, meaning, vision, and job crafting behaviors based on qualitative data from Beren and Selim. Initially, 57 items were identified and included in the checklist that was administered to the participants. The checklist was used to obtain data from 15 language instructors at the university. The educators evaluated each item on a 1-5 Likert scale, which was subsequently transformed into crisp sets (presence/absence) for QCA analysis as explained in the methodology section. Following data collection, each item was validated through QCA analysis. During this validation process, 6 items were found to create contradictory configurations in the truth table and were therefore removed from the final analysis. These items were eliminated from the final analysis. Consequently, 51 items were retained for the QCA analysis as mentioned on Table 2.

The analysis focused on three motivational cores:

1. **Purpose** (P1-P8): Elements related to pedagogical intentions and educational goals
2. **Meaning** (M1-M8): Sources of professional fulfillment and significance
3. **Vision** (V1-V7): Aspects of long-term professional identity and aspirations

These motivational cores were analyzed in relation to the three dimensions of job crafting:

1. **Cognitive Crafting:** How teachers reframe and reinterpret their professional role
2. **Relational Crafting:** How teachers modify their interactions with students and colleagues
3. **Task Crafting:** How teachers alter the design and implementation of learning activities

Table 5 below summarizes the sufficient conditions identified in the QCA for each type of job crafting. These configurations reflect combinations of PMV components that consistently lead to high membership in each job crafting outcome.

Table 5*Summary of QCA Results: Motivational Pathways to Job Crafting*

Motivational Core	Job Crafting Type	Configuration	Consistency	Coverage	Key Finding
Purpose	Cognitive Crafting	P1 * P2 * P3 * P4 * P5 * P6 * P7 * P8	0.97	0.67	-Full pedagogical purpose required; teachers reframe their role through comprehensive educational mission
	Relational Crafting	P1 * P2 * P3 * P4 * P5 * P6 * P7 * P8	0.95	0.33	-Same configuration but lower coverage; relationship-building is a less common expression of purpose
	Task Crafting	P1 * P2 * P3 * P4 * P5 * P6 * P7 * P8	0.99	0.71	-Strongest purpose pathway; pedagogical mission directly translates to task design
	Cognitive Crafting	M2 * M3 * M4 * M6 * M7 * M8	0.96	0.80	-Outcome-oriented meaning (growth, success, development) drives cognitive reframing
Meaning		M1 (alone)	0.82	0.47	-Relationship-based meaning sufficient on its own for relational crafting
	Relational Crafting	M1 * M2 * M3 * M4 * M6 * M7 * M8	0.95	0.39	-Full meaning profile provides higher consistency but lower coverage
	Task Crafting	M2 * M3 * M4 * M6 * M7 * M8	0.99	0.86	-Achievement-oriented meaning strongly predicts task modification
Vision		V1 * V2 * V3 * V4 * V5 * V6 * V7	1.00	0.58	-Perfect consistency; professional vision strongly shapes identity and role perception
	Cognitive Crafting	~V1 * V2 * ~V3 * ~V4 * ~V5 * ~V6 * ~V7	0.95	0.22	-Inclusion alone (V2) can drive cognitive crafting even without other vision elements
		V1 * V2 * V3 * V4 * V5 * V6 * V7	0.96	0.29	-Full vision profile influences relationships as part of academic/mentorship identity
	Relational Crafting	~V1 * V2 * ~V3 * ~V4 * ~V5 * ~V6 * ~V7	1.00	0.12	-Inclusion alone can motivate relational crafting independently
		V1 * V2 * V3 * V4 * V5 * V6 * V7	0.96	0.59	-Professional vision shapes task design to align with long-term goals
	Task Crafting	~V1 * V2 * ~V3 * ~V4 * ~V5 * ~V6 * ~V7	0.91	0.22	-Inclusion-focused teachers still modify tasks without broader ambitions

The results presented in Table 5 indicate that different PMV components contribute with varying strengths across crafting domains. Purpose-related configurations (P1–P8) were found to play a strong role in shaping all three forms of job crafting, with especially high coverage for **task** and **cognitive crafting**. Educators who described their purpose in terms of fostering active language use, cultivating global citizenship, and integrating interdisciplinary content were more likely to redesign tasks, enrich learning activities, and set higher-level learning goals. These same educators also showed evidence of **cognitive crafting**, reframing their role not merely as language instructors but as agents of broader intellectual development. Purpose also contributed to **relational crafting** by motivating educators to develop inclusive, engaging classroom cultures centered on student growth.

Meaning-related elements (M2–M8) emerged as the most consistent contributors to **cognitive** and **task crafting**, and to a lesser extent **relational crafting**. Educators who found deep meaning in witnessing student development, integrating professional knowledge into teaching, and receiving authentic student feedback tended to reinterpret their professional identity and teaching philosophy. This often translated into classroom innovations and realignment of goals (cognitive crafting), as well as redesigning instructional content and methods (task crafting). Additionally, their emotionally meaningful connection with students supported more empathetic and developmentally attuned **relational crafting**.

Vision-related configurations (V1–V7) supported **all three crafting types**, particularly when combined with purpose or meaning. Educators who envisioned themselves as contributors to the field—through publishing, mentoring, or academic recognition—appeared to align their present actions with future aspirations. This sense of direction encouraged **task and cognitive crafting** through sustained efforts toward improvement and intellectual depth, while also informing **relational crafting** by shaping the kind of mentor or role model they sought to become. Although vision alone was not the strongest driver, it served as a powerful enhancer in multi-component pathways.

In summary, QCA findings indicate that *purpose* is a strong driver of **task crafting**, *meaning* is central to **cognitive and relational crafting**, and *vision* enhances all three

types by adding a future-oriented perspective. The interplay of these elements is further explored through participant cases in the sections that follow.

The subsequent sections examine each motivational core in detail, discussing the specific configurations that lead to different forms of job crafting and their theoretical implications.

3.2.1 Model Testing for Cognitive Crafting

3.2.1.1. Purpose → Cognitive Crafting Pathway

Table 6

Causal Configuration of Purpose-Driven Conditions for Cognitive Crafting

Causal Configurations for Job Crafting	Conditions
P1: Designing engaging, student-centered environments	•
P2: Fostering real-world language use	•
P3: Focusing on communication-based learning	•
P4: Aiming to impact student academic & personal growth	•
P5: Promoting global citizenship	•
P6: Cultivating intellectual curiosity and awareness	•
P7: Bringing in interdisciplinary knowledge	•
P8: Expanding learning beyond subject content	•
Cognitive Crafting	
Raw Coverage	0.67
Consistency	0.97

The QCA results reveal that Purpose-driven job crafting strongly influences Cognitive Crafting with a very high consistency value of 0.97 and a raw coverage of 0.67. This pathway is driven by the full activation of all eight Purpose elements (P1-P8), which form a reliable and holistic configuration. Teachers with a clear sense of Purpose -including goals like fostering student growth, promoting global citizenship, and encouraging intellectual curiosity- reframe their professional identity to align with these broader educational goals.

The Purpose-driven pathway explains about 67% of Cognitive Crafting cases, showing that a comprehensive sense of Purpose is one of the strongest predictors for teachers who view themselves as facilitators of student growth, global awareness, and academic development. Teachers reframe their professional role to reflect these goals, reinforcing their engagement and commitment to teaching as part of a broader mission.

While the purpose profile was initially identified in our intensive case studies, the QCA results demonstrate that this pattern generalizes across the broader sample of language educators. The high consistency values indicate that educators beyond our initial cases exhibit the same holistic purpose orientation, suggesting this is not an isolated phenomenon but a widespread characteristic among language educators who engage in job crafting.

3.2.2.2. Meaning → Cognitive Crafting Pathway

Table 7

Causal Configuration of Meaning-Driven Conditions for Cognitive Crafting

Causal Configurations for Job Crafting		
Conditions	A	B
M1: Building meaningful student relationships		•
M2: Witnessing student growth and achievement	•	
M3: Contributing to academic success	•	
M4: Engaging in professional development	•	
M6: Receiving positive student feedback	•	
M7: Seeing holistic student development	•	
M8: Integrating real-world experience into teaching	•	
Cognitive Crafting		
Raw Coverage	0.80	-
Unique Coverage	0.80	-
Consistency	0.96	-

The Meaning-driven pathway for Cognitive Crafting is activated by achievement-oriented meaning sources (M2-M8) such as witnessing student achievement and contributing to academic success. This configuration shows exceptionally high coverage (0.80) and consistency (0.96), revealing that teachers motivated by student outcomes and feedback are strongly inclined to modify their role. Cognitive reframing occurs as teachers derive meaning from their contributions to student growth, integrating real-world teaching experiences into their practices.

This pathway highlights that achievement-oriented meaning is a key driver for Cognitive Crafting, with teachers who focus on student success, professional development, and feedback more likely to engage in modifications of their teaching roles. The configuration does not require the building of relationships (M1), indicating that relationship-oriented meaning does not play a significant role in this type of job crafting.

3.2.2.3. Vision→ Cognitive Crafting Pathway

Table 8

Causal Configuration of Vision-Driven Conditions for Cognitive Crafting

Causal Configurations for Job Crafting		
Conditions	A	B
V1: Contributing to teacher education	•	
V2: Fostering inclusive, dynamic classrooms	•	•
V3: Engaging in ongoing professional development	•	
V4: Publishing, developing materials, or contributing to field	•	
V5: Seeking professional recognition	•	
V6: Pursuing advanced degrees or qualifications	•	
V7: Aspiring to be respected academics/mentors	•	
Cognitive Crafting		
Raw Coverage	0.58	0.22
Unique Coverage	-	-
Consistency	1.00	0.95

The Vision-driven pathway for Cognitive Crafting is represented by Configuration A ($V1 * V2 * V3 * V4 * V5 * V6 * V7$), which emphasizes a comprehensive professional vision. This pathway shows perfect consistency (1.00) for Cognitive Crafting, meaning that teachers with a broad professional vision—encompassing contributions to teacher education, academic leadership, and professional development—inevitably reframe their role to align with these aspirations. However, the coverage value is moderate (0.58), suggesting that while this configuration strongly predicts Cognitive Crafting, it applies to a smaller subset of teachers.

Additionally, Configuration B (V2 alone) also influences Cognitive Crafting by focusing on inclusive and dynamic classroom environments. This pathway shows a lower coverage (0.22) but still strong consistency (0.95), demonstrating that a focus on creating

inclusive, student-centered classrooms can lead to significant modifications in how teachers conceptualize their roles, even without broader career ambitions.

In summary, it is possible to conclude that both purpose and meaning emerged as robust pathways shaping educators' reinterpretation of their roles in cognitive crafting. The most consistent configuration included a full set of purpose-related components (P1–P8), suggesting that when teachers possess a clear pedagogical mission—such as fostering global citizenship, student-centered engagement, and interdisciplinary integration—they are more likely to cognitively reframe their work as meaningful and transformative. Similarly, educators who derived meaning from student growth, professional contribution, and positive feedback (M2–M8) were also found to adopt expansive mental models of teaching, anchoring their practice in intrinsic values rather than institutional expectations. In some configurations, vision (V1–V7) interacted with purpose and meaning, amplifying long-term role construction by connecting present efforts with future aspirations. Overall, the model reveals that cognitive crafting is not the result of a single motivational factor but emerges from a combination of aligned purpose, meaningful engagement, and future-oriented vision.

3.2.2 Model Testing for Relational Crafting

3.2.2.1. Purpose → Relational Crafting Pathway

The Purpose-driven pathway shows a weaker influence on Relational Crafting, with a raw coverage of only 0.33 and a consistency value of 0.95. While teachers with a strong sense of Purpose may engage in relational crafting behaviors (building relationships with students and colleagues), these behaviors appear to be less directly driven by Purpose alone. Instead, Relational Crafting in this context is likely influenced by other factors such as interpersonal values and motivations that are explored further under the Meaning section.

3.2.2.2. Meaning → Relational Crafting Pathway

The Meaning-driven pathway for Relational Crafting is distinct from the pathways for Cognitive and Task Crafting. Configuration B (M1 alone) focuses specifically on building meaningful relationships with students. This configuration is sufficient for Relational

Crafting with a moderate consistency of 0.82 and a raw coverage of 0.47, indicating that teachers who prioritize relationship-building as part of their professional meaning will naturally engage in relational crafting behaviors.

This pathway suggests that relational crafting is largely driven by the intrinsic value teachers place on student relationships, and that relationship-oriented meaning (M1) is the primary motivator for this form of job crafting. Interestingly, the more comprehensive configuration (M1 * M2 * M3 * M4 * M6 * M7 * M8) offers higher consistency (0.95), though with slightly lower coverage (0.39), indicating that a full alignment with meaning-driven teaching practices enhances relational crafting, but applies to fewer teachers in the sample.

3.2.2.3. Vision → Relational Crafting Pathway

For Vision-driven job crafting, Configuration A (V1 * V2 * V3 * V4 * V5 * V6 * V7) has a raw coverage of 0.29 and high consistency (0.96), indicating that Vision-driven teachers with a broad professional vision engage in Relational Crafting, although this influence is weaker compared to the impact on Cognitive and Task Crafting.

In contrast, Configuration B (V2 alone), which focuses on creating inclusive, dynamic classrooms, shows perfect consistency (1.00) for Relational Crafting and moderate coverage (0.12), reinforcing the idea that teachers with a vision centered on inclusivity and student-centered learning may prioritize relationship-building in their teaching.

All in all, the QCA findings for relational crafting highlight a distinctive role of **meaning** and **vision** in shaping how language educators manage professional relationships. The most prominent configuration included the full **vision profile** (V1–V7), suggesting that when educators are guided by aspirations such as becoming impactful contributors to their field, engaging in professional development, and fostering inclusive learning environments, they tend to adopt more intentional and reflective interpersonal strategies. This vision-driven approach was often supported by a strong sense of **meaning**, especially drawn from student feedback, holistic development, and professional fulfillment (M2–M8). Teachers with these motivational patterns demonstrated a nuanced ability to balance warmth and boundaries, initiate mentoring relationships, and create relational

environments aligned with their long-term goals. Unlike cognitive or task crafting, relational crafting was less influenced by purpose alone; instead, it was most powerfully shaped by educators' internalized sense of impact and their projected professional identity. This underscores the role of visionary meaning-making in cultivating sustainable, boundary-aware professional relationships.

3.2.3 Model Testing for Task Crafting

3.2.3.1. Purpose → Task Crafting Pathway

The Purpose-driven pathway has a strong influence on Task Crafting with a raw coverage of 0.71 and a perfect consistency of 0.99. Teachers who are driven by a comprehensive Purpose—encompassing goals such as fostering real-world language use, promoting intellectual curiosity, and expanding learning beyond subject content—are highly likely to engage in Task Crafting. This pathway reveals that teachers are consistently modifying their teaching tasks to align with their educational mission, with clear pedagogical intentions guiding their task modifications.

3.2.3.2. Meaning → Task Crafting Pathway

The Meaning-driven pathway for Task Crafting is driven by achievement-oriented meaning, represented by Configuration A ($M2 * M3 * M4 * M6 * M7 * M8$). This configuration shows exceptionally high coverage (0.86) and consistency (0.99), suggesting that teachers who derive meaning from student growth, professional development, and real-world experience are most likely to engage in task-oriented modifications. These teachers are highly motivated to adjust their teaching practices to better reflect their educational goals, ensuring that their tasks resonate with their professional mission.

3.2.3.3. Vision → Task Crafting Pathway

The Vision-driven pathway for Task Crafting is influenced by two configurations. Configuration A ($V1 * V2 * V3 * V4 * V5 * V6 * V7$) shows high consistency (0.96) and moderate coverage (0.59), indicating that a comprehensive professional vision motivates teachers to modify their tasks to align with their broader academic goals. Additionally, Configuration B ($V2$ alone) shows a lower coverage (0.22) but still strong consistency

(0.91), suggesting that even a singular focus on fostering inclusive, dynamic classrooms can drive Task Crafting behaviors. This emphasizes that a student-centered vision alone can significantly shape how teachers approach and modify their teaching tasks.

The QCA results reveal that the pathways for Purpose, Meaning, and Vision drive distinct crafting behaviors across the three job crafting types (Cognitive, Relational, and Task Crafting). Purpose-driven pathways are holistic and predictive for Cognitive and Task Crafting, while Meaning reveals two separate pathways: achievement-oriented meaning drives Cognitive and Task Crafting, and relationship-oriented meaning primarily drives Relational Crafting. Vision-driven pathways also offer two distinct routes: a comprehensive professional vision influences all forms of job crafting, while a singular focus on inclusivity impacts all dimensions as well. Understanding these pathways enhances the understanding of how teachers align their work with their personal motivations, values, and professional goals.

All things considered, the task crafting model revealed a strong and consistent influence from all three PMV components—**purpose**, **meaning**, and **vision**—with each dimension emerging in key configurations. The most robust pathway to task crafting involved educators demonstrating the **full purpose profile** (P1–P8), centered around fostering student-centered, interdisciplinary, and intellectually rich learning environments. This suggests that educators who are deeply driven by the pedagogical impact they aim to create tend to actively redesign tasks, adapt materials, and introduce innovative strategies to make learning more relevant and engaging. Additionally, **meaning configurations**—especially involving contributions to student development and positive feedback (M2–M8)—supported sustained motivation to enrich task design. The presence of a comprehensive **vision profile** (V1–V7) also played a critical role in aligning classroom practices with long-term academic goals and disciplinary values. Overall, task crafting emerged as the most integrative form of job crafting, where educators translated their internal motivations into practical, student-responsive instructional decisions.

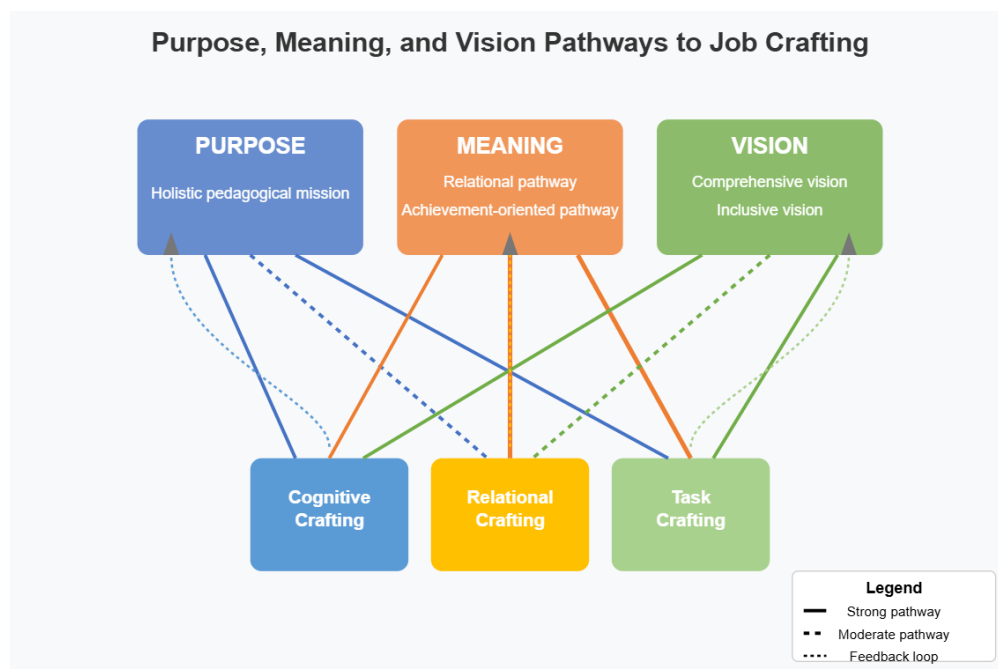
3.2.4 The Model of Purpose, Meaning, and Vision in Job Crafting

This section presents the integrated model of how Purpose, Meaning, and Vision (PMV) motivate job crafting among language educators. Drawing from qualitative case analysis

and crisp-set Qualitative Comparative Analysis (csQCA), the findings reveal a set of motivational pathways through which PMV constructs shape cognitive, relational, and task crafting. The model emphasizes both the individual and interactive roles of these constructs and highlights their unique contributions and combined explanatory power (see Figure 1).

Figure 1

Purpose, Meaning, and Vision Pathways to Job Crafting



Purpose emerged as a holistic and comprehensive motivational force. The csQCA results showed that all eight purpose-related conditions (P1–P8), which reflect future-oriented teaching values such as student engagement, interdisciplinary thinking, and global citizenship, had to be simultaneously present to predict crafting behaviors. This all-or-nothing pattern indicates that purpose operates as an integrated system: it is not any single facet of purpose, but rather the coherent alignment of all purpose elements that triggers job crafting. This comprehensive purpose profile most strongly influenced task and cognitive crafting. It appeared to energize educators to reshape their teaching practices and pedagogical frameworks in alignment with long-term, student-centered goals. Its influence on relational crafting was less pronounced, suggesting that purpose is most impactful when educators are modifying how and what they teach, rather than with whom they interact.

Meaning, in contrast, influenced job crafting through two distinct pathways, reflecting a conceptual distinction between achievement-oriented and relationship-oriented sources of meaning. The achievement-oriented path—comprising conditions such as fostering student growth, real-world relevance, and personal fulfillment through teaching accomplishments—was consistently associated with cognitive and task crafting. These forms of meaning motivated educators to modify their instructional content, goals, and delivery in ways that reinforced their sense of effectiveness and value. The second pathway centered around relationship-oriented meaning, particularly the condition of building meaningful connections with students (M1). This single factor alone emerged as a sufficient condition for relational crafting. This suggests that even in the absence of broader achievement meaning, educators who experience relational meaning are likely to engage in interpersonal crafting. The dual-pathway pattern thus reflects the versatility of meaning as a motivational force—able to support both task innovation and relationship-building, depending on the source of resonance.

Vision contributed to job crafting through two distinct but overlapping routes. The primary and most powerful configuration was a comprehensive vision profile, encompassing all seven conditions (V1–V7), including aspirations for professional growth, leadership, recognition, and mentorship. This robust vision construct was associated with all three types of job crafting, particularly when paired with either purpose or meaning. However, vision also operated through a more focused and singular pathway: V2, which emphasized inclusive and dynamic learning environments, was sufficient on its own to predict relational and task crafting in some cases. This indicates that a targeted aspirational goal—such as fostering inclusivity—can function independently as a vision-driven motivator of job boundary modification, particularly in socially attuned or equity-oriented educators.

Together, the PMV model reveals that purpose, meaning, and vision do not act in isolation; rather, they operate as an interconnected motivational system shaping educators' job crafting. It was observed that configurations that incorporated components from at least two PMV domains were more common than those that only included only one in all three types of crafting—cognitive, relational, and task. In particular, the intersection of meaning

and purpose appeared repeatedly as a core driver of both cognitive reinterpretation and classroom-level adaptations, while vision often complemented this by anchoring actions in long-term academic identity and goals. The overlap of these components implies that the most transformative crafting behaviors arise not from a singular source of motivation, but from the synergistic activation of aligned beliefs, values, and aspirations.



CHAPTER IV

4. DISCUSSION and CONCLUSION

4.1 Introduction

This integrated approach study investigated how purpose, meaning, and vision influence job crafting behaviors among English Language Teaching (ELT) instructors. Using a sequential design that combined qualitative process-tracing with crisp-set Qualitative Comparative Analysis (csQCA), the research explored the causal mechanisms through which these psychological constructs shape how educators proactively reshape their professional roles.

Teaching is rarely perceived as a narrowly defined occupation; No teacher truthfully sees their job as solely delivering content. Such a statement would overlook the many unspoken roles educators take on, and the invisible and emotional labor central to the profession. While these roles may not appear in formal job descriptions, language educators frequently act as not just transmitters of knowledge, but also as guides, mentors, counselors, role models, and facilitators of growth. These added roles require proactive, discretionary behavior -what job crafting theory defines as modifications to task, relational, or cognitive aspects of work (Wrzesniewski & Dutton, 2001). These are not mandated or assigned tasks, but rather self-initiated actions that reflect a willingness to go beyond formal job boundaries. Such behaviors may include taking initiative, altering or expanding job tasks, reframing one's role or identity as a teacher, or intentionally developing meaningful relationships within the school environment.

This study builds on that foundation by investigating that job crafting is not just about what teachers do differently, but why they do it. Job crafting is not solely about observable actions. Beneath these behaviors lie deeper psychological mechanisms that motivate and sustain them. By focusing on three key constructs -purpose, meaning, and vision- the research addresses a significant gap in understanding how language educators specifically modify their roles to align with deeper motivational factors. While purpose and meaning are often used interchangeably, they are distinct yet interconnected elements that have been shown to be central in both educational and job crafting literature. Vision, meanwhile, was

introduced as a complementary construct- serving as the sustaining force that helps educators persist, adapt, and thrive in the face of challenges.

4.2 Overview of Key Findings

The analysis revealed several key findings that address the research questions and extend our understanding of job crafting in educational contexts. In the qualitative phase, language educators' primary sources of purpose were found to be distinctly student-centered, including creating engaging learning environments, promoting active language use, and making lasting impacts on students' lives. These purpose orientations significantly influenced how educators crafted their tasks, relationships, and cognitive framing of their work, often leading them to extend beyond institutional requirements to fulfill their sense of educational purpose.

Meaning was primarily derived from three interconnected sources: relationship building with students, witnessing student growth and achievement, and ongoing professional development. These meaning sources directly impacted educators' willingness to go beyond prescribed job requirements and modify teaching approaches despite institutional constraints.

Participants' long-term career visions, which included aspirations for leadership roles in teacher education and desires for continued professional growth, shaped their strategic job crafting through pursuit of additional qualifications, international collaborations, and innovative teaching approaches.

The subsequent QCA phase provided more nuanced insights into these relationships. Purpose was found to function as a holistic driver, requiring all eight elements to be present together to influence job crafting behaviors. This comprehensive purpose profile most strongly shapes task crafting (consistency: 0.99, coverage: 0.71) and cognitive crafting (consistency: 0.97, coverage: 0.67), with more limited influence on relational crafting (consistency: 0.95, coverage: 0.33).

For meaning, two distinct pathways emerged: achievement-oriented meaning (focused on student growth, professional development, and feedback) strongly predicted both cognitive crafting (consistency: 0.96, coverage: 0.80) and task crafting (consistency: 0.99,

coverage: 0.86), while relationship-oriented meaning (centered on student connections) independently predicted relational crafting (consistency: 0.82, coverage: 0.47).

Regarding vision, the QCA identified two sufficient pathways: a comprehensive academic-professional vision encompassing all seven elements, and a focused inclusive teaching vision centered solely on creating inclusive learning environments. Together, these motivational constructs explained a substantial portion of the variation in how language educators craft their professional roles, with the strongest explanatory power for cognitive and task dimensions of job crafting.

Finally, the study found that purpose, meaning, and vision interact in a dynamic, mutually reinforcing system where purpose provides direction, meaning offers fulfillment, and vision creates strategic alignment for job crafting behaviors.

4.3 Discussion of Findings with Research Questions

This section discusses the main findings in light of the research questions and relevant literature. Each subsection highlights how the constructs of purpose, meaning, and vision influence educators' job crafting practices across cognitive, relational, and task dimensions. The discussion draws on both qualitative case insights and the QCA results to interpret the motivational mechanisms underpinning proactive professional behaviors.

4.3.1 Purpose as a Motivational Force in Job Crafting

This study found that purpose, defined here as an educator's motivational commitment to long-term, future-directed goals such as fostering global citizenship, facilitating student development, or promoting real-world communicative competence, plays a critical motivational role in how language educators engage in job crafting. Specifically, a strong, multidimensional purpose profile encourages educators to proactively modify what they do (task crafting), how they see themselves (cognitive crafting), and how they relate to others (relational crafting). These findings address the first research question by showing that job crafting is not only a behavioral response to external demands but also a deeply intentional act grounded in a pedagogical mission.

Both the qualitative and QCA phases revealed that purpose operates not in fragments but as a holistic construct. The QCA analysis demonstrated that only the full presence of

all eight purpose elements—such as designing student-centered learning, encouraging real-world language use, integrating interdisciplinary content, and promoting global citizenship—was sufficient to predict job crafting across all three dimensions. This configuration exhibited high consistency values for cognitive (0.97), task (0.99), and relational crafting (0.95), and was especially strong for task crafting in terms of coverage (0.71). These findings suggest that job crafting is most likely to occur when teachers hold an integrated pedagogical orientation encompassing both immediate classroom concerns and broader educational ideals. This holistic requirement differentiates purpose from other motivational drivers like meaning or vision, which could operate in partial or domain-specific forms. For purpose to activate job crafting, all eight components must align—indicating that teachers craft their roles not based on isolated values but on a comprehensive professional identity.

A central contribution of this study lies in clarifying the conceptual distinction between purpose and meaning—two constructs often conflated in job crafting literature. Wrzesniewski and Dutton's (2001) foundational model treats job crafting as a route to enhancing the meaning of work but frequently uses “purpose” and “meaning” interchangeably. In contrast, our findings treat these as distinct but interconnected: purpose is future-oriented and goal-driven, motivating teachers to align their work with enduring educational aspirations; meaning, meanwhile, is experienced in the present, reflecting emotional or identity-based resonance derived from teaching. This distinction aligns with Martela and Pessi's (2018) critique of conceptual ambiguity in the meaningful work literature, where purpose, meaning, and significance are often used without clear differentiation. By clearly defining purpose as a driver of proactive behavior, our study adds precision to job crafting theory and highlights the need for greater conceptual clarity in motivation research.

Our findings resonate with Damon et al.'s (2003) conception of purpose as a stable, far-reaching intention to contribute to the world beyond oneself. However, we extend this view by demonstrating how purpose operates not only as a belief but as a mechanism of professional agency. Teachers who hold such purposes actively redesign tasks, reshape

roles, and modify relational dynamics—evidencing purpose not just as internal commitment but as observable professional behavior.

This proactive engagement aligns with Lord et al.'s (2010) self-regulation model, where identity and purpose guide how individuals interpret challenges and restructure their roles. In our study, Selim's transformation of a dictation course into a writing-focused module exemplifies this process, showing how pedagogical purpose translates into classroom innovation. Similarly, Beren's use of international collaborations to foster global citizenship reflects purpose-driven curricular design.

Our findings also reveal how purpose scaffolds professional identity. The formation of such purpose is often relational and developmental. Both educators traced their pedagogical ideals to influential teachers paralleling Goodman's (1988) "guiding images" suggesting that purpose may be transmitted intergenerationally, shaped over time, and continually refined. In this sense, purpose is dynamic: informed by past models, sustained by present values, and projected toward future goals.

While existing studies such as Dreer (2023) emphasize external conditions (e.g., school climate) as key to job crafting, our findings highlight internal purpose orientation as a more consistent predictor of proactive behavior. This suggests that cultivating strong internal drivers may be just as crucial as structural support. Similarly, our results complement Kuusisto and Tirri's (2021) work on teacher calling, but extend it by showing how purpose manifests in specific crafting actions, not merely as a trait or disposition.

Ultimately, our findings reinforce that teachers with a strong sense of purpose are more likely to proactively modify their roles to align with their values and aspirations. They create lessons that reflect who they are and what they believe in, leading to greater professional satisfaction and resilience (Stark et al., 2022). Educators driven by the desire to contribute to something beyond themselves—whether addressing social issues or promoting intercultural understanding—seek to embody these values through their teaching practices (Baildon & Arabi, 2023). Purpose, in this light, becomes both a compass and a catalyst for job crafting.

4.3.2 Meaning as a Motivational Force in Job Crafting

The second research question investigated how language educators' sources of meaning influence their job crafting behaviors. In this study, meaning is conceptualized as the subjective sense of significance and emotional resonance that educators derive from their daily teaching experiences, how teaching feels significant or personally fulfilling in the moment, distinguished from purpose by its focus on present-oriented fulfillment rather than future-directed goals. This conceptualization aligns with the subjective dimension of work meaning as distinguished in the literature (Pratt & Ashforth, 2003; Rosso et al., 2010), which emphasizes how individuals internalize and interpret their professional roles. While some models (e.g., Wrzesniewski et al., 2013) emphasize the dynamic interplay between the objective significance of work and its subjective interpretation, our analysis focuses on how meaning emerges experientially in daily teaching interactions.

The QCA results revealed two distinct meaning pathways that influenced job crafting behaviors. The achievement-oriented meaning pathway (focusing on student growth, professional development, and positive feedback from students) strongly predicted both cognitive crafting (consistency: 0.96, coverage: 0.80) and task crafting (consistency: 0.99, coverage: 0.86). The relationship-oriented meaning pathway (centered on student connections) independently predicted relational crafting (consistency: 0.82, coverage: 0.47). Unlike purpose, which required all elements to be present, meaning functioned through these separate sufficient pathways, suggesting a more flexible and contextual influence on job crafting behaviors.

These distinct meaning pathways align with Rosso et al.'s (2010) framework of meaningful work sources, which identifies both self-oriented (achievement, competence) and other-oriented (relationships, belonging) pathways to meaning. Our findings extend this framework by demonstrating how these different meaning sources distinctly shape specific dimensions of job crafting in educational contexts. Achievement-oriented meaning appears to activate cognitive and task modification, while relationship-oriented meaning primarily facilitates relational crafting. This supports Martela and Pessi's (2018) conceptualization of meaning as having multiple sources that operate through different psychological mechanisms.

Wrzesniewski et al. (2013) propose that job crafting enables employees to connect their work to four major sources of meaning: self, others, context, and spirituality. Our findings with language educators strongly support this framework, showing how achievement-oriented meaning connects to the "self" domain (through professional growth and competence) while relationship-oriented meaning connects to the "others" domain (through student connections). This dual-pathway structure reveals meaning not just as an outcome of job crafting but as a driver that motivates specific types of crafting behaviors, supporting Wrzesniewski et al.'s (2013) distinction between meaning as both driver and outcome of job crafting.

The achievement-oriented pathway reflects what Berg et al. (2013) describe as competence-based meaning, where educators derive significance from skillful performance and evidence of impact. Participants, for example Beren, explicitly mentioned the emotional satisfaction gained from witnessing student development and receiving positive feedback. These meaning experiences subsequently motivated her to modify course content and teaching methods to enhance student engagement. This reinforces Tims et al.'s (2016) finding that job crafting behaviors were positively related to both person-job fit and to meaningful work, establishing a direct empirical link between these concepts.

The relationship-oriented pathway aligns with findings from Falout and Murphey (2018), who found that language educators specifically craft their jobs to create meaningfulness in their professional lives through relationship building. Selim's case illustrates this dynamic, as his emphasis on developing personal connections with students led him to expand his relational boundaries beyond formal instructional roles. This aligns with what Slep and Vella-Brodrick (2014) found regarding the connection between relational job crafting and satisfaction of intrinsic needs for relatedness at work.

Our findings also support Chang et al.'s (2021) research, which found that job crafting partially mediates the relationship between sense of calling and work meaningfulness. The language educators in our study who expressed a strong sense of vocational calling were more likely to engage in job crafting behaviors that enhanced meaning. This suggests a recursive relationship where meaning both motivates crafting and is enhanced by it,

creating what Dan and colleagues (2020) described as a virtuous cycle that contributes to performance outcomes by enhancing work meaning.

The dual-pathway structure of meaning in our findings extends Leana et al.'s (2009) research on collaborative crafting among teachers. While Leana found that collaborative crafting resulted in higher individual organizational commitment and job satisfaction, our research identifies the specific meaning mechanisms (achievement and relationship) that drive this connection. This offers a more nuanced understanding of why teachers engage in different types of crafting behaviors and how these behaviors connect to distinct sources of work meaning.

Additionally, the flexibility of meaning pathways in our findings supports Berg et al.'s (2010) research on how employees at different ranks craft their jobs. Just as Berg found that organizational position shapes the opportunities and constraints for job crafting, our research suggests that language educators leverage different meaning pathways based on their context and preferences. This contextual adaptation reflects what Dağtaş and colleagues identified as teachers' pursuit of "commitment to the profession that arises out of a much greater sense of meaning and purpose in the job one does" (p.193).

Interestingly, our findings reveal that meaning influences job crafting through more flexible pathways than purpose. While purpose required a comprehensive activation of all eight elements, meaning operated through alternative sufficient configurations. This suggests that meaning may be more adaptable to contextual conditions, allowing educators to derive fulfillment through different channels depending on their circumstances and preferences. This flexibility supports Tims and Akkermans' (2020) proposition that individuals can proactively shape their career paths by engaging in both job crafting and career crafting behaviors, thereby enhancing their overall career trajectory.

4.3.3 Vision as a Motivational Force in Job Crafting

This study found that professional vision plays a powerful yet underexplored motivational role in shaping how language educators proactively craft their professional roles. Defined in this context as an educator's mental images of their ideal future selves as professionals a forward-looking orientation that provides direction and sustainability to

professional development efforts. Vision offers long-term direction, scaffolds goal-setting, and contributes to the intentional redesign of one's teaching identity and practices. The findings related to vision address the third research question by showing that both comprehensive and focused future-oriented visions significantly influence educators' engagement in cognitive and task crafting, and to a lesser extent, relational crafting.

The QCA results identified two distinct configurations of teacher vision that influence job crafting. The first is a comprehensive vision pathway, comprising seven vision elements contributing to teacher education, fostering inclusive classrooms, engaging in professional development, publishing and producing teaching materials, seeking professional recognition, pursuing advanced qualifications, and aspiring to become respected academics and mentors. This pathway predicted high levels of cognitive (consistency = 1.00; coverage = 0.58) and task crafting (consistency = 0.96; coverage = 0.59), with more limited impact on relational crafting (consistency = 0.96; coverage = 0.29).

The second configuration involved a singular vision element: fostering inclusive and dynamic classrooms (V2). Despite its simplicity, this student-centered vision alone was sufficient to drive cognitive crafting (consistency = 0.95; coverage = 0.22), relational crafting (consistency = 1.00; coverage = 0.12), and task crafting (consistency = 0.91; coverage = 0.22). These findings suggest that vision functions both as a strategic blueprint for professional advancement and as a motivational force rooted in day-to-day practice.

These findings establish vision as a powerful motivational force in driving job crafting behaviors among language educators. As Dörnyei and Kubanyiova (2014, p. 4) assert, vision serves as "one of the highest-order motivational forces" in teaching contexts. Vision, in this sense, is not merely a collection of distant goals but a motivational structure that connects educators' current realities with their desired professional identities. Our results confirm this proposition, revealing that educators with clear professional visions consistently engage in proactive modifications to their job boundaries. This connection between vision and action reflects what Dörnyei and Kubanyiova (2014) describe as the "fully-functioning conditions of vision," particularly the roadmap condition (developing

action plans) and the activation condition (regularly engaging with one's vision in daily practice).

The two vision pathways identified in our study demonstrate how vision operates through different configurations to influence job crafting. The comprehensive academic-professional vision pathway mirrors what Wrzesniewski et al. (2013) describes as "aspirational crafting," where individuals craft their jobs to develop toward a desired future state they do not currently experience. This was evident in Beren's case, as she actively sought international collaborations and pursued additional qualifications to realize her vision of becoming a teacher educator. Her job crafting behaviors directly addressed the gap between her current reality and future aspirations, creating what Dörnyei and Kubanyiova (2014) call "creative tension" that motivates proactive change. Similarly, Selim's commitment to fostering inclusive learning environments, even when institutional constraints limited his options, exemplified how vision can sustain job crafting efforts despite contextual challenges.

Meanwhile, the focused inclusive teaching pathway illustrates how even a singular, well-defined vision element can drive significant job crafting behaviors. Selim's commitment to fostering inclusive learning environments guided his modifications to course content and teaching methods despite institutional constraints. This focused vision provided what Pham et al. (2011) describes as a mental simulation process that facilitates planning and goal-setting, allowing educators to persist in their job crafting efforts even when faced with contextual challenges.

Vision's relationship to job crafting appears more flexible than purpose in our findings. While purpose required all elements to be present as an integrated system, vision operated through alternative sufficient pathways. This flexibility supports Rahmati et al.'s (2019) observation that "possessing a vision is not the only necessary condition for motivated behavior" but remains "an influential motivating force" when properly structured. The dual-pathway structure suggests that vision can be adapted to individual circumstances while still providing directional guidance for job crafting efforts.

Our study extends Nguyen et al.'s research (2024) by confirming that teacher vision functions as both a motivational and regulatory mechanism. Participants with clear visions

not only initiated job crafting behaviors but also demonstrated greater persistence when faced with institutional constraints. This regulatory function reflects what Dörnyei and Kubanyiova (2014) describe as "guarding the flame of vision", developing resilience to protect professional aspirations from contextual adversity.

The dynamic relationship between vision and context revealed in our findings addresses a critical aspect of job crafting literature. Several participants described modifying their visions in response to institutional realities, similar to Kumazawa's (2013) finding that contextual factors can suppress ideal self-images. However, our participants demonstrated remarkable agency in adapting rather than abandoning their visions, using job crafting as a mechanism to preserve core professional aspirations while accommodating contextual limitations. This adaptive relationship suggests that vision and job crafting may mutually reinforce each other, creating resilience against challenging working conditions.

Vision's influence on job crafting also operates through a collaborative dimension identified in our study. Participants who actively shared their professional aspirations with colleagues reported greater persistence in their job crafting efforts. This finding aligns with research by Oude Groote Beverborg et al. (2020), who found that communicating vision increases achievement likelihood by establishing supportive networks that promote accountability and feedback. The social dimension of vision suggests that while job crafting is often individually initiated, it can be sustained through professional community support.

The intimate connection between vision and identity emerged as another significant theme in our findings. Participants frequently framed their visions in terms of who they aspired to become professionally, supporting Nguyen et al.'s (2024) observation that teacher vision is deeply tied to identity. This identity dimension enriches our understanding of how vision motivates job crafting, indicating that educators modify their jobs not simply to achieve external goals but to align their work with their ideal professional selves. This identity-vision connection creates powerful internal motivation for sustained job crafting efforts.

In summary, our findings demonstrate that vision functions as a strategic guide for job crafting behaviors, operating through flexible pathways to influence how language

educators proactively modify their professional roles. This relationship extends beyond simple motivation to encompass planning, resilience, identity development, and social reinforcement, creating a comprehensive framework for understanding how future-oriented professional aspirations translate into concrete job crafting actions.

4.3.4 The Interplay of Purpose, Meaning, and Vision in Job Crafting

This study's fourth research question asked how purpose, meaning, and vision interact in shaping the job crafting processes of language educators. The findings suggest that these motivational constructs form a dynamic and interrelated system that supports educators' capacity to proactively modify their work environments. Rather than functioning in isolation, purpose, meaning, and vision operate as complementary and, at times, compensatory forces.

One of the most salient mechanisms to emerge from the data was the *temporal integration* across these motivational dimensions. Purpose anchors educators in the moral significance of their present actions, often linked to long-term social impact or educational justice. Meaning provides immediate emotional fulfillment, often derived from classroom relationships or student development. Vision, in contrast, projects educators toward possible selves and future trajectories. Together, these constructs create what our findings describe as "temporal coherence," enabling teachers to see their daily efforts as part of a longer arc of personal and professional growth. As Wrzesniewski and Dutton (2001) define it, job crafting involves "the physical and cognitive changes individuals make in the task or relational boundaries of their work" (p. 179). Our research extends this understanding by showing how language educators employ different temporal frames to sustain such crafting over time.

The data also pointed to a form of *motivational synergy*, where the presence of all three constructs amplified the likelihood of job crafting, particularly across multiple domains (cognitive, relational, and task). While purpose alone was only sufficient when all its elements were present, and vision could sometimes operate through a focused inclusive teaching profile, the highest consistency and coverage in the QCA analysis occurred when all three constructs were activated together. This finding aligns with Wrzesniewski et al.'s (2013) perspective that job crafting is most effective when rooted in a coherent sense of

self and values, allowing employees to move from "a 'one-size-fits-all' job description to an individualized enactment of the job that serves as a source of positive meaning and identity expression" (p. 287). In this study, educators like Beren or Selim exemplified this synergy: their purpose-driven goals gave weight to their daily practices, their vision charted future direction, and their meaning-making experiences sustained emotional investment. This synergy appeared to cultivate a form of professional vitality that allowed them to craft across domains, despite structural or institutional constraints.

In addition, the qualitative cases revealed moments of *adaptive balancing*, whereby the absence or frustration of one motivational source was offset by another. For instance, when purpose-driven aspirations were impeded by rigid curricula or administrative limitations, educators turned to relational meaning or to their broader professional vision to maintain momentum. This adaptive interaction is consistent with Fredrickson's (2001) broaden-and-build theory, which posits that positive emotions (here linked to meaning) expand individuals' coping strategies and contribute to long-term resilience. Similarly, the presence of vision allowed teachers to reframe current difficulties as steps toward longer-term goals, echoing the motivational buffering effects of the "possible selves" literature (Markus & Nurius, 1986; Strauss et al., 2012). In these moments, the PMV system acted not just as a source of activation but as a mechanism of motivational stability and recovery.

The differentiated roles of PMV in relation to job crafting dimensions further refine our understanding of motivational architecture. Purpose exerted the strongest influence on cognitive crafting, reinforcing the idea that educators' conceptual reframing of their work is closely tied to values and moral clarity. This supports Slemp and Vella-Brodick's (2013) finding that values-based motivation is a strong predictor of proactive role change. Meaning, particularly in its achievement-oriented form, was most consistently linked to task crafting, suggesting that emotional resonance with student growth and pedagogical content drives practical adaptation. Vision, notably, exhibited a broader scope of influence, aligning with all three crafting domains and acting as a unifying motivational force. In accordance with what can be inferred from Akkermans and Tims' (2017) findings, career competencies function as a form of personal vision, acting as a compass that guides both immediate job redesign and long-term career construction.

Another dimension that emerges from our data analysis is the interplay between institutional constraints and educator agency. Wrzesniewski and Dutton (2001) propose that perceived opportunities for job crafting moderate the relationship between motivation and actual crafting behaviors. Our findings confirm this dynamic, particularly in the cases of Selim and Beren, who despite facing rigid curricular requirements and administrative limitations, developed personalized approaches to navigate these constraints. These examples align with Wrzesniewski and colleagues' (2013) insight that even in highly structured work environments, individuals find ways to influence and reshape the fundamental nature of their work. Language educators demonstrate remarkable creativity in maintaining their professional agency despite institutional limitations.

Together, these findings contribute a more nuanced understanding of teacher motivation and job crafting by conceptualizing purpose, meaning, and vision as a *motivational ecology*—a system of interrelated resources that support different facets of professional agency. They also provide a structured way of understanding how teachers sustain motivation in high-demand, low-resource educational environments. It offers practical insight for teacher education and professional development: cultivating a strong sense of purpose, helping teachers identify sources of meaning, and guiding them to articulate a personalized vision can collectively enhance their capacity to craft their roles with intentionality and resilience.

In sum, the interplay of purpose, meaning, and vision forms a flexible and robust motivational framework that supports proactive role development in language education. These constructs interact not just as additive motivators, but as dynamically interwoven elements that can collectively sustain long-term professional engagement. Understanding this interplay allows for a more comprehensive approach to supporting teacher agency, identity, and wellbeing across career stages. As Wrzesniewski and Dutton (2001) conclude, job crafting offers "an alternative lens for understanding basic dynamics of work in organizations such that organizational elements that once seemed fixed (i.e., jobs) are made more complicated and dynamic" (p. 193). Our research extends this lens to the specific context of language education, revealing how purpose, meaning, and vision together enable educators to craft more fulfilling and impactful professional roles.

4.4 Limitations

It is important to note that while qualitative designs offer rich insights, they also present certain limitations. First, the small sample size, while appropriate for in-depth qualitative research, limits the generalizability of findings to broader populations of language educators. With only two primary participants, the study captured rich individual experiences but may not represent the full diversity of contexts, challenges, and approaches to job crafting among language educators. However, this study does not aim to offer generalizable findings. Instead, it seeks to explore the insights of specific instructors and encourages other researchers to explore the uncharted territories of the concepts under investigation. The integrated approach design thus provided a robust framework for investigating the complex interplay between psychological constructs and professional behaviors in ELT contexts, yielding insights that would not be possible through single-method approaches.

Second, the self-reported nature of the data presents inherent limitations. While autobiographical narratives, interviews, and reflective journals provide valuable insights into participants' subjective experiences and meaning-making processes, they are subject to retrospective bias, selective memory, and social desirability effects. Participants may have unconsciously emphasized positive aspects of their professional identities or rationalized their behaviors in ways that align with their current self-perceptions. Though triangulation methods were employed to mitigate these effects, direct observational data of teaching practices would have provided additional validation of reported job crafting behaviors.

Third, the temporally bounded nature of data collection (spanning four months) may not have captured longer-term evolutions in job crafting behaviors or how purpose, meaning, and vision develop over extended career trajectories. Professional identity and job crafting represent dynamic, ongoing processes that may shift significantly across different career stages and institutional contexts.

Finally, the study's conceptual focus on purpose, meaning, and vision, while offering a valuable lens for understanding job crafting behaviors, necessarily left other potentially influential factors less thoroughly examined. Organizational constraints, power dynamics,

socioeconomic conditions, or broader educational policies may also significantly impact how language educators craft their jobs.

Despite these limitations, the study offers valuable insights into the relationship between motivational factors and job crafting behaviors among language educators. Future research could address these limitations through larger, more diverse samples integrated method approaches incorporating observational data, longitudinal designs capturing career-spanning changes, and expanded conceptual frameworks addressing additional contextual factors.

4.5 Implications

This study offers several theoretical, practical, and policy-related implications for understanding and supporting job crafting in the field of English Language Teaching (ELT).

4.5.1 Theoretical Implications

The findings contribute to the growing body of research on job crafting by introducing a refined motivational framework that clearly distinguishes between purpose, meaning, and vision. By showing that these constructs operate both independently and synergistically, the study extends job crafting theory beyond behavioral descriptions to include the psychological architectures that sustain proactive change. In doing so, it addresses long-standing conceptual ambiguity in literature, particularly the tendency to use purpose and meaning interchangeably, and offers clearer definitions that can inform future research. Furthermore, the identification of vision as a motivational and regulatory force introduces a novel construct into the job crafting literature, expanding theoretical models of teacher motivation and professional agency.

4.5.2 Implications for Teacher Education and Professional Development

For teacher educators and professional development facilitators, the results suggest that cultivating educators' purpose, helping them reflect on sources of meaning, and encouraging them to articulate a personal vision are vital strategies to enhance their capacity for proactive role development. Purpose can be nurtured through values clarification exercises and reflective pedagogy that emphasizes long-term educational

impact. Opportunities for relational meaning can be supported by mentoring systems, collaborative teaching communities, and student feedback mechanisms. Vision, meanwhile, can be encouraged through guided goal-setting, visualization techniques, and career planning workshops.

Embedding these motivational constructs into teacher education programs may foster resilience, engagement, and professional identity development, qualities especially critical in under-resourced or high-demand teaching contexts. Rather than viewing job crafting as an ad hoc response to challenges, this study encourages educational institutions to support it as a form of professional learning and identity work.

4.5.3 Institutional and Policy Implications

The findings also have implications for how institutions structure the work environments of language educators. Recognizing that teachers engage in job crafting not only out of necessity but as an expression of deeply held values and aspirations suggests that overly rigid curricular and administrative frameworks may suppress this essential form of agency. Policies that offer flexibility, autonomy, and recognition for teacher-initiated innovation may therefore enhance motivation, reduce burnout, and improve retention.

Administrators and policymakers can support job crafting by legitimizing and rewarding teacher-led initiatives, incorporating teacher voices in curricular development, and providing structures for shared visioning. Additionally, institutional support for professional growth pathways such as research funding, conference opportunities, and postgraduate study can align with and reinforce educators' visions, enabling long-term engagement and retention in the profession.

4.5.4 Implications for Future Research

This study highlights the need for further research on the psychological underpinnings of job crafting, particularly in education and other helping professions. Future studies could quantitatively model the interactions between purpose, meaning, and vision across different cultural contexts, educational systems, and career stages. Moreover, the checklist could be used to evaluate PMV and Job crafting behaviors in different contexts. Longitudinal research would also be valuable to trace how these motivational constructs

evolve and interact over time, particularly in relation to burnout, role satisfaction, and career resilience. Finally, extending this framework to collaborative or team-based job crafting may reveal how shared purpose, collective meaning-making, and joint visions influence professional agency at the group or institutional level.



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APPENDICES

Appendix A. Job Crafting Questionnaire (JCQ)¹

Appendix: The Job Crafting Questionnaire (JCQ)

Employees are frequently presented with opportunities to make their work more engaging and fulfilling. These opportunities might be as simple as making subtle changes to your work tasks to increase your enjoyment, creating opportunities to connect with more people at work, or simply trying to view your job in a new way to make it more purposeful. While some jobs will provide more of these opportunities than others, there will be situations in all jobs where one can make subtle changes to make it more engaging and fulfilling.

Please indicate the extent to which you engage in the following behaviours using the following scale: 1 = Hardly Ever, to 6 = Very Often. (Note: 'Very Often' means as often as possible in your workplace)

1. Introduce new approaches to improve your work*

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

2. Change the scope or types of tasks that you complete at work

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

3. Introduce new work tasks that you think better suit your skills or interests

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

4. Choose to take on additional tasks at work

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

5. Give preference to work tasks that suit your skills or interests

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

6. Think about how your job gives your life purpose

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

7. Remind yourself about the significance your work has for the success of the organisation

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

8. Remind yourself of the importance of your work for the broader community

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

¹ This survey was approved by the Scientific Research and Publication Ethics Committee of Çağ University with the decision dated 04.04.2024 and numbered 3056.

9. Think about the ways in which your work positively impacts your life

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

10. Reflect on the role your job has for your overall well-being

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

11. Make an effort to get to know people well at work

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

12. Organise or attend work related social functions

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

13. Organise special events in the workplace (e.g., celebrating a co-worker's birthday)*

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

14. Choose to mentor new employees (officially or unofficially)

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

15. Make friends with people at work who have similar skills or interests

1 (Hardly Ever) 2 3 4 5 6 (Very Often)

Note: Items 1 to 5 reflect task crafting, items 5 to 10 reflect cognitive crafting, and items 11 to 15 reflect relational crafting.

*indicates items that were adapted or taken from Leana, Appelbaum, & Shevchuk (2009).

Appendix B. Autobiography Prompts

Professional Journey Overview:

Provide a comprehensive overview of your professional journey as a language educator starting from your earlier experiences as a learner. Include key milestones, transitions, and influential moments that have shaped your career.

Motivations and Choices:

Reflect on the factors and motivations that led you to choose language education as a profession. Were there specific events or values that influenced this decision?

Aspirations and Vision:

Share your long-term aspirations as a language educator. How do you envision the trajectory of your career? What personal and professional goals are you working towards?

Appendix C. Original Questions in the Interview

Purpose

1. Can you identify specific mentors, colleagues, or experiences that impacted the development of your sense of purpose as a language educator?
2. How would you articulate your sense of purpose in your career as a language educator? Are there specific values or principles that guide your professional endeavors?
3. In what ways does your sense of purpose influence your decision-making processes in your role as a language educator?
4. How do you see the role of shared purposes or collaborative purposes within the educational community? Have you experienced instances where shared purposes influenced collective efforts?

Meaning

5. Can you identify a specific experience or achievement in your role as a language educator that felt particularly meaningful to you? Why? /Reflecting on your role as a language educator, what specific aspects of your work do you find most meaningful?
6. In your opinion, what are some essential elements that contribute to a sense of meaning in the work of a language educator?
7. How does the sense of meaning you derive from your work contribute to your overall teaching practices?
8. Have you faced any challenges that have affected the sense of meaning in your work? How did you navigate or overcome these challenges?

Vision

9. Looking back to the beginning of your journey, what initially drew you to language education? How does that initial spark connect to the motivations that keep you going today?
10. How do your unique gifts, passions, and past experiences influence your teaching philosophy and approach to students?
11. When you envision your ideal teaching self, what qualities or characteristics define it?
12. How does your understanding of the bigger purposes of language education (e.g., cultural understanding, communication skills, intellectual growth) influence your goals for your students and the methods you use to achieve them?

Appendix D. Reflective Journal Prompts

- **Overall Job Crafting Reflection:**

1. Think about your journey as a language educator. Have you ever found yourself tweaking or adjusting your role as a language educator to better suit your style or goals? Can you give me a general sense of how you've shaped your job over time?

- **Task-Crafting Prompts:**

- Describe a recent activity or task where you modified or adapted your approach. What motivated you to make this change?
- Reflect on any instances when you adjusted the scope of your work (e.g., adding, altering, or removing certain tasks). What drove this change, and how did it benefit your students or align with your educational goals?
- Can you recall a time when you took on additional responsibilities or delegated certain tasks? How did this decision influence your daily work experience or engagement?

- **Cognitive-Crafting Prompts:**

- Think of a recent situation where you reframed the way you view a task or your role. What led to this shift in perspective, and how did it alter the way you approach your work?
- Describe any instances when you found new meaning in a routine task. What factors helped you see it differently, and how did this influence your motivation or engagement?
- Reflect on any moments when your view of your role shifted or expanded. What prompted this cognitive change, and how did it affect your interactions with students, colleagues, or course content?

- **Relational-Crafting Prompts:**

- Describe a recent interaction with a student, colleague, or supervisor where you intentionally shaped the relationship or its dynamics. What prompted this effort, and what outcomes did you notice?

- Reflect on any situations where you actively sought or avoided collaboration with others. What were your reasons, and how did this choice impact your sense of purpose or your work satisfaction?
- Think of a time when you felt a meaningful connection with someone at work. What actions did you take to foster this relationship, and how did it affect your overall perspective on your role?



Appendix E. The Complete Reading List Provided to Participants

- Jobs, Careers, and Callings: People's Relations to Their Work (Wrzesniewski et al., 1997)
- Crafting a Job: Revisioning Employees as Active Crafters of Their Work (Wrzesniewski & Dutton, 2001)
- Finding Positive Meaning in Work (Wrzesniewski, 2003)
- Job crafting and cultivating positive meaning and identity in work (Wrzesniewski, 2013)
- Job crafting and meaningful work (Berg, Dutton & Wrzesniewski, 2013)
- Job Crafting (Demerouti & Bakker, 2013)
- Design Your Own Job Through Job Crafting (Demerouti, 2014)
- Teachers Crafting Job Crafting (Falout & Murphey, 2018)

Appendix F. Original Implemented Scale of Professional Purpose, Meaning, and

Vision in Education

Please rate how frequently each of the following statements applies to your work as a language teacher.

1 = Almost all the time 5 = Almost never

Item	Statement	1	2	3	4	5
PURPOSE						
1	Creating engaging, student-centered learning environments	☐	☐	☐	☐	☐
2	Fostering active language use in real-life contexts	☐	☐	☐	☐	☐
3	Developing interactive, communication-focused activities	☐	☐	☐	☐	☐
4	Making a lasting impact on students' academic and personal growth	☐	☐	☐	☐	☐
5	Developing students as global citizens	☐	☐	☐	☐	☐
6	Cultivating intellectual curiosity and cultural awareness	☐	☐	☐	☐	☐
7	Integrating interdisciplinary knowledge to enrich learning experiences	☐	☐	☐	☐	☐
8	Creating multifaceted learning opportunities beyond subject-specific content	☐	☐	☐	☐	☐
MEANING						
9	Building meaningful relationships with students	☐	☐	☐	☐	☐
10	Witnessing student growth and achievement	☐	☐	☐	☐	☐
11	Contributing to students' academic success	☐	☐	☐	☐	☐
12	Engaging in continuous professional development to enhance expertise	☐	☐	☐	☐	☐
13	Fulfilling a childhood dream of teaching	☐	☐	☐	☐	☐
14	Receiving positive student feedback	☐	☐	☐	☐	☐
15	Seeing students' holistic development as well-rounded individuals	☐	☐	☐	☐	☐
16	Integrating real-world experience, such as research or professional work, into teaching	☐	☐	☐	☐	☐
VISION						
17	Contributing to teacher education	☐	☐	☐	☐	☐
18	Fostering inclusive and dynamic learning environments	☐	☐	☐	☐	☐
19	Expanding professional expertise through advanced training, research, or collaboration	☐	☐	☐	☐	☐
20	Publishing research, developing educational materials, or contributing to the field	☐	☐	☐	☐	☐
21	Gaining recognition for impactful contributions through research, projects, or professional achievements	☐	☐	☐	☐	☐
22	Pursuing advanced education and training to deepen expertise	☐	☐	☐	☐	☐
23	Becoming a respected academic, mentor, and contributor to the field	☐	☐	☐	☐	☐

Appendix G. Original Implemented Teacher Job Crafting Behavior Scale

Please rate how frequently each of the following statements applies to your work as a language teacher.

1 = Almost all the time 5 = Almost never

Item	Statement	1	2	3	4	5
Task Crafting						
1	Providing students with interdisciplinary content to enhance critical thinking and knowledge integration.	☐	☐	☐	☐	☐
2	Implementing extra quizzes (e.g., TOEFL practice) to support students' academic and professional goals.	☐	☐	☐	☐	☐
3	Adapting course content to align with students' needs and interests.	☐	☐	☐	☐	☐
4	Sharing professional expertise with students who express interest in specific fields.	☐	☐	☐	☐	☐
5	Designing practical learning experiences that connect theoretical knowledge with real-world applications.	☐	☐	☐	☐	☐
6	Incorporating professional experiences and industry insights into course materials.	☐	☐	☐	☐	☐
7	Offering extended learning opportunities outside of class to reinforce subject mastery.	☐	☐	☐	☐	☐
8	Providing career mentorship to guide students' professional development.	☐	☐	☐	☐	☐
9	Creating intellectually stimulating environments by fostering academic discourse.	☐	☐	☐	☐	☐
10	Using technology to enhance learning experiences and student engagement.	☐	☐	☐	☐	☐
11	Designing classes to be collaborative and interactive, promoting active participation.	☐	☐	☐	☐	☐
12	Extending class time for critical discussions and skill-building activities.	☐	☐	☐	☐	☐
13	Modifying feedback practices to better suit student needs and encourage autonomy.	☐	☐	☐	☐	☐
14	Transitioning from traditional to student-centered teaching methods.	☐	☐	☐	☐	☐
Cognitive Crafting						
15	Viewing teaching as a lifelong learning journey and continuously seeking professional growth.	☐	☐	☐	☐	☐
16	Positioning oneself as a mentor, particularly in cultural and academic guidance.	☐	☐	☐	☐	☐
17	Integrating multiple professional identities (e.g., educator, translator, mentor) into teaching practices.	☐	☐	☐	☐	☐
18	Drawing inspiration from past teachers and incorporating their effective strategies.	☐	☐	☐	☐	☐
19	Striving for professional success and recognition within the academic community.	☐	☐	☐	☐	☐
20	Seeing challenges as opportunities for growth and adaptation.	☐	☐	☐	☐	☐
21	Pursuing higher education and advanced professional development.	☐	☐	☐	☐	☐
22	Reframing the role from an authority figure to a facilitator, encouraging student ownership of learning.	☐	☐	☐	☐	☐

23	Shifting from an independent working style to a more collaborative approach.	☐	☐	☐	☐	☐
24	Encouraging students to take greater responsibility for their own learning journey.	☐	☐	☐	☐	☐
Relational Crafting						
25	Establishing professional boundaries with students while remaining approachable and supportive.	☐	☐	☐	☐	☐
26	Using personalized encouragement, such as nicknames or recognition of students' interests, to motivate engagement.	☐	☐	☐	☐	☐
27	Adapting content and examples based on students' backgrounds to create more meaningful discussions.	☐	☐	☐	☐	☐
28	Sharing personal identity, personality, and values with students to foster authentic connections.	☐	☐	☐	☐	☐
29	Forming selective collaborations with colleagues to enhance teaching strategies.	☐	☐	☐	☐	☐
30	Building academic networks and partnerships for professional development.	☐	☐	☐	☐	☐
31	Engaging in open communication with students to create a supportive learning environment.	☐	☐	☐	☐	☐
32	Prioritizing learner preferences over rigid adherence to textbook content.	☐	☐	☐	☐	☐
33	Encouraging students to participate in international projects and form global connections.	☐	☐	☐	☐	☐
34	Balancing personal and professional boundaries to maintain a productive learning environment.	☐	☐	☐	☐	☐

Appendix H. Scale of Professional PMV in Education

Code	Item	Rating
Purpose		
1.	Creating engaging, student-centered learning environments	☐ ☐ ☐ ☐ ☐
2.	Fostering active language use in real-life contexts	☐ ☐ ☐ ☐ ☐
3.	Developing interactive, communication-focused activities	☐ ☐ ☐ ☐ ☐
4.	Making a lasting impact on students' academic and personal growth	☐ ☐ ☐ ☐ ☐
5.	Developing students as global citizens	☐ ☐ ☐ ☐ ☐
6.	Cultivating intellectual curiosity and cultural awareness	☐ ☐ ☐ ☐ ☐
7.	Integrating interdisciplinary knowledge to enrich learning experiences	☐ ☐ ☐ ☐ ☐
8.	Creating multifaceted learning opportunities beyond subject-specific content	☐ ☐ ☐ ☐ ☐
Meaning		
9.	Building meaningful relationships with students	☐ ☐ ☐ ☐ ☐
10.	Witnessing student growth and achievement	☐ ☐ ☐ ☐ ☐
11.	Contributing to students' academic success	☐ ☐ ☐ ☐ ☐
12.	Engaging in continuous professional development to enhance expertise	☐ ☐ ☐ ☐ ☐
13.	Receiving positive student feedback	☐ ☐ ☐ ☐ ☐
14.	Seeing students' holistic development as well-rounded individuals	☐ ☐ ☐ ☐ ☐
15.	Integrating real-world experience into teaching	☐ ☐ ☐ ☐ ☐
Vision		
16.	Contributing to teacher education	☐ ☐ ☐ ☐ ☐
17.	Fostering inclusive and dynamic learning environments	☐ ☐ ☐ ☐ ☐
18.	Expanding professional expertise through advanced training, research, or collaboration	☐ ☐ ☐ ☐ ☐
19.	Publishing research, developing educational materials, or contributing to the field	☐ ☐ ☐ ☐ ☐
20.	Gaining recognition for impactful contributions	☐ ☐ ☐ ☐ ☐
21.	Pursuing advanced education and training to deepen expertise	☐ ☐ ☐ ☐ ☐
22.	Becoming a respected academic, mentor, and contributor to the field	☐ ☐ ☐ ☐ ☐

Appendix I. Teacher Job Crafting Behaviors Scale

Code	Item	Rating
Cognitive Crafting		
1.	Viewing teaching as a lifelong learning journey and continuously seeking professional growth	☐ ☐ ☐ ☐ ☐
2.	Positioning oneself as a mentor, particularly in cultural and academic guidance	☐ ☐ ☐ ☐ ☐
3.	Integrating multiple professional identities (e.g., educator, translator, mentor) into teaching practices	☐ ☐ ☐ ☐ ☐
4.	Drawing inspiration from past teachers and incorporating their effective strategies	☐ ☐ ☐ ☐ ☐
5.	Striving for professional success and recognition within the academic community	☐ ☐ ☐ ☐ ☐
6.	Seeing challenges as opportunities for growth and adaptation	☐ ☐ ☐ ☐ ☐
7.	Pursuing higher education and advanced professional development	☐ ☐ ☐ ☐ ☐
8.	Reframing the role from an authority figure to a facilitator, encouraging student ownership of learning	☐ ☐ ☐ ☐ ☐
9.	Shifting from an independent working style to a more collaborative approach	☐ ☐ ☐ ☐ ☐
10.	Encouraging students to take greater responsibility for their own learning journey	☐ ☐ ☐ ☐ ☐
Relational Crafting		
11.	Establishing professional boundaries with students while remaining approachable and supportive	☐ ☐ ☐ ☐ ☐
12.	Using personalized encouragement, such as nicknames or recognition of students' interests, to motivate engagement	☐ ☐ ☐ ☐ ☐
13.	Adapting content and examples based on students' backgrounds to create more meaningful discussions	☐ ☐ ☐ ☐ ☐
14.	Sharing personal identity, personality, and values with students to foster authentic connections	☐ ☐ ☐ ☐ ☐
15.	Building academic networks and partnerships for professional development	☐ ☐ ☐ ☐ ☐
16.	Engaging in open communication with students to create a supportive learning environment	☐ ☐ ☐ ☐ ☐
17.	Encouraging students to participate in international projects and form global connections	☐ ☐ ☐ ☐ ☐
Task Crafting		
18.	Providing students with interdisciplinary content to enhance critical thinking and knowledge integration	☐ ☐ ☐ ☐ ☐
19.	Adapting course content to align with students' needs and interests	☐ ☐ ☐ ☐ ☐
20.	Sharing professional expertise with students who express interest in specific fields	☐ ☐ ☐ ☐ ☐
21.	Designing practical learning experiences that connect theoretical knowledge with real-world applications	☐ ☐ ☐ ☐ ☐
22.	Incorporating professional experiences and industry insights into course materials	☐ ☐ ☐ ☐ ☐
23.	Offering extended learning opportunities outside of class to reinforce subject mastery	☐ ☐ ☐ ☐ ☐
24.	Providing career mentorship to guide students' professional development	☐ ☐ ☐ ☐ ☐
25.	Creating intellectually stimulating environments by fostering academic discourse	☐ ☐ ☐ ☐ ☐
26.	Using technology to enhance learning experiences and student engagement	☐ ☐ ☐ ☐ ☐

27.	Designing classes to be collaborative and interactive, promoting active participation	☐ ☐ ☐ ☐ ☐
28.	Modifying feedback practices to better suit student needs and encourage autonomy	☐ ☐ ☐ ☐ ☐
29.	Transitioning from traditional to student-centered teaching methods	☐ ☐ ☐ ☐ ☐

