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**The event of having a baby associated with the
intrinsic motivation at work for women and the
effect of job crafting as moderator**

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Abstract

Labour shortage keeps increasing because people stop working or work less, which is also the case for women who recently had a baby. This study aimed to investigate the association of having a baby with intrinsic motivation at work amongst women with an exploration of the moderating effect of job crafting. Based on the Work-Home Resources (W-HR) model of Ten Brummelhuis & Bakker (2012) a potential motivational process was examined of four types of job crafting that could weaken the association of having a baby with intrinsic motivation at work. To test hypotheses, the researcher collected primary data through online questionnaires with a sample of 199 participants, consisting of women from 20-64 years with or without a baby that was born in the past 12 months who receive constant work and payment from an employer. Contrary to the expectations, the results indicate that there is no (negative) significant result on the association of having a baby with the intrinsic motivation at work. Besides, I expected that all four types of job crafting would have a buffering effect on the association of having a baby with intrinsic motivation, yet no significant results were revealed. Nonetheless, two non-hypothesized effects of increasing structural job resources and decreasing hindering job demands on intrinsic motivation at work were found. These findings indicate that job crafting interventions can be valuable for organisations as it is associated with intrinsic motivation at work.

Keywords: childbirth, intrinsic motivation at work, job crafting

Preface

This study was conducted to complete the Strategic Human Resources Leadership Master at the Radboud University in Nijmegen. The overall topic was major life events and the extension of working lives, where I start focussing on major life events and especially on childbirth. I have looked back at the motivational letter I had to write that explained why I wanted this topic, and it is still relevant:

"The topic caught my attention because it is such an actual topic right now. It is often in the news, and most of it is 'negative', in the sense that both working longer and major life events have some outcomes that are unfortunate, such as work less or stop working. I would like to investigate how you can turn this into something more 'positive' with the use of different tools/people (supervisors, HR practices, etcetera.). And hopefully, in the end, bring some value to people (employers/employees)."

Further, I learned so much when writing this thesis in terms of new information about the topic of major life events, but I also learned to manage this process of writing a thesis myself, which was not always easy, but beneficial and essential for my future career.

Additionally, there are several people I would like to thank, without them I could not have done this. First of all, I would like to say a big thank you to my supervisor, Karen Pak, for the good ideas, her helpfulness, and the constructive feedback she gave during the whole process. I dare to say with certainty that you cannot wish for a better supervisor, she was always ready to help and had solutions for everything. Also, I would like to thank Roel Schouteten, my second supervisor, for giving clear and constructive feedback that provided new insights to my thesis to take it to a higher level. Further, I would like to thank my fellow students of the thesis circle: Koen Hofmann, Paulien Weikamp, and Demi Lensselink, who have gone through this process with me and where I could always go with questions or concerns. Also, I would like to thank my family and closest friends for always being interested in what I am doing and providing support where necessary.

I hope you are just as enthusiastic as I am, that is why I hope you enjoy reading it!

Jikke Dulos

Introduction

According to last figures, announced by the Central Bureau of Statistics (CBS) in the Netherlands, the labour shortage has increased again, with on average 92 vacancies per 100 unemployed in the last quarter of 2019 (CBS, 2020). According to the European Commission (in Henkens, Remery, & Schippers, 2008) labour shortage is not only a concern for the government, but also for individual employers. Therefore, solutions are needed to reduce this problem of labour shortage. According to Ton Wilthagen, professor of the Erasmus University Rotterdam, there are multiple solutions for this problem; involve young talent in the labour market or pay attention to the people who do not work or work part-time (Agteren, 2019). One of the reasons for people who do not work or work part-time could be the combination of today's work and family responsibilities and how they affect the lives of employees (Spector et al., 2004; Ten Brummelhuis & Bakker, 2012). A group that mainly has to deal with work-family issues is women who recently had a baby (Bakker, Du, & Derks, 2019). According to CBS (2019), nine out of ten men/dads work the same amount of hours before and after the birth of their child. In contrast, more than one in three women stop working or reduce their working hours after the birth of their child, respectively, 37.6 per cent (CBS, 2015). However, in recent years, women from the Netherlands more often choose not to stop working but continue to work after the birth of their child (CBS, 2019). Nevertheless, the labour market position of, especially, Dutch women, remains a concern. The large share of part-time jobs and the low average number of hours worked are exceptional from an international perspective (Baarsma, 2018).

Previous research stated that participation in the labour market highly depends on individual motivation (Haase & Lautenschläger, 2011; Vlasblom & Schippers, 2006). These findings could indicate that women's motivation changes when they have a baby, which can affect their participation in the labour market. Based on previous research in the broader work context, it is commonly known that motivation is an important indicator of whether or not people continue to work (Kooij, Jansen, Dijkers, & De Lange, 2008). However, motivation is a broad concept. Kanfer, Beier, and Ackerman (2013, p. 255) managed to differentiate motivation into three types: "motivation to work, motivation at work, and motivation to retire". The literature state that motivation to work and motivation to retire can be seen as "different sides of the same coin" (Kanfer et al., 2013, p. 257). These types of motivation refer to entering into a work arrangement or leaving it, because of age. According to Kanfer et al. (2013), motivation at work is about people that participate in a work arrangement for job

accomplishments and how cognitions, affect, and behaviour help to achieve these performances. The women in this study are already participating in a work arrangement, making motivation at work the most relevant outcome variable for this study (Gagné et al., 2010). This research will specifically focus on intrinsic motivation (at work) because intrinsic motivation is the closest to behaviour (Gagné & Deci, 2005; Howard et al., 2020; Ryan & Deci, 2017).

The Work-Home Resources (W-HR) model of Ten Brummelhuis and Bakker (2012) can help to describe the association of having a baby with the intrinsic motivation at work. According to the W-HR model, work and home demands have a negative effect on outcomes at work (e.g. motivation at work) and at home, because they take up personal resources (Ten Brummelhuis & Bakker, 2012). When applying the W-HR model to this research, having a baby can be seen as an event that adds caregiving demands, which depletes personal resources that can lead to lower intrinsic motivation at work. That is why personal resources must be mobilised so you can better cope with the increased caregiving demands at home (ten Brummelhuis & Bakker, 2012).

Thus, demands should be confronted with personal resources to restore balance in the work and home domains (Ten Brummelhuis & Bakker, 2012). Job crafting might be a possible solution to restore balance as it is a means of mobilising personal resources (Akkermans & Tims, 2017). The concept of job crafting aims to create a (better) fit between the characteristics of the employee and the job in which the employee can adapt their work to his/her own needs, preferences, strengths, and motives (Berg, Dutton, & Wrzesniewski, 2008; Tims, Bakker, & Derks, 2013). Previous research indicates that job crafting is a starting point for a motivational process which leads to an increase in personal resources (Tims et al., 2013), which in turn leads to increased work-home enrichment (Akkermans & Tims, 2017). Therefore, it would make sense that job crafting could also be of help for women who recently had a baby to stay intrinsically motivated at work.

The scientific contribution of this study to literature is twofold. The first aim of this study is to examine to what extent having a baby is associated with intrinsic motivation at work. Previous studies mainly focus on the effect of events from work on the home domain. In contrast, few studies have been conducted on how an event in the home domain affects the work domain (Bakker et al., 2019). Also, Uegaki et al. (2011) underscore that there is a lack of studies on return-to-work following childbirth. The second purpose of this study is to examine the possible buffering effect of four types of job crafting on the association between having a baby and intrinsic motivation at work. In this way, it is ensured that the research contributes to the knowledge of how organisations can facilitate and promote job crafting. Hence, concrete

recommendations can be given to HR practitioners and supervisors on how to stimulate pregnant women to stay intrinsically motivated at work by letting them redesign their job through, for example, job crafting interventions (Demerouti, 2014).

Subsequently, the following question will be answered in this study:

"To what extent is having a baby associated with women's intrinsic motivation at work, and to what extent does the use of job crafting moderate this association?"

The remainder of this paper is structured as follows. The next section contains a theoretical background of the variables motivation at work, having a baby, and job crafting in which hypotheses have been developed. The third section, the methodology, encompasses the research design, procedure and sample, research ethics, measurement instruments, and analysis. After that, in section four, the results of the (additional) analysis are presented. And finally, the last part, consist of the discussion, limitations and directions for future research, practical implications, and the conclusion.

Theoretical framework

Motivation at work

Based on previous research in the broader work context, it is assumed that motivation is an important aspect when it comes to whether or not people continue working (Kooij et al., 2008). However, the term 'motivation' is a so-called catch-all concept, in which it is possible to distinguish between various aspects (Peeters, 2015). Kanfer et al. (2013, p. 255) differentiate between three types of motivation: "motivation to work, motivation at work, and motivation to retire". Motivation to work is associated with "cognitions, affect, and behaviors related to participation in an observable work arrangement" (Kanfer et al., 2013, p. 255). Motivation at work refers to "cognitions, affect, and behaviors directed toward job accomplishments" (Kanfer et al., 2013, p. 255). Lastly, motivation to retire pertains to "cognitions, affect, and behaviors directed toward exit from an existing work arrangement, career, or to total exit from the workforce" (Kanfer et al., 2013, p. 255).

The first and last type of motivation - motivation to work and motivation to retire - do not apply to the decision to stop working after childbirth, because it concerns entering into a work arrangement or leaving it as a result of reaching a certain age (Kanfer et al., 2013). The women in this research are already participating in a work arrangement, making motivation at work the most relevant outcome variable for this study (Gagné et al., 2010). According to Gagné et al. (2010), who created the Motivation at Work Scale (MAWS), different types of regulations

or motivations can be distinguished within motivation at work. The MAWS is based on self-determination theory (SDT; Deci & Ryan, 2000; Gagné et al., 2010). SDT is used to understand behaviour as it is a function of conscious and unconscious motivation of an individual that is the starting point for this behaviour (Howard et al., 2020; Ryan & Deci, 2017). However, according to Howard et al. (2020), motivation is a multidimensional concept and can be divided into different types of motivation, ranging from amotivation, extrinsic motivation, to intrinsic motivation.

First, *amotivation* is the lowest type of motivation which indicates a lack of motivation (Gagné & Deci, 2005). Second, *extrinsic motivation* is when people perform a behaviour for the instrumental value this activity brings, such as an external reward (Deci, 1971; Ryan & Deci, 2000). The last type of motivation is *intrinsic motivation* in which the enjoyment of the activity itself is central (Ryan & Deci, 2000; Ryan & Deci, 2017). Intrinsic motivation refers to the commitment to an activity based on emotions and because it is satisfying and interesting for yourself (Gagné et al., 2010). Previous research indicates that intrinsic motivation is the most autonomous and self-determined level of motivation, and thus the highest level of motivation a human being can possess voluntarily (Gagné & Deci, 2005; Howard et al., 2020; Ryan & Deci, 2017). Considering that intrinsic motivation is the most self-determined form of motivation, the relationship with behaviour is the strongest, which makes it the most relevant for this study. Combining the motivational concepts, the outcome variable of this study is intrinsic motivation at work.

Having a baby

In general, the connection between work and home domains have become inextricable over time (Voydanoff, 2005). Therefore, challenges in combining domestic responsibilities and work obligations are increasing for individuals (Allen, Herst, Bruck, & Sutton, 2000; Bakker, Ten Brummelhuis, Prins, & Van der Heijden, 2011). Previous research into women's labour supply shows that there is a strong interdependency between having a baby and the number of women that stop working (Vlasblom & Schippers, 2006). After the childbirth, it is usually the woman who changes their full-time job for a part-time job or even stop working for many years (Dankmeyer, 1996). The focus of this study is specifically on women who recently had a baby, which is likely to occur between the age of 20-42 (Grandey, Gabriel, & King, 2019; Matthews & Hamilton, 2016). A reason that could explain why these women quit work or work less is that working women who recently had a baby are striving for a good work-family balance (Grandey et al., 2019). When work and family roles are unbalanced, a conflict arises between

the domains (work-family conflict) in which demands from one domain impede functioning in the other domain (Jones & McKenna, 2002). When working women have a baby, caregiving demands are added to the family/home domain. How women deal with this in terms of participation in the labour market highly depends on their motivation (Haase & Lautenschläger, 2011; Vlasblom & Schippers, 2006).

An underlying mechanism that might explain the association between having a baby and the intrinsic motivation at work comes from the Work-Home Resources (W-HR) model from Ten Brummelhuis and Bakker (2012). The W-HR model finds its theoretical foundation in the Conservation of Resources theory (COR; Hobfoll, 1989) and can be considered an extension of the Job Demands-Resources model (JD-R model; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Ten Brummelhuis & Bakker, 2012). The JD-R model divides the work domain and the working conditions that can be distinguished into (1) job demands, which induces strain and exhaustion, and (2) job resources, that brings about motivation and productivity (Demerouti et al., 2001; Schaufeli & Taris, 2013). However, research has shown that there are also home demands and home resources, and that their interaction with job demands and job resources can influence each other, which lead to work-home balance or work-home conflict (Ten Brummelhuis & Bakker, 2012). The W-HR model illustrates and specifies the work-home conflict: "demands in one domain deplete personal resources and impede accomplishments in the other domain" (Ten Brummelhuis & Bakker, 2012, p. 239). In the W-HR model, work and home domains are connected by personal resources (Ten Brummelhuis & Bakker, 2012). Demands or stressors, from the home or work domain of the individual, deplete personal resources, which causes conflicts in the work-home process. On the contrary, resources at home and work restore and increase personal resources, which causes enrichment in the work-home process (Ten Brummelhuis & Bakker, 2012).

In line with the W-HR model, Bakker et al. (2019) conducted a study on how major life events influence resource use. They found that experiences/demands in the family domain (e.g. divorce, death of a loved one) are consuming many personal resources (e.g. self-efficacy), which then hinders the use of these resources in the work domain (Bakker et al., 2019). Breevaart and Bakker (2011) conducted a similar type of study, examining working parents who are confronted with home demands as a result of raising a child with behavioural problems leading to a decrease in personal resources (e.g. energy). As a result, this has led to impaired functioning in the work domain in terms of, for example, less work engagement (Breevaart & Bakker, 2011).

Although few studies have been conducted to examine the association between work and home domains, the two studies that were found indicate that when demands in the home domain are high, due to different reasons (e.g. a child with behavioural problems, divorce), it depletes personal resources (e.g. energy, self-efficacy) which can cause impaired functioning in the work domain (e.g. less work engagement; Bakker et al., 2019; Breevaart & Bakker, 2011). Furthermore, the W-HR model suggests that when demands in the home or work domain increase, it leads to a decrease in personal resources, which in turn can cause interference between work and home domains and hinder the functioning in it. Hence, the following is hypothesised:

H1: Having a baby is negatively associated with intrinsic motivation at work.

Job crafting

The concept of job crafting is, according to Wrzesniewski and Dutton (2001), a redesign of the job characteristics done by employees/job crafters; "employees take actions to shape, mold, and redefine their jobs" (p. 180). In turn, this involves psychological, social, and physical processes for the individual employee (Wrzesniewski & Dutton, 2001). Additionally, the job characteristics (i.e. job demands and job resources; Tims & Bakker, 2010) can be changed by the job crafters (i.e. employees) to ensure a better fit between work and needs, preferences, strengths, and motives from their private life (Berg et al., 2008; Tims et al., 2013). In other words, employees actively alter their jobs to their personal characteristics (Wrzesniewski & Dutton, 2001). Job crafting differs from other individual-level concepts for work adaptation, such as role innovation, task revision, voice, idiosyncratic deals, and personal initiative, in that changes in the job design are not negotiated with the organisation nor the supervisor (Tims & Bakker, 2010). Also, changes in the job are self-initiated by the employees (i.e. bottom-up; Kooij, Tims, & Kanfer, 2015).

According to Akkermans and Tims (2017), job crafting is an individual means to mobilise your personal resources. Personal resources consist of resources that are very person-specific, and can therefore also differ per person due to personal characteristics and energies (Hobfoll, 2002; Ten Brummelhuis & Bakker, 2002). According to the W-HR model, mobilising personal resources in one domain subsequently promotes functioning in the other domain (Bakker and Demerouti, 2014; Ten Brummelhuis & Bakker, 2012). In general, resources act as a buffer against demands and lead to positive individual outcomes (e.g. engagement,

satisfaction; Tims et al., 2012). Consequently, this leads to increased work-home enrichment (Akkermans & Tims, 2017).

According to Tims, Bakker, and Derks (2012, p. 173), there are four dimensions of job crafting: "increasing structural job resources, increasing social job resources, increasing challenging job demands, and decreasing hindering job demands".

Increasing structural and social job resources

The first type of job crafting is *increasing structural job resources* in which the following resources are crafted: "variety, the opportunity for development, and autonomy" (Tims et al., 2012, p. 149). The design of the job is affected by increasing structural job resources in terms of increasing the responsibility within (i.e. "autonomy and variety": Tims et al., 2012, p. 176/177) and/or knowledge about (i.e. "opportunity to develop oneself"; Tims et al., 2012, p. 176/177) the job, such as learn new things to use in your work (Harju, Hakanen, & Schuafeli, 2016; Tims et al., 2012).

The second dimension of job crafting is *increasing social job resources* which is more related to crafting resources in the social side of a job (Tims et al., 2012). This second type of job crafting affects the social features of one's job (i.e. "asking for feedback and coaching"; Tims et al., 2012, p. 177). Besides, it has to do with achieving a sufficient level of interaction (i.e. "social support"; Tims et al., 2012, p. 177). A concrete example of this type of job crafting is asking colleagues for help (Harju et al., 2016).

Results from earlier studies indicate that when structural and social job resources are increased it can lead to a boost in personal resources, which subsequently leads to revival in the motivational process of these people resolving in for example job satisfaction and work engagement (Bakker & Demerouti, 2014; Crawford, Lepine, & Rich, 2010; Tims et al., 2013; Tims, Bakker and Derks, 2015). More specifically for my research, a study of Baard, Deci, and Ryan (2004) illustrate that crafted structural and social job resources produces positive outcomes, such as motivation. Besides, there are positive effects of work-related resources, crafted from increasing structural (e.g. autonomy) and social (e.g. social support) job resources, on the work and home domains which empowers people to create work-home balance (Kinnunen, Rantanen, Mauno, & Peeters, 2014, in Akkermans & Tims, 2017).

Based on the findings in the abovementioned studies and the W-HR model I expect that an increase in structural and social job resources could help to mobilise personal resources which subsequently lead to positive consequences in the home domain when having a baby to restore balance in the work and home domains. Consequently, this might result in women who

maintain their intrinsic motivation at work despite childbirth and therefore, the following is expected:

H2a: Job crafting (increasing structural job resources) moderates the association of having a baby on the intrinsic motivation at work in such a way that when women display high amounts of this type of job crafting, the association of having a baby on the intrinsic motivation at work will be weakened.

H2b: Job crafting (increasing social job resources) moderates the association of having a baby on the intrinsic motivation at work in such a way that when women display high amounts of this type of job crafting, the association of having a baby on the intrinsic motivation at work will be weakened.

Increasing challenging job demands

The third form of job crafting is *increasing challenging job demands*. This type of job crafting indicates the usefulness of challenging job demands for the level of work motivation of the employee (Tims et al., 2012). These demands stimulate employees to develop their skills and knowledge. An often mentioned example of increasing challenging job demands is that people start participating in new projects at work (Akkermans & Tims, 2017). According to Schaufeli and Taris (2014), a certain level of challenging demands is beneficial for the individual. It can, therefore, be seen as a form of resources because they make your work more satisfactory.

Although no research to date has looked into the effect of increasing challenging job demands on motivation at work, it is known that there is an association between this type of job crafting and other work-related outcomes that are linked to motivational aspects. To illustrate, previous research indicates the importance of increasing challenging job demands, because it yields positive outcomes, such as increased job satisfaction, work engagement, and wellbeing (Bakker & Demerouti, 2014; Berg et al., 2008; Crawford et al., 2010; Harju et al., 2016; Nielsen and Abildgaard, 2012; Tims et al., 2013; Tims et al., 2015). So, crafting challenging demands can have a stimulating effect on personal resources, leading to the start of a motivational process that entails improved individual consequences (Akkermans & Tims, 2017).

Based on the aforementioned studies and the W-HR model it is plausible that an increase in challenging job demands could help to develop personal resources which subsequently lead to positive consequences when having a baby to restore balance in the work-home process and keep women intrinsically motivated at work. Consequently, the following is hypothesised:

H2c: Job crafting (increasing challenging job demands) moderates the association of having a baby on the intrinsic motivation at work in such a way that when women display high amounts of this type of job crafting, the association of having a baby on the intrinsic motivation at work will be weakened.

Decreasing hindering job demands

Decreasing hindering job demands is the fourth and last type of job crafting. It means that employees proactively lower the overwhelming job demands they perceive, such as reducing the workload (Rudolph, Katz, Lavigne, & Zacher, 2017; Tims et al., 2012). When employees are exposed to these overwhelming high job demands for a longer time, it turns into job stressors and can lead to a (potential) loss of resources (Bakker & Demerouti, 2007). Thus, hindering job demands can have adverse effects, which may be a motive for employees to reduce them proactively. To continue, as home demands increase with having a child, hindrance demands at work can be perceived as too much strain. So, to restore balance in work and home domains, a solution could be to reduce the hindering job demands.

The studies as mentioned earlier show that the first three types of job crafting are involved with motivational processes, which means that these are examined more often in studies (Akkermans & Tims, 2017; Tims et al., 2015). In contrast, the latter type, reducing hindering job demands, is part of health impairment processes, and therefore less often included in scientific research (Akkermans & Tims, 2017; Tims et al., 2015). It is known from previous studies that hindering job demands generally have a negative effect on health (Schaufeli & Taris, 2005). Although, when hindering job demands can be lowered, it does not undermine the motivation of individuals (Bakker & Demerouti, 2007). So, according to the JD-R model, it can be expected that when lowering the obstacle job demands, the consequences of the health impairment process will decrease, and motivational processes are fostered, leading to positive work-related outcomes, such as work engagement (Bakker & Demerouti, 2007; Schaufeli & Taris, 2013).

So, not much is known about this type of job crafting yet; however, it is known from previous studies that hindering job demands, in general, have a negative effect on health, so it is plausible that lowering the hindering job demands leads to more motivation. Furthermore, the W-HR model suggests that when hindering job demands are decreased, personal resources are increasing, which subsequently leads to positive consequences in the home domain when having a baby to create work-home balance. Therefore, it could be expected that when decreasing hindering job demands, demands in the work domain are lowered leading to an

increase in personal resources, resulting in women that are intrinsically motivated at work despite childbirth. Accordingly, the following is hypothesised:

H2d: Job crafting (decreasing hindering job demands) moderates the association of having a baby on the intrinsic motivation at work in such a way that when women display high amounts of this type of job crafting, the association of having a baby on the intrinsic motivation at work will be weakened.

Taken it all together, having a baby can be seen as a home demand, whereas all dimensions of job crafting can be seen as an individual means to mobilise personal resources (Tims et al., 2013). Considering the positive outcomes of job crafting and examining literature in a broader work context, it can be stated that job crafting allows the possibility to increase resources or decrease demands that mobilise personal resources to set against the added demands that women are facing in the home domain to bring about work-home balance (Ten Brummelhuis & Bakker, 2012). Job crafting can facilitate in optimising the connection of job characteristics to the changing needs, abilities, interests, and desires caused by the added demands of having a baby (Dorenbosch, Bakker, Demerouti, & Van Dam, 2013).

Based on the literature of (intrinsic) motivation at work, job crafting, and the theory of the W-HR model, a conceptual model is developed (see Figure 1), proposing associations of the four types of job crafting on the link between having a baby and the intrinsic motivation at work.

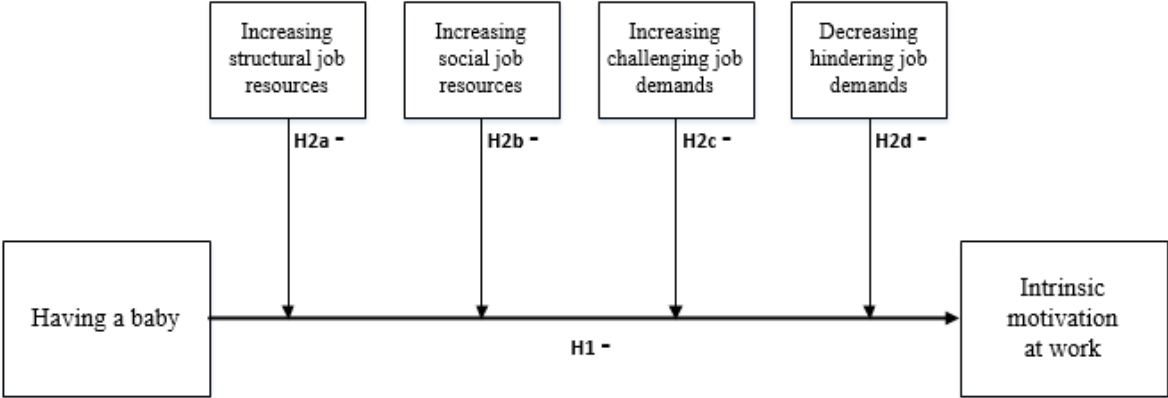


Figure 1. Conceptual model

Methodology

Research design

This quantitative research aims to understand the influence of multiple types of job crafting on the association between having a baby and intrinsic motivation at work. The advantage of such a quantitative survey study is that the results are objective and thus reliable if critically analysed (Choy, 2014). It is a quantitative study because the research is theory-driven from which hypotheses are developed that were tested by the use of SPSS (Field, 2018). In order to carry this out, cross-sectional research has been conducted due to time restrictions. Two aspects of my data are disadvantageous because of the cross-sectional design. In the first place, it was challenging to collect enough women who have recently had a baby. Besides, it was not possible to follow the women before and after they had a child. Therefore, I did not just focus on women who just had a child but compared them to women who have not had a baby in the past year.

Procedure and Sample

The sampling technique of convenience sampling was applied to collect primary data for this quantitative study. Within this sampling technique, people from the target population were chosen based on practical criteria, such as availability at the given time and easy accessibility (Etikan, Musa, & Alkassim 2016). This sampling strategy was used because it was cheap, efficient, and simple to implement (Jager, Putnick, & Bornstein, 2017).

Data collection was executed through (online) questionnaires in which anonymity was guaranteed. Four Master Thesis students worked together to design and distribute the questionnaire. The questionnaire consists of 86 questions from eight sub-sets of questions that were all translated into Dutch. All questions in the questionnaire were relevant to the research topic of one of the students, which means that the questionnaire also includes questions that are not of relevance for this study. Participants were recruited via questionnaires that were spread out via different online (e.g. Facebook and LinkedIn) and offline platforms (i.e. elementary schools) to get as many respondents as possible. The open-source software, Google Forms, was deployed to gather data via questionnaires in an accessible way.

Further, the questionnaire had a clear introduction, stating its purpose and the time the questionnaire would take, which was approximately ten minutes. At the end of the questionnaire, people were able to leave their email address so that they can receive a report with the findings after the research has been completed. The data collection period lasted

approximately two weeks. After ten days, a reminder was sent, and 24 April 2020 the questionnaire was closed. The questionnaire with the questions for this particular research can be found in Appendix A.

This study focused on working people, especially women. Initially, it was the intention to only include women from the age category of 20-42 years, but because of power issues, I decided to include in women of all age groups. Specifically, the sample group is Dutch-speaking women between 20-64 years with or without a baby that was born in the past 12 months who receive consistent work and payment from an employer, whereby this is also their only job (Grandey et al., 2019; Mathews & Hamilton, 2016). A total of 308 respondents filled in the questionnaire. After screening for double listed respondents, missing values, and respondents that fit the sample criteria, a total of 199 respondents were used in the analysis. As stated, all respondents are females ($N = 199$), and there were no missing values. The age of the women in the study ranges from 20-64 years. The average age of the females in this study is 41.5 years ($SD = 12.9$). Of the total number of women, 18 (19%) had a child in the past 12 months. Most of the women completed the University of Applied Sciences (45%) followed by women that have a University Master (21%), and Secondary Vocational Education (20%). The women in this study have a tenure of 11.5 years ($SD = 10.6$) on average at their current employer. The working hours per week, at this current employer, ranges from 12-48 with an average of 30 hours per week ($SD = 7.4$). The women in this study are employed in many different types of sectors, but the most common are healthcare, education, and ICT. Table 1 provides a clear overview of the descriptive statistics and frequencies of the sample.

Table 1

Demographic characteristics

Variables	Mean	SD	Range
Age	41.5	12.9	20-64
Tenure	11.5	10.6	0.1-41
Working hours	29.5	7.4	12-48

Variables	Categories	Frequencies	Per cent
Gender	Female	199	100
Educational level	Preparatory Vocational Education	16	8.0
	Higher General Secondary Education	6	3.0
	Vocational Education	40	20.1
	University of Applied Sciences	90	45.2
	University Bachelor	3	1.5
	University Master	41	20.6
	PhD	2	1.0
	Other	1	0.5
	Total	199	100
Had a baby in the last 12 months	Yes	18	19.4
	No	181	80.6
	Total	199	100

Research Ethics

There are several ethical considerations, according to Sekaran and Bougie (2016) that were taken into account when collecting primary data. The most important ones for this (quantitative) study are listed and applied here.

First, the information provided by respondents must be treated in strict confidence (Sekaran & Bougie, 2016). The information gathered from the questionnaires was analysed by the researcher on a non-public desktop. In other words, this was done from the researchers own laptop and not the public desktops at the university. Besides, before running the analyses,

email addresses (if filled in) and IP addresses were deleted from the original dataset. In line with this, one of the researcher's main responsibilities is the (guarantee of) privacy of the respondents throughout the process (Sekaran & Bougie, 2016). To ensure respondents' privacy, the researchers made the questionnaire anonymous, meaning that people did not have to fill in their name or other personal data that could refer to a specific person. Besides, the introduction of the questionnaire explicitly stated that answers are processed anonymously and in strict confidence (see Appendix A).

Second, forcing people to participate in the study is unethical (Sekaran & Bougie, 2016). Therefore, participation in the study was at all times, voluntary. In line with this, informed consent is an important aspect that the researcher paid attention to and was, therefore, taken into account when conducting this research (Sekaran & Bougie, 2016). To ensure informed consent an introduction (see Appendix A) at the beginning of the questionnaire provided information about what the research entails, who the researchers are, and what is done with the information gathered from these surveys. Also, a disclaimer was added, which stated that by filling in the survey, the respondents accepted that their information was used for this research, but not for other purposes. The respondents had to check the mandatory checkbox related to this disclaimer before they could proceed with the questionnaire. To make sure people were not forced into the survey, people had to click on the link (online platforms) or scan the QR code (offline platforms) to enter the questionnaire. This ensured that people participated in their initiative.

Third, there were several ways to invite respondents to participate in the study, for example, through social networks or discussion forums. Although this could be considered spam, anti-spam legislation and guidelines have, therefore, been taken into account (Sekaran & Bougie, 2016). Further, the house rules of the diverse platforms have been taken into account. For example, on some forums, it was not allowed to post questionnaires. Accordingly, the researcher inventoried the different platforms where the target audience is likely to be found; this was a so-called long list. Afterwards, the house rules of the diverse platforms were studied to make sure no rules were violated. This resulted in a shortlist of all possible platforms on which it was permitted to post the questionnaire.

Fourth, after data collection, misinterpretation or bias in reporting and analysing the dataset was prevented at all times (Sekaran & Bougie, 2016). To prevent misinterpretation or distortion, the researcher took enough time to analyse and report the data. Besides, the researcher took breaks to ensure that rest is taken in between tasks. Finally, the results were overlooked by the supervisor for unusual outcomes.

Measurement instruments

Construct validity was checked, by the use of an Exploratory Factor Analysis (EFA) for each variable that is measured with an (existing) scale these are, intrinsic motivation at work and job crafting. The scales were evaluated based on their Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (> 0.5), Bartlett's Tests of Sphericity ($p < .05$), their eigenvalue (> 1), explained variance ($> 60\%$), and the scree plot (Field, 2018). Besides, a reliability analysis was conducted by using Cronbach's Alpha (> 0.7) as a measure and criterion (Field, 2018). The variables 'having a baby' and the control variables are an exception since these are (binary) single item variables.

Intrinsic motivation at work. Intrinsic motivation at work was measured using the Motivation at Work Scale (MAWS) of Gagné et al. (2010) that is designed to assess the level of motivation and the type of motivation. In this study, it was used to measure the highest level of motivation, namely; intrinsic motivation at work. The 12 items were all rated on a seven-point Likert scale, ranging from 1 (*not at all*) to 7 (*exactly*). The items are introduced by the following sentence: *"Using the scale below, please indicate for each of the following statements to what degree they presently correspond to one of the reasons for which you are doing this specific job."* An example item from the existing scale for intrinsic motivation is "Because I enjoy this work very much". Ultimately, the mean score on this subscale for each respondent indicated the level of intrinsic motivation at work; the higher the score, the higher the level of intrinsic motivation at work for that respondent.

An exploratory factor analysis (EFA), in combination with a principal component analysis (PCA), was conducted. PCA could not rotate the solution because there was only one component that could be extracted, which was equal to the indicated validated scale. Eigenvalues (> 1), explained variance ($> 60\%$) and the scree plot all indicate one component. Besides, the Kaiser-Meyer-Olkin (KMO) was > 0.6 (0.67), and the Bartlett's Tests of Sphericity was significant ($p < .01$). Also, the communalities after extraction were all above 0.3 (> 0.3).

The Cronbach's Alpha of this subscale (intrinsic motivation at work) was 0.90, which indicates that there is a good internal consistency of the scale.

Having a baby. The concept of having a baby was measured using a single item. The main question for measuring this concept was "Have you had a child in the past year?". This concept was ranked as a binary variable ($0 = no$, $1 = yes$).

Job Crafting. The concept of job crafting was measured using the existing general job crafting scale established by Tims et al. (2012). The concept consists of four subscales: increasing structural job resources (structural) (five items), decreasing hindering job demands

(hindering) (six items), increasing social job resources (social) (five items), and increasing challenging job demands (challenging) (five items). All items were measured on a five-point Likert scale, ranging from 1 (*never*) to 5 (*very often*). Examples of items are: "I decide on my own how I do things" (structural), "I make sure that my work is mentally less intense" (hindering), "I ask whether my supervisor is satisfied with my work" (social) and "I regularly take on extra tasks even though I do not receive extra salary for them" (challenging). Consequently, the mean scores on each subscale for every respondent indicated the level of job crafting; the higher the score, the more (this type of) job crafting is used by this respondent.

An exploratory factor analysis (EFA), in combination with a principal component analysis (PCA), was conducted. First, oblique rotation (direct oblimin) was tested, but the factor correlation matrix did not show any correlations above 0.3 (> 0.3). Therefore, the rotation method was changed into varimax. The analysis showed that the items load on five factors, based on the eigenvalues (> 1), instead of four factors, as stated in the originally validated scale. The explained variance ($> 60\%$) divided the items also over five factors. When looking at the scree plot, four factors could be extracted. Besides, the Kaiser-Meyer-Oklin (KMO) test was > 0.8 (0.83), thereby Bartlett's Tests of Sphericity was significant ($p < .01$), which indicates that the factor analysis could yield distinct and reliable factors from the items and that the correlations between variables were significantly different from zero (Field, 2018). Additionally, all the values after extraction were all > 0.3 . All things considered, I choose to keep the original scale and corresponding items, because it is a validated scale, and some conditions as mentioned above still correspond to four components. Although, I am aware that it does not correspond entirely with the original validated scale.

Reliability analysis was conducted for each type of job crafting separately. First, *increasing structural job resources* has a Cronbach's Alpha of 0.80. Next, the Cronbach's Alpha of *increasing social job resources* is 0.77. Third, *increasing challenging job demands* has a Cronbach's Alpha of 0.81 and decreasing *hindering job demands* has a Cronbach's Alpha of 0.80. The values of the Cronbach's Alpha of the separate types of job crafting points to a good internal consistency of the subscales.

Control variables. Two control variables were included in the research to understand the relationship between the main variables better. First, age was added and was operationalised by using a single item, where the respondents need to mention their age. Previous research looked at the effect of older maternal age for women. These women have, according to Trillingsgaard and Sommer (2018), more personal maturity, greater psychological flexibility, more positive overall wellbeing, and more stability in emotions. Consequently, this could be of

influence on how women of certain ages who recently had a baby deal with work. Second, the educational level was added to the research as a single item and was measured on a scale ranging from 1 (*primary school*) to 8 (*Doctor of Philosophy (PhD)*). This variable was included because previous research shows that mothers who have higher levels of education will more often and more quickly decide to return to their job (Hofferth, 1996; Hofferth & Curtin, 2006).

In addition to the example items given, Appendix A provides a complete overview of all (main) concepts/variables and accompanying scales, including items and ratings.

Analysis

All the collected data were analysed by making use of SPSS. First, the dataset was prepared for analyses. Specifically, data was screened for missing values, outliers, and duplication. Missing values and outliers were screened by using the option 'frequencies' in SPSS (Hollenbaugh, 2016). The missing data for each variable was below the 10-15% norm, so for each variable, it could generally be ignored (Hollenbaugh, 2016). Besides, no outliers were found. In addition, due to a technical defect, the answers of some respondents were duplicated in the dataset. These duplicated answers have been removed.

After the factor analysis was performed, the regression analysis was conducted. This analysis was used to test the relation between having a baby and intrinsic motivation at work. Besides, regression analysis was utilised to test whether the types of job crafting affect the association of having a baby with the intrinsic motivation at work. As stated, this research dealt with a moderator effect. For this, the SPSS add-on macro PROCESS was utilised, in which model 1 was selected (Field, 2013). After that, the outcome, predictor, moderator, and covariate variables were filled in. There was no need for testing assumptions because PROCESS standardises all variables to make interpretation of the outcomes easier and to avoid multicollinearity and homoscedasticity (University of Twente, 2013).

This research contains four different moderators. Therefore, the moderator analysis was performed four times. First, the outcomes of the overall model (*Model Summary*) needed to be significant at an Alpha of 5% ($p < .05$) before the direct and moderator effect, provided that they were significant at an Alpha of 5% ($p < .05$), could be included in the interpretation (Field, 2013).

Results

Preliminary analysis

The means, standard deviations, and correlations of the six variables and two control variables in this study are shown in Table 2. Correlations that are significant and relevant for the aim of this study are described here. Intrinsic motivation at work is positively associated with increasing structural job resources ($r = .26, p < .01$), but negatively with decreasing hindering job demands ($r = -.21, p < .01$). Further, the control variable age is positively associated with the variable having a baby ($r = .22, p < .01$). However, it is negatively associated with increasing structural job resources ($r = -.29, p < .01$) and increasing challenging job demands ($r = -.24, p < .01$). Besides, educational level is negatively associated with intrinsic motivation at work ($r = -.16, p < .05$), but is positively associated with increasing challenging job demands ($r = .16, p < .05$) and increasing challenging job demands ($r = .30, p < .01$).

Table 2

Mean, SD & correlations of significant variables and control variables

Variable name	M	SD	1	2	3	4	5	6	7
1 Having a baby	.09	.29							
2 Motivation	5.69	1.00	-.100						
3 JC (structural)	4.12	.72	-.051	.256**					
4 JC (social)	2.68	.98	-.021	.034	.385**				
5 JC (challenging)	3.18	.89	.038	-.062	.474**	.399**			
6 JC (hindering)	2.14	.74	-.160*	-.211**	-.092	.188**	.123		
<i>Control variables</i>									
7 Age	41.50	12.90	.222**	.109	-.287**	-.108	-.240**	-.063	
8 Educational level	5.86	1.66	.026	-.157*	.294*	.015	.299**	-.005	-.314**

*Note: ** $p < .01$ (2-tailed), * $p < .05$ (2-tailed); $N = 199$*

Regression analysis

To test the hypotheses in this study, the SPSS add-on macro PROCESS was utilised in which model 1 was selected because of the exploration of the moderator effect (Field, 2013). The results of this simple moderation analysis are summarised in Table 3 and 4. All analyses contain the control variables of age and educational level.

The first hypothesis expected a negative association of having a baby with intrinsic motivation at work. When examining this direct effect in Table 3 and 4, no significant effect was found ($b = -.56, p = .71$) between having a baby and intrinsic work motivation. Therefore, Hypothesis 1 was not confirmed.

Table 3

Results for moderation analysis with moderator increasing structural job resources and increasing social job resources

Outcome: Intrinsic motivation at work (Model 1)				Outcome: Intrinsic motivation at work (Model 2)			
Model summary	R ²	F	p	Model summary	R ²	F	p
Predictor variable	b	SE	p	Predictor variable	b	SE	p
	.177	5.107	.000		.177	5.118	.000
Having a baby (1=yes)	-.560	1.525	.714	Having a baby (1=yes)	-.328	.624	.599
Job crafting (structural)	.481	.117	.000	Job crafting (social)	-.085	.082	.304
Job crafting structural x having a baby	.117	.374	.755	Job crafting social x having a baby	.091	.220	.680
Educational level	-.141	.044	.002	Educational level	-.142	.044	.002
Age	.010	.006	.097	Age	.010	.006	.096
Job crafting (hindering)	-.214	.095	.025	Job crafting (hindering)	-.220	.095	.022
Job crafting (social)	-.075	.079	.340	Job crafting (challenging)	.052	.091	.569
Job crafting (challenging)	.050	.547	.585	Job crafting (structural)	.489	.115	.000

Note: N = 199

Hypothesis 2a predicted that when women use increasing structural job resources at work, it will weaken the association of having a baby with the intrinsic motivation at work. As indicated, in Table 3 (Model 1), the direct effect of increasing structural job resources on intrinsic motivation at work was positive and significant ($b = .48, p < .01$), whereas the interaction term of increasing structural job resources and having a baby was not significant ($b = .12, p = .76$). Consequently, Hypothesis 2a was not confirmed.

Hypothesis 2b assumed that when women who recently had a baby use increasing social job demands, it would weaken the association of having a baby with intrinsic motivation at work. Table 3 (Model 2) indicates that the direct effect of increasing social job resources ($b = -.08, p = .30$), as well as the interaction term, increasing social job resources with having a baby ($b = .09, p = .68$), are not significant. Hence, Hypothesis 2b was not confirmed.

Table 4

Results for moderated analysis with moderator increasing challenging job demands and decreasing hindering job demands

Outcome: Intrinsic motivation at work (Model 3)				Outcome: Intrinsic motivation at work (Model 4)			
Model summary	R ²	F	p	Model summary	R ²	F	p
	.177	5.103	.000		.179	5.171	.000
Predictor variable	b	SE	p	Predictor variable	b	SE	p
Having a baby (1=yes)	.176	.996	.860	Having a baby (1=yes)	-.543	.672	.420
Job crafting (challenging)	.057	.093	.541	Job crafting (hindering)	-.245	.103	.018
Job crafting challenging x having a baby	-.080	.291	.784	Job crafting hindering x having a baby	.184	.255	.471
Educational level	-.141	.044	.002	Educational level	-.139	.044	.002
Age	.010	.006	.089	Age	.010	.006	.089
Job crafting (hindering)	-.221	.096	.022	Job crafting (social)	-.079	.079	.318
Job crafting (social)	-.074	.079	.351	Job crafting (challenging)	.060	.092	.318
Job crafting (structural)	.488	.115	.000	Job crafting (structural)	.485	.114	.000

Note: $N = 199$

Hypothesis 2c supposed that when women display a high amount of increasing challenging job demands the association of having a baby with intrinsic motivation at work is weakened. The results of the regression analysis are presented in Table 4, Model 3. This model shows that the addition of both the direct effect of increasing challenging job demands ($b = .06$, $p = .54$) and the interaction term (increasing challenging job demands x having a baby; $b = -.08$, $p = .78$), did not result in a significant change in explaining the variance in intrinsic motivation at work. Thus, Hypothesis 2c is automatically not confirmed.

The last hypothesis expected that women who recently had a baby and displayed high amounts of decreasing hindering job demands weakened the association of having a baby with intrinsic motivation at work. Table 4 (Model 4) provides an overview of the moderating effect of decreasing hindering job demands on the association of having a baby with intrinsic motivation at work. In Model 4, the direct effect of decreasing hindering job demands ($b = -.25$, $p < .05$) and the interaction term (decreasing hindering job demands x having a baby; $b = .18$, $p = .47$) are added to the association of having a baby and intrinsic work motivation. While decreasing challenging job demands is negatively significant associated, the interaction term is not significant. Accordingly, Hypothesis 2d is not confirmed.

The effect of the control variable educational level is for each model (1, 2, 3, & 4) negative and significant ($b = -.14$, $p < .01$). Meaning that the educational level is (negatively) associated with intrinsic motivation at work. Age is not significant for each model.

Additional analysis

The outcomes of the regression analysis, which disconfirmed all the hypotheses, have led to the addition of this extra paragraph to conduct a more detailed examination into other possible predictors of intrinsic motivation at work that are in line with the original predictor of having a baby to see if there might be a (different) effect. The output of the additional regression analysis can be found in Table 5 and Table 6.

The event of having a baby did not seem to associate with intrinsic motivation at work. Moreover, job crafting does not affect this association either. Therefore, this additional analysis is conducted to see if the 'impact of having a baby' instead of 'having a baby' has a different outcome. The impact of having a baby may vary from person to person and could, therefore, lead to different outcomes (Hoffenaar, Van Balen, & Hermanns, 2010). This impact score was measured during the questionnaires, and although it did not initially apply to my research, I was able to extract and use this data from the questionnaires. The impact questions consist of four items from the original scale of Luhmann, Fassbender, Alcock, and Haehner (2020). All items

were measured on a five-point Likert scale, ranging from 1 (*not applicable at all*) to 5 (*totally applicable*). An example of an item is "The event brought about changes in my social, family and work-related roles". The mean score of the 'impact of having a baby' was used in the analysis as the predictor variable (X) instead of 'having a baby'. The outcome variable, moderators, and control variables stayed the same. The direct effect of the impact of having a baby on intrinsic motivation at work appeared to be non-significant in all four the models (Table 5, Table 6, $b = -.25, p = .65$).

Table 5

Results for additional moderation analysis with job crafting moderators; increasing structural job resources and increasing social job resources

Outcome: Intrinsic motivation at work (Model 1)				Outcome: Intrinsic motivation at work (Model 2)			
Model summary	R²	F	p	Model summary	R²	F	p
	.179	5.163	.000		.178	5.156	.000
Predictor variable	b	SE	p	Predictor variable	b	SE	p
Impact of having a baby	-.248	.547	.650	Impact of having a baby	-.099	.186	.595
Job crafting (structural)	.424	.193	.028	Job crafting (social)	-.102	.119	.392
Job crafting structural x impact of having a baby	.049	.132	.713	Job crafting social x impact of having a baby	.019	.067	.769
Educational level	-.140	.044	.002	Educational level	-.141	.044	.002
Age	.009	.006	.106	Age	.009	.006	.105
Job crafting (hindering)	-.215	.094	.024	Job crafting (hindering)	-.218	.094	.022
Job crafting (social)	-.076	.079	.336	Job crafting (challenging)	.053	.091	.559
Job crafting (challenging)	.052	.091	.571	Job crafting (structural)	.487	.114	.000

Note: N=199

Besides, none of the interaction effects were found to be significant; increasing structural job resources x impact of having a baby ($b = .05, p = .73$, Table 5, Model 1), increasing social job resources x impact of having a baby ($b = .02, p = .77$, Table 5, Model 2),

increasing challenging job demands x impact of having a baby ($b = -.02, p = .82$, Table 6, Model 3), and decreasing hindering job demands x impact of having a baby ($b = .04, p = .64$, Table 6, Model 4). When looking at the effect of the type of job crafting on intrinsic motivation at work, a positive and significant effect for increasing structural job resources ($b = .42, p = .03$) was found. However, the other three types of job crafting turned out to be non-significant: increasing social job resources ($b = -.10, p = .39$), increasing challenging demands ($b = .08, p = .58$), and decreasing hindering job demands ($b = -.27, p = .07$).

Table 6

Results for additional moderation analysis with job crafting moderators; increasing challenging job demands and decreasing hindering job demands

Outcome: Intrinsic motivation at work (Model 3)				Outcome: Intrinsic motivation at work (Model 4)			
Model summary	R²	F	p	Model summary	R²	F	p
	.178	5.151	.000		.179	5.177	.000
Predictor variable	b	SE	p	Predictor variable	b	SE	p
Impact of having a baby	.021	.308	.945	Impact of having a baby	-.131	.188	.486
Job crafting (challenging)	.079	.143	.584	Job crafting (hindering)	-.271	.150	.071
Job crafting challenging x impact of having a baby	-.021	.089	.816	Job crafting hindering x impact of having a baby	.037	.077	.635
Educational level	-.141	.044	.002	Educational level	-.139	.044	.002
Age	.009	.006	.099	Age	.009	.006	.100
Job crafting (hindering)	-.219	.095	.022	Job crafting (social)	-.078	.079	.322
Job crafting (social)	-.075	.079	.344	Job crafting (challenging)	.058	.091	.527
Job crafting (structural)	.485	.114	.000	Job crafting (structural)	.483	.114	.000

Note: N=199

Finally, the control variable educational level is for each model (1, 2, 3, & 4) (negatively) significant ($b = -.141, p < .01$). Explaining that the educational level is negatively associated with the outcome variable intrinsic motivation at work.

Discussion and Conclusion

This research was conducted to examine if the event of having a baby was associated with the motivation at work for women and to examine the moderating effect of the four types of job crafting in this association. Little research has been done on return-to-work interventions following childbirth (Uegaki et al., 2011). However, several studies indicate that the work and home domains cohere and that demands in the work or home domain can lead to impaired functioning in the other domain which induces a work-home conflict (Bakker et al., 2019; Breevaart & Bakker, 2011; ten Brummelhuis & Bakker, 2012). Resources need to be set against the demands to reduce work-home conflict. Certain studies indicate that job crafting is an individual means to increase personal resources to restore balance (Akkermans & Tims, 2017; Tims et al., 2013). Consequently, the following research question was examined:

To what extent is having a baby associated with women's intrinsic motivation at work, and to what extent does the use of job crafting moderate this association?

The research has found no evidence for the association of having a baby with intrinsic motivation at work. Furthermore, the moderator effects of increasing structural job resources, increasing social job resources, increasing challenging job demands, and decreasing hindering job demands were also not found in this study. The findings in this study are not in line with previous research that is comparable with the direct effect in this study (Bakker et al., 2019; Breevaart & Bakker, 2011). Besides, the findings related to the moderator effect were also not in line with previous research about the use of job crafting (Akkermans & Tims, 2017; Tims et al., 2012; Tims et al., 2013).

No effect has been found between having a baby and intrinsic motivation at work which can be explained by personality characteristics of people that can play a role in the adaption to changes in home or work domains (Mumford, Baughman, Threlfall, Uhlman, & Costanza, 1993). Differences in the personal characteristics of an individual might provide a potential explanation for the individuals' motivation and behaviour in adaptation to life events, such as having a baby (Yap, Anusic, & Lucas, 2012). Thus, the personality of an individual could provide a reason why some women who recently had a baby are adapting quickly to the new situation which leads to little or no change in the level of demands these women experience and, thus, in the level of intrinsic motivation at work. The consequences of having a baby are likely to be different, in terms of intrinsic motivation at work, when taking into account the personal characteristics of these women in a new study. Another potential explanation for the non-significant findings in the direct effect can be found in the cross-sectional design of the

study, the low number of women who have had children in the past year, and the age differences. Due to the cross-sectional nature of this research, the data was measured at one point in time (Sedgwick, 2014). Because of its cross-sectional nature, you compare women who have just had a child with women who have not (just) had that. Hence, nothing can be said about the change in the motivation of these women before and after they had a child. However, this is what you want to know.

Additionally, few women have had a baby in the past year, leading to low power within that group. So, if there were more women (who had a baby), the results would have been more clearly (Yang, 2015). As a consequence of the low power, all women in the data needed to be included, instead of the pre-conceived sample, which led to substantial age differences within the sample, which also could have contributed to the non-significant results (Hair, Black, Babin, Anderson, & Tatham, 2015).

Further, the moderating effect of the four types of job crafting was tested in this study in which it was hypothesised that the association of having a baby with intrinsic motivation at work was weakened when a specific type of job crafting was utilised. Although no effect was found, the research of De Jonge and Dormann (2006) and Viswesvaran, Sanchez, and Fisher (1999) could provide a potential reason for not finding a moderating effect. The authors found that demands and resources must be linked to ensure that resources can buffer against the impact of demands (De Jonge & Dormann, 2006; Viswesvaran et al., 1999). Therefore, it might be plausible that the personal resources gained from job crafting cannot lower the impact of the home demands of having a baby because they are not matched. Home resources could, therefore, maybe provide a better fit between the home demands and home resources, instead of personal resources gained from job crafting. Examples of home resources that might be more relevant as a buffer against demands could be hobbies, open communication at home, or reflection with friends (Ten Brummelhuis & Bakker, 2012). Besides, The Conservation of Resources theory (COR; Hobfoll, 1989) could provide another possible explanation of why these interactive effects were not significant. The basis of this theory is about people's perseverance to try to keep their personal resources and protect these resources against threats (Hobfoll, 1989). Naturally, people are striving for minimal loss of resources. However, when people fail to protect their personal resources, they could build them by investing in other resources (Hobfoll, 1989). Also, the COR theory suggests that individuals are less affected by resources loss when they have naturally more resources of their own which could also be a possible explanation (Hobfoll, 1989). Besides, it is stated in earlier research of Thoits (1994), in line with the COR theory, that when a positive event happens, this does not harm the

resources of people. Consequently, according to the COR theory there several potential reasons that explain why the moderators did not affect the association between having a baby and intrinsic motivation at work. It is reasonable that there was no effect due to; 1) people's natural behaviour to protect their resources, 2) newly acquired resources in other areas, 3) the high number of resources that people have of themselves, and 4) the fact that a positive event does not lead to a decrease in resources.

Finally, some findings in this study that were not hypothesised indicate that increasing structural job resources were positively associated with the intrinsic motivation at work for women, and decreasing hindering job demands negatively. Although the influence of job crafting on other outcomes, such as work engagement and job satisfaction, has already been examined, the influence of job crafting on motivation at work has not been examined yet. Even though it was not hypothesised, this study did show that these two types of job crafting are associated with motivation at work.

Limitations and directions for future research

This study has several limitations that must be mentioned. First, this research used a cross-sectional study design in which data is measured at one point in time (Sedgwick, 2014). Besides, a cross-sectional study cannot say anything about cause-and-effect relationships (Sekaran & Bougie, 2016). Preferably, you would conduct longitudinal research, prospective or retrospective, in which trends could be monitored over time (Sedgwick, 2014). Conducting a longitudinal study takes more time and effort. However, it can also help to identify cause-and-effect relationships and provide more insights into the effects that childbirth might have on intrinsic motivation at work (Sekaran & Bougie, 2016). Furthermore, a comparison can be made per individual looking at the motivation before they had a child and afterwards, leading to more objective sources.

In addition, due to the choices made in the study design, common method variance bias could have occurred (Lindell & Whitney, 2001; Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Possible sources of common method variance bias for this research are; data obtained from the same sources (i.e. employees) and using the same context to obtain data (i.e. social media; Podsakoff et al., 2003). When common method variance bias occurs, there is a measurement error which can affect the validity of the research (Lindell & Whitney, 2001). A suggestion for future research, to reduce common method variance bias, might be to conduct a longitudinal study in which variables are measured in different contexts and from different sources (Podsakoff et al., 2003). An example could be that the research is carried out within a

specific organisation and that (HR) managers are involved to report the effects in intrinsic motivation at work.

Furthermore, this study uses the convenience sampling method that can cause certain groups in the population to be overrepresented. In contrast, others will be underrepresented, in which it is more likely to have biased results (Etikan et al., 2016). Given the sample in this study, it can be seen that some groups are overrepresented, for example the majority in this sample has an educational level higher than University of Applied Sciences. Besides, some age categories are very well represented in the sample, while other age categories have little respondents. Another disadvantage of convenience sampling is the risk that the sample is not large enough (Yang, 2015). Following this, in this research, the sample size had to be adjusted while performing the analyses due to power issues. When power issues occurred, it was decided to include all women in the sample (20-64 years) instead of the pre-conceived, based on literature, age category (20-42 years). In line with this, it might be valuable for future research to look into other sampling methods that are less likely to have biased results due to a not random/large enough sample, such as random sampling techniques (Sekaran & Bougie, 2016).

Fourth, the predictor in this research was asked as one binary question in the questionnaire. Therefore, no details were gathered or examined on having a baby, which could give different results. In the additional analysis, impact questions were taken into account, but this did not lead to significant results. Since there is not much research on this topic, it might also be interesting to conduct qualitative research to delve more into the event of having a child and see what this does in terms of intrinsic motivation at work or broader (Bleijenbergh, 2015).

Practical implications

Considering the results, implications for organisations are described here. There is, at this moment, no need for organisations to create job crafting interventions for women who recently had a baby. However, the regression analysis indicates that two types of job crafting, increasing structural job resources and decreasing hindering job demands are associated with intrinsic motivation for women in general. Therefore, a recommendation for organisations and HR practitioners might be to look into job crafting interventions. Previous research by Tims et al. (2013) on job crafting interventions showed that managers play an essential role in implementing job crafting in an organisation. It is the manager's task to inform employees about their job crafting opportunities and how they can increase resources or reduce demands (Tims et al., 2013). To create more support for job crafting within the organisation, it is recommended to collaborate with the works council (Van den Heuvel, Demerouti, & Peeters, 2015). However,

it is crucial to be aware that job crafting is voluntary, and that job crafting behaviour should be encouraged, not imposed (Van den Heuvel et al., 2015).

Job crafting suits many organisations because of the possibility of different approaches to implementing job crafting. Explanations and exercises concerning job crafting can be introduced in different ways, such as via the Internet, workshops or 1-day training sessions (Bakker & Demerouti, 2014; Bakker, Oerlemans, & Ten Brummelhuis, 2012; Van den Heuvel et al., 2015). A study of Bakker et al. (2012) recommends providing the employees with examples during this explanations and exercises (e.g. change the way you work, change the work schedule, and carrying out additional job tasks). Also, research suggests encouraging employees after the implementation via email or social media to keep awareness high (van den Heuvel et al., 2015). After a few weeks, it is recommended to arrange a reflection meeting where successes, problems, and solutions can be discussed with colleagues (van den Heuvel et al., 2015).

Based on previous studies on these job crafting interventions it has become clear that these interventions help to create (more) motivated and proactive employees which in turn leads to better achievement of organisational goals (Van den Heuvel et al., 2015).

Conclusion

This research examined the association of having a baby with intrinsic motivation at work amongst women and an exploration of the moderation effect of job crafting. In this research there was a lack of significant effects. Having a baby was not associated with intrinsic motivation at work; neither was the moderator effect of the four types of job crafting on this direct effect. Nonetheless, two types of job crafting were associated with intrinsic motivation at work, which indicates that job crafting can be a means for individual employees to be intrinsically motivated at work. Although the lack of significant results, the research is still precious since it examines a new area in the literature of major life events. Due to increasing labour market shortages, it is very important to examine the relation between having a baby and intrinsic work motivation since this affects the behaviour of women in terms of labour market participation.

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Appendices

Appendix A – Questionnaire

Beste deelnemer,

Allereerst willen wij u hartelijk danken voor uw deelname aan dit onderzoek. Wij hopen met uw tijd en inzet een goed onderzoek uit te voeren.

Onze namen zijn Jikke Dulos, Koen Hofmann, Demi Lensselink en Paulien Weikamp en wij volgen de master Strategic Human Resources Leadership aan de Radboud Universiteit.

Hierbij doen wij onderzoek naar de impact van grote levensgebeurtenissen op uw functioneren op het werk.

Wij focussen in ons onderzoek alleen op werknemers in loondienst bij een werkgever, dus geen zzp'ers, en waarbij dit ook uw hoofdbaan is, dus geen bijbaan, stage of vrijwilligerswerk. Indien u niet aan deze voorwaarde voldoet, moeten wij u helaas vriendelijk verzoeken de vragenlijst te verlaten.

De vragenlijst omvat vragen over onder andere het werk en de middelen die uw werkgever aanbiedt om ervoor te zorgen dat het werk goed bij u blijft passen. De vragenlijst zal circa 10 minuten van uw tijd in beslag nemen.

Uw antwoorden worden anoniem en strikt vertrouwelijk verwerkt. De antwoorden kunnen dus niet naar u of uw werkgever herleidt worden. Ook worden antwoorden alleen gebruikt voor academische doeleinden en zal er betrouwbaar met de gegevens worden omgegaan.

Nogmaals hartelijk dank voor uw deelname.

Met vriendelijke groet,

Jikke Dulos, Koen Hofmann, Demi Lensselink en Paulien Weikamp

Q1

- Ik ben in loondienst bij een werkgever en dit is ook mijn hoofdbaan

Q2

- Ik geef toestemming dat mijn antwoorden gebruikt worden voor academische doeleinden

Algemene vragen

De volgende vragen betreffen een aantal algemene vragen.

Q3 Wat is uw geslacht?

- Man
- Vrouw
- Zeg ik liever niet

Q4 Wat is uw leeftijd?

Q5 Hoeveel uur per week bent u werkzaam?

Q6 Hoeveel uur per week werkte u 12 maanden geleden?

Q7 Hoeveel jaar bent u in dienst bij uw huidige werkgever?

Q8 In welke sector bent u werkzaam?

Q9 Wat is het hoogste opleidingsniveau dat u heeft afgerond met een diploma?

- Basis onderwijs
- MULO, MAVO, VMBO, LBO, LTS
- HAVO
- VWO, HBS
- WO-bachelor
- WO/HBO-master
- Gepromoveerd

Anders: _____

Q10 Heeft u (een) thuiswonend(e) kind(eren)?

Ja

Nee (ga naar sectie 5: motivatie)

Q11 Wat is de leeftijd van uw thuiswonend(e) kind(eren)?

	0 jaar	1-5 jaar	11-15 jaar	16-20 jaar	21-25 jaar	26-30 jaar	30+
Kind 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kind 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kind 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kind 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kind 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kind 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Motivatie

Geef aan voor elk van de volgende verklaringen aan in welke mate ze momenteel overeenkomen met een van de redenen waarom u dit specifieke werk doet.

Q 12 Ik doe mijn werk...

	Helemaal niet	Zeer weinig	Weinig	Matig	Sterk	Zeer sterk	Helemaal juist
1. Omdat ik dit werk erg leuk vind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Omdat ik plezier heb in mijn werk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Voor de momenten van plezier die deze baan me brengt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Omdat ik daardoor mijn levensdoelen kan bereiken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Omdat deze baan mijn carrièreplannen vervult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Omdat deze baan bij mijn persoonlijke waarden past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Omdat ik de beste moet zijn in mijn werk, ik moet een "winnaar" zijn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Omdat mijn werk mijn leven is en ik niet wil falen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Omdat mijn reputatie ervan afhangt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Omdat deze baan mij een bepaalde levensstandaard biedt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Omdat ik er veel geld mee kan verdienen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Voor het salaris	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Werkaanpassing

De volgende vragen gaan over de manieren waarop u, op eigen initiatief, uw werk aanpast.

Q35 – 55

	1 Nooit	2	3	4	5 Heel vaak
1. Ik zorg ervoor dat ik mijn capaciteiten optimaal benut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ik probeer mezelf bij te scholen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ik zorg ervoor dat ik zelf kan beslissen hoe ik iets doe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ik probeer nieuwe dingen te leren op mijn werk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ik probeer mezelf te ontwikkelen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Ik zorg ervoor dat ik niet teveel hoef om te gaan met personen wiens problemen mij emotioneel raken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Ik zorg ervoor dat ik minder moeilijke beslissingen in mijn werk hoef te nemen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ik zorg ervoor dat ik minder emotioneel inspannend werk moet verrichten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Ik zorg ervoor dat ik niet teveel hoef om te gaan met mensen die onrealistische verwachtingen hebben	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Ik zorg ervoor dat ik minder geestelijk inspannend werk hoef te verrichten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Ik zorg ervoor dat ik mij niet lange tijd achter elkaar hoef te concentreren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Ik vraag collega's om advies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ik vraag of mijn leidinggevende tevreden is over mij werk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Ik vraag anderen om feedback over mijn functioneren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Ik zoek inspiratie bij mijn leidinggevende	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Ik vraag mijn leidinggevende om mij te coachen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Als er nieuwe ontwikkelingen zijn, sta ik vooraan om ze te horen en uit te proberen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Ik neem geregeld extra taken op mij hoewel ik daar geen extra salaris voor ontvang	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Als het rustig is op mijn werk, zie ik dat als een kans om nieuwe projecten op te starten	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Ik probeer mijn werk wat zwaarder te maken door de onderliggende verbanden van mijn werkzaamheden in kaart te brengen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Als er een interessant project voorbij komt, bied ik mijzelf proactief aan als projectmedewerker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q61 Heeft u de afgelopen 12 maanden een kind gekregen?

- Ja
- Nee

Einde enquête

Wij willen u hartelijk bedanken voor uw deelname aan deze enquête. U heeft ons hiermee ontzettend geholpen. Indien u interesse heeft in de resultaten die voortkomen uit deze enquête, kunt u vrijwillig uw e-mailadres hieronder achterlaten. Indien u graag nog feedback wil geven op deze enquête, kunt u dat hieronder ook invullen.

Nogmaals bedankt voor uw tijd en moeite!