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Is Confidence Enough to Achieve Performance? The Influence of Occupational Self-Efficacy on Performance Moderated by Job Crafting.

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ABSTRACT

This study aims to examine the influence of occupational self-efficacy on employee performance, with job crafting as a moderating variable, in educational institutions in Banyumas Regency. Using social cognitive theory and job demands-resources theory as the theoretical foundation, this research employs a quantitative method with a survey involving 84 teacher respondents from public schools in Banyumas. Data analysis was conducted using multiple regression with SPSS software. The results indicate that occupational self-efficacy significantly affects performance; however, job crafting does not significantly moderate the relationship. This study is expected to contribute theoretically to understanding the role of occupational self-efficacy in influencing performance moderated by job crafting.

Keywords: Occupational Self-Efficacy;Job Crafting;Performance.

1. Introduction

In today's era of globalization, superior human resources are the spearhead for achieving optimal performance in various organizations, including educational institutions. Teachers, as an essential element in education, are required to continuously improve their performance to produce competent graduates. One of the key factors influencing individual performance is self-efficacy. Self-efficacy is an individual's belief in their ability to manage and execute actions required to succeed in specific goals (Bandura, 1997).

However, previous studies on the influence of self-efficacy on performance have shown inconsistent results. Some research has demonstrated that self-efficacy has a significant (Vancouver, Jeffrey B., & Justin D. Purl, 2017) positive effect on performance (Schyns & von Collani, 2002), while other studies have found no significant relationship (Moores, Trevor T., & Jerry Cha-Jan Chang, 2009) between the two variables (Luthans et al., 2007). This inconsistency creates an important research gap that needs further exploration, especially in the context of educational institutions.

1.1 Research Background

In the field of education, teachers often face various challenges, ranging from administrative demands and classroom management to emotional and stress management, which can affect their performance. Bandura's (1997) social cognitive theory and the job demand-resource theory (Bakker & Demerouti, 2007) provide a strong theoretical foundation for understanding how self-efficacy and job crafting interact to influence performance. Self-efficacy can serve as a personal resource that helps individuals cope with job demands, while job crafting allows individuals to adjust their workload according to their capabilities.

This study focuses on teachers in Banyumas Regency, who often face high workloads and emotional demands in managing their classrooms. Using a quantitative approach through a survey of 84 teachers, this research aims to explore how occupational self-efficacy affects teacher performance and how job crafting moderates this relationship. This research seeks to address the gap in previous studies that have shown inconsistent results regarding the influence of self-efficacy on performance, while also contributing valuable insights to the development of human resource management in the educational context.

1.2 Research Objectives

This study aims to examine the influence of occupational self-efficacy on teacher performance in educational institutions in Banyumas Regency. Additionally, it seeks to explore the role of job crafting as a moderating variable in the relationship between occupational self-efficacy and performance. Specifically, this research aims to answer the following research questions:

- Does occupational self-efficacy have a positive effect on teacher performance?
- Does job crafting moderate the relationship between occupational self-efficacy and teacher performance?

2. Literature Review and Hypothesis

The relationship between self-efficacy and job crafting has become an intriguing topic in human resource research. Previous studies have shown that these two variables are interrelated and can influence individual performance in complex ways (Bandura, 1986; Wrzesniewski & Dutton, 2001; Amabile, 1997). However, several questions remain unanswered regarding how these three variables—self-efficacy, job crafting, and performance—interact, particularly within the educational context.

2.1 Social Cognitive Theory

The Social Cognitive Theory proposed by Bandura (1986) states that human behavior is not only influenced by external factors such as the environment but also by a person's personal belief in their abilities. The main concept of this theory is self-efficacy, which refers to an individual's belief in their ability to organize and execute the actions required to achieve specific goals (Bandura, 1997). In the work context, this theory explains that individuals with high self-efficacy tend to be more proactive in facing challenges and are more capable of adapting to changes. In education,

teachers with high self-efficacy are believed to be able to overcome work pressures and demands, thus potentially improving their performance.

2.2 Job Demand-Resource (JD-R) Theory

The Job Demand-Resource (JD-R) Theory, developed by Bakker and Demerouti (2007), explains the balance between job demands and job resources available to workers. Job demands include the physical, psychological, social, and organizational aspects of a job that require sustained physical or mental effort, while job resources are aspects that help individuals achieve work goals and reduce job demands. This theory suggests that employee performance is influenced by how they manage job resources and demands. When individuals have adequate resources, they are better able to cope with heavy job demands, and their performance tends to improve (Bakker & Demerouti, 2007)).

2.3 Self-Efficacy and Occupational Self-Efficacy

The definition of self-efficacy is an individual's confidence in their ability to manage and execute actions necessary to achieve goals. In the work context, occupational self-efficacy is more specific, referring to a person's belief in their ability to complete tasks related to their role or profession. Previous research has shown that individuals with high levels of occupational self-efficacy are better able to cope with job challenges and tend to demonstrate better performance (Schyns & von Collani, 2002). In the field of education, teachers with high occupational self-efficacy will be more confident in managing their classrooms, providing effective instruction, and facing job-related obstacles. However, some studies have shown inconsistencies in the influence of self-efficacy on performance, creating a research gap to further explore the dynamics of this relationship (Luthans et al., 2007).

2.4 Performance

Performance is the result of actions taken by individuals in fulfilling their job roles or responsibilities. According to Campbell (1990), performance is the level of effectiveness with which individuals achieve desired outcomes in their work tasks. Performance is influenced by several factors, including motivation, competence, and support from the work environment. In the context of teachers, performance is measured through teaching effectiveness, classroom management, and the ability to facilitate student development. Good teacher performance directly contributes to the quality of education provided. In human resource-related research, performance is often treated as a dependent variable, as it results from the interaction of various psychological and organizational factors (Campbell, 1990)).

H1 : Occupational self-efficacy has a positive effect on performance

2.5 Job Crafting

Job crafting is a concept introduced by Wrzesniewski and Dutton (2001), referring to proactive actions taken by individuals to change their tasks, social relationships, or perceptions of their work in order to make it more meaningful and satisfying. Job crafting allows individuals to adjust their

work to better align with their personal preferences and strengths. In education, teachers who engage in job crafting may modify their teaching methods or manage their time to better meet their own needs and those of their students. Research has shown that job crafting can enhance work engagement, motivation, and ultimately individual performance, as individuals feel more involved and motivated to work more effectively (Tims, Bakker, & Derks, 2013).

H2 : Job crafting moderates the relationship between occupational self-efficacy and performance

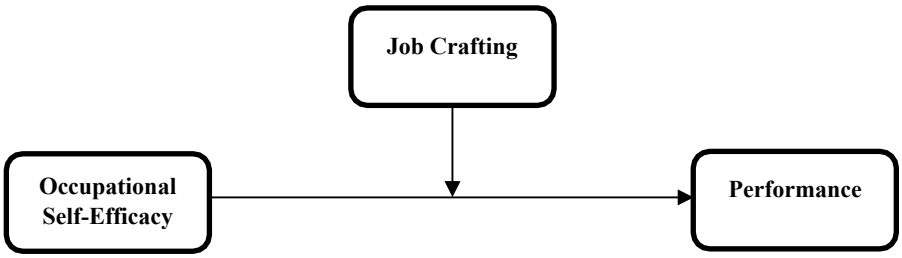

Figure 1. Theoritical Framework

3. Research Methodology

This study was conducted using a quantitative method with the aim of analyzing the influence of occupational self-efficacy on performance and examining the moderating role of job crafting in this relationship.

3.1 Research Design

The design of this research is quantitative, utilizing a survey to collect data from respondents through a questionnaire. The survey approach was chosen because it is suitable for gathering data from a relatively large and dispersed population (Creswell, 2014). This study also employs regression analysis to understand the relationships among variables and the moderating role, conducted using SPSS software.

3.2 Data Collection

The research data was collected through a survey using a questionnaire that consists of several sections measuring occupational self-efficacy, job crafting, and performance. This survey was distributed to 84 teachers from public elementary schools, junior high schools, and senior high schools in Banyumas Regency. The purposive sampling technique was chosen because it aligns with the research criteria targeting public school teachers who have specific relevant experiences and job challenges related to the research variables (Neuman, 2014). Data collection was conducted by distributing the questionnaire in the form of an online form to reach the required number of respondents within a specified time frame.

3.3 Measurement

Each variable in this study was measured using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The measurements for each variable are as follows:

- *Occupational Self-Efficacy*
  Assessed using the Occupational Self-Efficacy Scale created by Schyns and von Collani (2002). This scale includes several brief items that evaluate individuals' beliefs in their ability to perform job-related tasks (Thomas Rigotti et al., 2008)
- *Job Crafting*
  Evaluated using the Job Crafting Scale designed by Tims et al. (2012). This scale measures how individuals actively shape their work roles through three primary dimensions: task crafting, relational crafting, and cognitive crafting (Gavin R. Slemp et al., 2013).
- *Performance*
  Teacher performance is assessed using a scale developed by Larry J. Williams and Stella E. Anderson (1991), which is based on teachers' self-perceptions of their performance within the school setting.

4. Results

This section provides the results of the data analysis derived from 84 respondents, comprising public school teachers in Banyumas Regency across various educational levels, including elementary, junior high, and senior high schools. The analysis aimed to examine the effect of occupational self-efficacy on performance, with job crafting serving as a moderating variable.

4.1 Respondent Profile

Table 1. Respondent Profile

No	Respondent Data		
	Profile	**Frequency**	**Persentage**
1.	**Age**		
	21-30	54	64,3%
	31-40	19	22,6%
	41-50	7	8,3%
	51-60	4	4,8%
2.	**Gender**		
	Male	27	32,1%
	Female	57	67,9%
3.	**Education Level**		
	High School	2	2,4%
	Bachelor’s Degree	76	90,5%
	Master’s Degree	6	7,1%

The data were analyzed using SPSS version 25. Table 1 presents the demographic profile of the respondents, including age, gender, and education level. The majority of respondents were female (67.9%), with the most common age range being 21-30 years (64.3%). Most respondents held a bachelor's degree (90.5%). The predominance of female respondents is attributed to the nature of the job, which requires skills, attention to detail, communication abilities, and patience in teaching students.

4.2 Classical Assumptions Test

Table 2. Classical Assumptions Test

No	Classical Assumptions Test		
	Test	**Description**	**Value**
1	**Normality**		
	Kolmogorov-Smirnov	Asymptotic Significance	0,062
2	**Multicolinearity**		
	Varianve Inflation Factor	Occupational Self-Efficacy	1,534
		Job Crafting	1,534
	Tolerance	Occupational Self-Efficacy	0,652
		Job Crafting	0,652
3	**Heteroscedasticity**		
	Glejser Test	Occupational Self-Efficacy	0,569
		Job Crafting	0,817

Table 2 summarizes the results of the classical assumption tests, which include tests for normality, multicollinearity, and heteroscedasticity. The autocorrelation test was not conducted because the data used is not secondary data. The results of the normality test using the Kolmogorov-Smirnov test show an asymptotic significance value of 0.062, which is greater than the significance level of 0.05, indicating that the data is normally distributed. The VIF (Variance Inflation Factor) value of 1.534 and the tolerance value of 0.652 in the multicollinearity test indicate that there is no multicollinearity issue. Thus, the regression analysis can proceed without a strong correlation between the independent variables. The results of the Glejser test show significance values greater than 0.05 for all independent variables, specifically 0.569 for the occupational self-efficacy variable and 0.817 for the job crafting variable. This indicates that there are no heteroscedasticity issues, allowing us to assume that the residual variance is constant throughout the regression model, meaning that the magnitude of the model's prediction error does not change significantly along the regression line.

4.3 Regression Test

Table 3. Regression Test

No	Regression Test		
	Test	**Description**	**Value**
1	**Model Summary**	R	0,659
		R Suare	0,434
		Adjusted R Square	0,420
		Standard Error	7,117
2	**Analysis of Variance**	F	31,064
		Significance	0,000

3	**Regression Coefficient**		
	T Test (X-Y)		
	Occupational Self-Efficacy	Unstandardized. Coeff. B	1,192
		t	4,793
		Sig	0,000
	Moderation T Test (XM-Y)		
	Occupational-Self Efficacy, Job Crafting	Unstandardized. Coeff. B	-0,027
		t	-1,155
		Sig	0,251

In the model summary, the R value is 0.659, indicating the strength of the relationship between the independent and dependent variables. This value suggests a fairly strong relationship. The R Square value is 0.434, meaning that approximately 43.4% of the variation in the dependent variable (performance) can be explained by the independent variables (Occupational Self-Efficacy and Job Crafting). The remaining 56.6% is influenced by other factors. The adjusted R Square value is 0.420, which takes into account the number of independent variables in the model and still provides a reasonably good measure of the model's strength. The standard error value of 7.117 indicates the level of error or deviation between the observed values and the predicted values.

In the Analysis of Variance, the F value is 31.064, indicating that the regression model used is significant overall. This shows that the independent variables collectively contribute to predicting the dependent variable. The p-value of 0.000 indicates that this result is significant at the 5% significance level ($p < 0.05$). This means that the regression model as a whole is valid and there is a significant relationship between the independent and dependent variables.

The regression coefficient for the T-Test (X-Y) has a coefficient value of 1.192, indicating that each one-unit increase in occupational self-efficacy will increase performance by 1.192 units. The t-value is 4.793, which shows that this variable significantly contributes to the model. The p-value is 0.000, meaning that the effect of occupational self-efficacy on performance is significant at the 5% significance level ($p < 0.05$). Meanwhile, the Moderation T-Test (XM-Y) has a coefficient value of -0.027, indicating that the moderation of job crafting weakens the effect of occupational self-efficacy on performance. However, because this value is small and negative, its effect is considered weak. The t-value is -1.155, showing that this moderation effect is not significant. The p-value is 0.251, which is greater than 0.05, indicating that job crafting does not have a significant moderating effect on the relationship between occupational self-efficacy and performance.

Therefore, it can be concluded that Occupational Self-Efficacy significantly positively affects performance with a coefficient of 1.192 ($p < 0.05$). However, the interaction or moderation of job crafting is not significant in affecting the relationship between occupational self-efficacy and performance ($p > 0.05$).

5. Discussion

The discussion section explains the results of the examination of the influence of occupational self-efficacy on performance, with job crafting as a moderating variable.

5.1 Influence of occupational self-efficacy on performance

The results of the regression analysis indicate that occupational self-efficacy (OSE) significantly affects performance, with a regression coefficient of 1.192 and a p-value of 0.000. This suggests that the higher a teacher's self-efficacy, the better their performance. These findings support Bandura's (1997) social cognitive theory, which states that an individual's belief in their abilities (self-efficacy) plays a crucial role in determining how they behave and adapt to job demands. In the context of this study, teachers with high confidence in their teaching and classroom management skills are more likely to cope effectively with challenges in the educational environment, thereby enhancing their performance.

Social cognitive theory posits that self-efficacy helps individuals regulate their efforts, persistence, and resilience when facing difficulties. This research aligns with several previous studies that have shown self-efficacy to have a positive impact on performance across various work contexts, including the education sector (Schyns & von Collani, 2002; Judge & Bono, 2001). Teachers with high levels of self-efficacy tend to have greater motivation, better stress resilience, and more enthusiasm for their daily tasks, all of which contribute to improved performance.

5.2 Job crafting as moderation

This study found that job crafting does not moderate the relationship between occupational self-efficacy and performance, as evidenced by the moderation coefficient of -0.027 with a p-value of 0.251, indicating that it is not significant. These findings are inconsistent with the Job Demand-Resource (JD-R) theory developed by Bakker and Demerouti (2007), which states that an individual's ability to manage their work resources, such as through job crafting, can enhance the impact of personal resources like self-efficacy on performance outcomes.

This may be due to teachers facing constraints in resources such as time, support from colleagues, or flexibility in redesigning their work. As a result, job crafting may not function as an effective moderating tool. A study by Yang et al. (2023) found that in organizations with strict hierarchies, the impact of job crafting can diminish, especially when there are limitations in terms of work autonomy and structural support. Teachers are often bound by school curricula and policies, limiting their ability to engage in job crafting, thus reducing its impact on performance.

6. Conclusion

This study demonstrates that occupational self-efficacy significantly influences teachers' performance in the education sector, but job crafting does not significantly moderate that relationship. Teachers who have high self-confidence in their teaching and classroom management abilities tend to exhibit better performance, supporting Social Cognitive Theory, which emphasizes the importance of self-efficacy in enhancing performance. However, job crafting as a strategy to

improve job adjustment does not prove to strengthen the relationship between self-efficacy and performance in more structured and rigid educational contexts, such as schools.

Theoretically, this study provides further support for Social Cognitive Theory by finding that self-efficacy plays a crucial role in enhancing individual performance, particularly in the context of education. However, these results also contribute new insights to the literature related to Job Demand-Resource Theory, indicating that job crafting may be less effective in more structured work environments, such as public schools, where rigid rules and procedures limit opportunities for job adjustment. Practically, these findings suggest that the development of occupational self-efficacy through training, professional development, and supportive feedback can be an effective strategy for improving teachers' performance. School administrations can focus on professional development programs designed to boost teachers' confidence in classroom management and student interaction, ultimately enhancing the quality of education.

This study has several limitations. First, the relatively small number of respondents (84 teachers) and the research location being confined to a single district (Banyumas) limit the generalizability of these findings. Further research involving a larger sample and more diverse locations is needed to examine whether these findings apply more broadly in the education sector. Second, this study only considered job crafting as a moderating variable. Future research could explore other factors such as workload, social support, or job satisfaction that may also influence the relationship between self-efficacy and performance.

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