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**EXAMINATION OF EARLY MALADAPTIVE SCHEMAS (EMS) AT  
WORKPLACE: INFLUENCE OF JOB DESIGN ON THE RELATIONSHIP  
BETWEEN EMS AND ORGANIZATIONAL OUTCOMES**

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- 4) iş dizaynı
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## ÖNSÖZ

Şüphesiz ki tez süreci hemen hemen her öğrenci için zorluklarla bezenmiş bir yoldur. Tezimin bu kısmı, benim bu yolculuğumla ilgili edeceğim birkaç kelimeden fazlasını içermektedir. Çünkü bu yolculuk hayatımın farklı alanlarıyla ilintili pek çok fiziksel, mental ve duygusal zorluğu içinde barındırmaktadır. Bunun yanı sıra bu zorlu yolculuk süresince teşekkürümü borç bildiğim birçok insandan da bahsetmem gerektiğine inanıyorum.

Öncelikle, tez öğrencileri için onlarca konu ve değişkenler arasından tez konusunu belirlemek zorlayıcı bir karar olmuştur, hele ki benim gibi fazla değişkenli modeller kurmaya bayılan bir öğrenciler için daha da zorlu... Benim en başından belirlediğim tek bir hedef vardı; o da pek çalışılmamış bir konu üzerinde çalışmayı hedeflememdi. Konumu belirleme sürecinde İstanbul Şehir Üniversitesi'nde yolumun kesiştiği ve bir nevi izinden gittiğim çok değerli Hocam Hüseyin Ulaş Özcan'ın çok etkisi olmuştur. Ofisine ziyarete gittiğim bir gün neden erken dönem uyumsuz şemaları örgütler bağlamında çalışmıyorsun diye soruşu hala kulaklarımdadır. O gün Ulaş Hocamın sorusu üzerine tezimin ana konusu ortaya çıkmış oldu. Sonrasında da çeşitli araştırmalar sonucunda farklı değişkenler bir bir denkleme dahil edildi ve hipotezlerim nihai halini almış oldu. Böylelikle yolculuğumun ilk zorlu basamağını çıkmış oldum.

Bir diğer zorlu basamak olan etik onay fazının henüz başlangıcında, Covid-19 pandemisini tecrübe ettim. Daha ikinci adımda sekteye uğramıştı tez sürecim. Beklenmedik bir anda hayat donmuştu ve tam odaklanmaya başladığım dönemde dönemimi dondurmak durumunda kalmıştım. Pek çok insanla birlikte pandemiye ilk kez tecrübe ediyordum ve o dönemin insanlar üzerindeki en belirgin sonuçlarından biri olan belirsizlik endişesini ben de ilk kez bu kadar hissediyordum. Pandeminin bir diğer getirisi olan içe çekilmeyi de sonuna kadar yaşadığımı söyleyebilirim. Bu içe çekilmenin içimdeki gücü ve dayanma kuvvetini artıracaklarını sonradan deneyimleyecektim.

Pandeminin etkileri bir yandan devam ederken etik kurul başvurum için hazırlıklarımı hızlandırmaya başlamıştım ki 2020 Kasım ayında biricik annemin ciddi sağlık sorunları baş gösterdi. 2 aylık tetkik ve tahlil sürecinin neticesinde annemin kanser olduğunu ve beyin metastazları bulunduğunu öğrendik. Bu benim için duygusal açıdan oldukça zorlayıcı bir etkiye sahipti. Tam da bu teşhis ve tedavi seçimi için uygulanan tetkikler dolayısıyla hastanede olduğumuz dönemde etik kurul başvurum için çalışmalarımı yürütüyordum. Kanserle mücadelemizin başladığı ve devam etmekte olduğu bu süreçte alanında uzman ve hastaya yaklaşımı oldukça pozitif olan doktorlarla yolumuz kesişti. Onlara ve ekiplerine teşekkürden çok daha fazlasını borçluyum fakat kendimce en anlamlı teşekkürü onları bu tezin önsözünde tek tek anarak etmek isterim. Annemi Gamma Knife Ameliyatı yaparak beyin tümörlerinden kurtaran Prof.Dr.Türker Kılıç ve ekibine, etkili ışın tedavisi ve güler yüzleriyle annemin acılarını dindiren Prof.Dr.Esra Kaytan Sağlam ve ekibine, gen testinin birkaç içinde çıkmasını sağlayarak annemin kemoterapi almasının önüne geçen ve enerjisiyle hastalarına hayat veren Prof.Dr.Serkan Keskin ve ekibine çok ama çok teşekkür ederim. İyi ki varsınız ve iyi ki bu süreçte yolumuzun kesiştiği doktorlar sizler oldunuz. Allah sizleri bu ülkenin başından eksik etmesin. Bu süreçleri tecrübe etmiş bir hasta yakını olarak, tezimi kanserle mücadele eden/etmiş olan tüm hastalara, onların yakınlarına ve işini hakkını vererek yapan tüm doktorlara ithaf etmek isterim.

Tüm bu mücadele içinde yolculuğumun önemli bir basamağı olan etik kurul onayını aldıktan sonra bir başka zorlayıcı süreç olan data toplama aşamasına geçmiştim. Tüm tez öğrencileri bilir ki data toplama süreci belirsizlikler ve tatsız sürprizlerle doludur. Hedeflenen sürede hedeflenen veriye ulaşmak çoğu zaman, hele ki online yöntemlerle veri toplandığında, pek de mümkün değildir. Ben de bunları bir bir tecrübe ettim. Bu aşamada ilk yardımcım bölüm hocalarım oldu; onlara hem eğitimimde hem de tezimdeki katkılarından dolayı çok teşekkür ederim. Yüksek lisans programıma başladığım ilk dönemden itibaren çeşitli açılardan bana fırsatlar tanımış ve kendimi geliştirmemde etkili olmuş olan Doç.Dr.İdil Işık Hocama, birlikte yürüttüğümüz proje kapsamında bana yetkinliklerini aktarmaya çalışan ve ilk akademik iş tecrübemde her daim destekçim

olmuş olan Doç.Dr.Başak Uçanok Tan ve Dr.Öğr.Gör.Betül Yücel Hocalarıma, data toplama sürecimde empatiyle bana yaklaşip oldukça yardımcı olan ve beni motive eden Dr.Öğr.Üyesi Sibel Çalışkan Hocama teşekkürlerimi iletirim. Bölüm Hocalarımmın yanı sıra İletişim Fakültesi'nde veri toplam konusunda tüm içtenlikleriyle bana destek olan Doç.Dr.Ferda Keskin, Doç,Dr.Erkan Saka, Dr.Öğr.Üyesi Barika Göncü ve Dr.Öğr.Üyesi Dilek Gürsoy Hocalarıma da ayrıca teşekkür ederim.

Bugüne kadar yolumun kesiştiği ve bana emeği geçmiş olan tüm hocalarıma ayrı ayrı teşekkür ederim. İçlerinden birine özellikle parantez açmak isterim. Tez danışmanım olan Prof.Dr.Gonca Günay Hocama bana her daim güvendiği, bunu sonuna kadar hissettirdiği, her anlamda tezime katkı sağladığı ve tüm meşguliyetleri arasında bana vakit ayırarak bu tezi daha kaliteli bir şekilde ortaya koyabilmemi sağladığı için kendisine çok ama çok teşekkür ederim.

Hakkı ödenmeyecek emeklerle beni bugünlere getirmiş olan annem Vijdan Suliman ve babam Abdelhadi Suliman'a sonsuz teşekkürlerimi iletirim. Bugüne kadar pek çok katkıları oldu fakat birlikte kansere karşı savaşmalarıyla bana mücadeleci olmanın en büyük dersini verdiler, hala da vermeye devam ediyorlar. Onların yanı sıra, canım abim Salih Suliman, her daim yanımda destekçim olan Rüya Suliman'a ve tüm bu zorlu yolculuk boyunca neşesiyle bana hem güç hem de motivasyon katan biricik yeğenim canımın için Yasemin Suliman'a çok teşekkür ederim. Aileme ek olarak, benim için ailem kadar kıymetli olan ve bana desteklerini eksik etmeyip sevgi ve şefkatiyle bana her daim iyi gelen manevi anne yarım Rüçhan Sarı'ya, bana ablan olmasının o koşulsuz desteğini tattıran Münevver Gürcan'a ve aynı anda hem candan bir arkadaş hem de harika bir abi olarak hayatıma anlam katan Kemal Gürcan'a varlıklarından ve bu zorlu yolculuğumda bana sağladıkları psikolojik desteklerden ötürü teşekkürlerimi iletirim.

Bu zorlu yolculuğumun neredeyse her aşamasına benimle eşlik etmiş olan arkadaşlarımı da burada anmak isterim. Öncelikle tanışıklığımın ilkokul yıllarına dayandığı hiç kopmayan bir sevgi bağıyla bağlı olduğum ve yılların ilişkimizi daha da derinleştirdiği kadim dostum Sümeyra Yücel Telek'e hayatımdaki bu ayrıcalıklı yeri

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Ve son olarak tüm bu zorluklara ve mücadelelere rağmen ortaya bu tezi koyabildiğim için kendime minnettarım. Pek çok sıkıntılı durumla (pandemi, hastalık, aksaklıklar gibi) ve zorlayıcı duygularla (üzüntü, stres ve kaydı) baş ederek hayatımın odaklanması epeyce güç sayılabilecek bir dönemde bunu sağlayarak yoğun çalışma ve bolca emek sonucunda hedeflediğim noktaya varabildiğim için, pes etmeyerek ve mücadelemın meyvesi olan bu teze hayat verebilmem sebebiyle kendimle gurur duyuyorum. Dilerim ki bu tez akademik yolculuğumda güzel bir yapı taşı olarak yerini alır ve ben bu yolda faydalı olabileceğim bir şekilde uzmanlığımın uzmanlık katarak ilerleyebilirim. Buna ek olarak, tezimin literatüre faydalı bir katkı sağlamasını ve farklı bakış açılarını kazandırma hususunda başarılı olmasını dilerim. Tekrardan olduğum yere gelmemi sağlayan, bu önsözde andığım anmadığım herkese teşekkürlerimi iletir ve tezimi huzurlarınıza sunarım.

## PREFACE

Undoubtedly, the thesis process is a difficult path for almost every student. This part of my thesis contains more than a few words about my journey. Because this journey includes many physical, mental, and emotional difficulties related to different areas of my life. In addition, I believe that I should mention many people to whom I owe my gratitude during this difficult journey.

First of all, it has been a challenging decision for thesis students to determine the thesis subject among dozens of topics and variables, especially for a student like me who loves to build models with many variables... There was only one goal that I set from the very beginning; it was my aim to work on a subject that has not been studied much. In the process of determining the thesis subject, my valuable university teacher Hüseyin Ulaş Özcan, whom I crossed paths with at Istanbul Sehir University had a great influence on me. One day I went to visit him in his office, I still remember him asking why you don't work with early maladaptive schemas in the context of organizations. That day, the main topic of my thesis emerged on the question of Ulaş Hoca. Afterwards, as a result of various researches, different variables were included in the equation one by one and my hypotheses were finalized. Thus, I took the first difficult step of my journey.

Just at the beginning of another challenging step, the ethical approval phase, I experienced the Covid-19 pandemic. My thesis process was interrupted in the second step. Unexpectedly, life froze, and I had to freeze my thesis works which I just started to focus. It was the first time I was experiencing the pandemic like many other people, and it was the first time I felt the anxiety of uncertainty which was one of the most obvious consequences of that period on people. I can say that I have lived through the withdrawal, which is another result of the pandemic. I would later experience that this withdrawal would increase the strength and stamina within me.

While the effects of the pandemic continued, I started to speed up my preparations for my ethics committee application. In November 2020, serious health problems of my

dear mother arose. As a result of the 2-month examination and analysis process, we learned that my mother had cancer and had brain metastases. This had an emotionally overwhelming effect on me. Because of the tests performed for this diagnosis and treatment selection, I was working on my ethics committee application while we were in the hospital. In this process, where our fight against cancer have started and continues, thankfully we crossed paths with doctors who are experts in their fields and have a very positive approach to their patient. I owe them and their teams much more than thanks, but I would like to express my most meaningful thanks by mentioning them one by one in the preface of this thesis. I would like to thank to Prof. Dr. Türker Kılıç and his team, who saved my mother from brain tumors by performing Gamma Knife Surgery, to Prof. Dr. Esra Kaytan Sağlam and her team, who relieved my mother's pain with effective radiation therapy and smiling faces, and, lastly, to Prof . Dr. Serkan Keskin and his team who prevent my mother from receiving chemotherapy by ensuring that the gene test came out in a few days and express positive energy for giving life to his patients. I am glad to have you all and I am glad that you are the doctors that our paths crossed in this process. May God keep you blessed on this country. As a patient's relative who has experienced these processes, I would like to dedicate my thesis to all patients who have/had struggled with cancer, their relatives, and all doctors who effort to do their job properly.

After getting the ethics committee approval, which was an important step in my journey through this whole struggle, I moved on to the data collection phase, which is another challenging process. All thesis students know that the data collection process is full of uncertainties and unpleasant surprises. It is often not possible to reach the targeted data in the targeted time, especially when data is collected by online methods. I have experienced them one by one. At this stage, my first supporters were my department teachers; I would like to thank them for their contribution to both the education they provided and their support during my thesis period. Prof. Dr. Idil Işık, who has given me various opportunities since the first semester I started my master's program and has been influential in my development, Associate Professor Başak Uçanok Tan and Dr. Instructor Betül Yücel, who tried to convey her competencies to me within the scope of the project we carried out together and who were always supportive in my first academic work

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I would like to express my endless thanks to my mother, Vijdan Suliman, and my father, Abdelhadi Suliman, who have brought me to where I am today with their unpaid efforts. They have contributed a lot to date, but they gave me the biggest lesson of being a fighter with their fight against cancer, and they still continue to do so. In addition to them, I would like to thank my dear brother Salih Suliman, my dear sister-in-law Rüya Suliman who has always been my supporter, and Yasemin Suliman, my only niece, who has given me both strength and motivation throughout this difficult journey. In addition to my family, I would also like to thank to my spiritual mother half Rüçhan Sarı, who is as precious to me as my family and who always supports me with her love and compassion, Münevver Gürcan, who gave me the unconditional support of being a sister to me, and at the same time a sincere friend and a friend, and Kemal Gürcan, who added meaning to my life as a great brother, for his presence and for the psychological support they provided me on this difficult journey.

I would like to commemorate my friends who have accompanied me in almost every stage of this difficult journey. First of all, I would like to thank my old friend Sümeyra Yücel Telek for filling this privileged place in my life in such a beautiful way. In addition to that, I would like to mention my dear friends with whom my path crossed during my undergraduate years at Istanbul Şehir University. I want to thank to my dear

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And finally, I am grateful to myself for being able to put forward this thesis despite all these difficulties and struggles. By coping with many troublesome situations (such as pandemic, illness, disruptions) and compelling emotions (sadness, stress, and loss) and achieving this in a period of my life when it can be considered quite difficult to focus, I reached my target as a result of hard work and a lot of effort, by not giving up and being the fruit of my struggle. I am proud of myself for being able to bring this thesis to life. I hope that this thesis will take its place as a good building block in my academic journey, and I can progress in this way by adding expertise to my expertise in a way that I can be useful. In addition, I hope that my thesis will make a useful contribution to the literature and be successful in gaining different perspectives. I would like to express my gratitude to all those whom I have not mentioned in this preface, who have brought me back to where I am, and present my thesis before you.

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## ABSTRACT

Person-job fit is a significant factor in terms of employee well-being and organizational efficiency. One of the essential pillars of this fit is compatibility between an individual's personality and the characteristics of the job in which he/she works. Whether the personality is congruent with the job characteristics or job design can be taken differently. For example, there are many studies on whether the five-factor personality traits are compatible with certain job characteristics. Personality is a comprehensive concept; therefore, it would be appropriate to explore the status of different dimensions of personality in the person-job fit equation. For this reason, it would be worth considering the early maladaptive schemas, which are highly related to personality, regarding the person-job fit. The subject of this thesis covers the effect of the compatibility or incompatibility between these schemas with job characteristics on employee engagement.

In this study, in which 201 participants contributed, the early maladaptive schemas of the individuals, the design of the job they worked, and the level of employee engagement were measured. According to the study's findings, it was found that the level of autonomy of the job, the requirement of adaptive expertise, and the interdependent nature of work act as moderator variables in determining the engagement level of the employees with dominant impaired limits schema domain. In addition, it has been profound that while the engagement of the employees in which the other-directedness schema domain is dominant increases in the jobs that require adaptive expertise, while the level of passion decreases significantly in the job designs that do not develop adaptive expertise.

*Keywords:* person-job fit, job design, job characteristics, schema domains, early maladaptive schemas, employee engagement

## ÖZET

Kişi-iş uyumu hem çalışanların esenliği hem de örgütsel verimlilik açısından oldukça önemli bir faktördür. Bu uyumun çok önemli ayaklarından birini de bireyin kişiliğinin çalıştığı işin özellikleri ile uyumlu olması oluşturmaktadır. Kişiliğin iş özellikleri veya iş dizaynı ile uyumlu olup olmaması konusu farklı şekillerde alınabilir. Örneğin literatürde beş faktörlü kişilik özelliklerinin iş özellikleri ile uyumlu olup olmamasının sonuçları ile ilgili pek çok farklı araştırma mevcuttur. Kişilik oldukça geniş bir kavramdır; dolayısıyla kişiliğin farklı boyutlarının kişi-iş uyumu denklemindeki yerini keşfetmek de yerinde olacaktır. Bu sebepten ötürü, kişilikle oldukça ilintili olan erken dönem uyumsuz şemaların kişi-iş uyumu açısından değerlendirilmesini dikkate değer olacaktır. Bu tezin konusu da bu şemaların iş özellikleri ile uyumunun veya uyumsuzluğunun çalışanın işle bütünleşmesi üzerine etkisini kapsamaktadır.

Toplanda 201 katılımcının katkı sağladığı bu çalışmada kişilerin erken dönem uyumsuz şemaları, çalıştıkları işin dizaynı ve işe karşı duydukları işle bütünleşme seviyesi ölçümlenmiştir. Araştırmanın bulgularına göre, zedelenmiş sınırlar şema alanına sahip çalışanların işleriyle bütünleşme seviyesinin belirlenmesinde işin özerklik seviyesinin, adaptif uzmanlık gerektirip gerektirmediğinin ve diğer çalışanlarla iş yapma açısından birbirlerine bağımlı olup olmama durumunun düzenleyici değişken görevi gösterdiği saptanmıştır. Buna ek olarak, diğeri yönelimlilik şema alanının baskın olduğu çalışanların ise adaptif uzmanlık gerektiren işlerde çalışanların işleriyle bütünleşmesi artarken adaptif uzmanlık geliştirmeyen iş dizaynlarında çalışanların işle bütünleşme seviyesi anlamlı bir şekilde düştüğü gözlemlenmiştir.

*Anahtar Kelimeler:* kişi-iş uyumu, iş dizaynı, iş özellikleri, şema alanları erken dönem uyumsuz şemalar, çalışanın işle bütünleşmesi

## INTRODUCTION

Organizations contain many different resources within themselves, and utilizing them as efficiently as possible is one of the primary purposes of companies. Employees are also one of the leading resources within the companies. How human resources are used is significant in terms of the success of management and the persistence of organizations (Polatçı et al., 2020). It is crucial to understand employees deeply to utilize their power for the organization's good. Each employee has a distinct world, and individual differences represent one of the critical pillars for understanding employees. In that sense, personality can be considered the sum of the features that make each person a separate world. Assessing individual differences in the sense of personality will help researchers and managers find answers to why individuals react differently to the same events and facts. In other words, the explanation of why some employees are completely satisfied while others are dissatisfied within the same organization lies in personality. Turning this differentiation into a benefit is going through individuals working jobs suitable for their personality (Polatçı et al., 2020).

Moreover, the perception and behavior of an employee are a result of interaction between a person's inner state and the characteristics of their work environment. There are several theories such as "Holland's theory of vocational behavior (Holland, 1973,1985), the theory of adjustment (Dawis & Lofquist, 1984), and attraction-selection-attrition theory (Schneider, 1987; Schneider, Smith, & Goldstein, 2000)" pointing this interaction between person and environment (Ehrhart & Makransky, 2007, p. 206). Additionally, Lewin's field theory, one of the earlier theories, points out that the person-environment relationship should consider interdependently to predict human behavior (Lewin, 1952, p. 239). Later in industrial and organizational psychology literature, the fit theory was proposed drawing on this theoretical background. As Chuang et al. (2005) pointed out, the theory was quickly considered by professionals in academia and business to comprehend employee attitudes and behaviors (Bui et al., 2017). The fit theory expanded and is still continuously expanding according to the needs of employees and

organizations. An earlier form of the fit theory contained two phases: person-job fit and person-environment fit. With further implications, other dynamics were added, such as person-group fit and person-supervisor fit. Over the decades, the fit theory is still getting attention in theoretical and practical manners because, as Kristof-Brown et al. (2005) remark, the fit has become one of the effective predictors of employees' attitudes and behaviors (Boon & Biron, 2016).

In the sense of individual differences, personality has an irrefutable portion of the difference. There are different perspectives on personality development. The psychoanalytic theory assumes that the personality has shaped in the first five years one oneself, while many other theories find the psychoanalytic aspect insubstantial and exaggerated. Regardless of the process duration, almost all approaches promote that childhood experiences significantly impact personality development. Young et al. (2003) proposed a therapy model lean-to early maladaptive schemas built upon childhood experiences and exposed parenting styles in early life. In that sense, it is reasonable to say that early maladaptive schemas are a crucial part of the personality. Early maladaptive schemas are frequently studied in the field of psychopathology; however, those schemas influence how one perceives, feels and reacts to their surroundings. On account of this point, it would be beneficial to figure out how one's early maladaptive schemas effects their reactions within the workplace. However, there are very few studies about the impact of early maladaptive schemas in the workplace, and the literature seems somewhat inadequate and restricted.

The consequences of low work engagement can be serious for organizations, such as cost, absent employees, unhappy employees, low level of cohesion, and high turnover rates. According to the research, it has been calculated that the annual cost of disengaged employees (in the USA, more than half of the employees are not engaged in their jobs) is approximately 300 billion dollars (Saks, 2006). A considerable amount of the cost results from high absenteeism and turnover rates. Due to its financial outcomes, plenty of organizations periodically conduct employee engagement surveys (Sun & Bunchapattanasakda, 2019). Nevertheless, these evaluations must lack at some point because, as discussed up to date, Great Resignation is a current issue that occurred after

the Covid-19 pandemic and causes concerns in the business world. So, employee engagement should study broader perspectives or models to build a more comprehensive understanding.

Moreover, Fortune magazine and Korn Ferry Institute advert that employees with higher work engagement degrees are more capable of coping with organizational change (Peters, 2019). From this perspective, focusing on employee engagement is essential for better understanding Great Resignation and proposing solutions for possible negative outcomes of sudden organizational changes such as those during the Covid-19 pandemic. Since as Kahn (1990) pointed out, work engagement has excellent potential to end up with beneficial results for both employees and organizations (Wilmar B. Schaufeli, 2012).

Hence, in the light of current cases from the business world and inadequate study fields from the literature of industrial and organizational psychology, this study is to provide a deeper comprehension of person-job fit by utilizing early maladaptive schemas and their relevance with work engagement. The research aimed to objectively measure person-job fit, which refers to "congruence between individual characteristics and job characteristics" (Kucuk, 2022). Regarding the preference, early maladaptive schemas as one of the dynamics of personality and job design have been considered as the study's components. In the sense of understanding the discrepancy between person-job fit and misfit, work engagement is included in the equation due to its significant effects on both personal and organizational levels.

# CHAPTER 1

## LITERATURE REVIEW

### 1.1.PERSON-JOB FIT

Person-job fit was essential in the literature as one of the dimensions of fit theory. Due to the effectiveness of fit theory, person-job fit also became a highly-studied topic in the literature of industrial and organizational psychology. The concept enables researchers and business professionals to understand individuals' different attitudes and behaviors in the workplace. Because of this field interest, many versions of the person-job fit definitions have been propounded. As the workplace transforms and employees' needs & expectations change over time, the definition extension has widened by supplementing different factors into the person-job fit equation. Examining various forms of person-job fit definition is essential because operant definition directly determines the measurement process. Therefore, here is a list of different explanations about person-job fit:

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**Table 1.1.1.**

*Definitions of Person-Job Fit*

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Edwards defined person-job fit as the fit between an individual's abilities and the demands of the job or the fit between an individual's aspirations and what the job offers.	(Kılıç & Yener, 2015)
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“Person-job fit is the relationship between a person’s characteristics and those of the job or tasks which are performed at work.”	(Kristof-Brown, 2000, p. 284)
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“Person-job fit is relevant to an individual’s compatibility with a specific job.”	(Lauver & Kristof-Brown, 2001, p. 455)
“Person-job fit was conceptualized as the degree to which an individual’s preferences, knowledge, skills, abilities (KSA), needs, and values match job requirements.”	(Brkich et al., 2002, p. 43)
“Person-job fit can be defined as the fit between the abilities of a person and the demands of a job or the desires of a person and attributes of the job.”	(Sekiguchi, 2004, p. 184)
Singh and Greenhaus (2004) defined person-job fit as “proper match between employee’s skills and abilities and the set of job requirements.”	(Choi et al., 2017, p. 1883)
“Person-job fit is referred to the compatibility of employee’s needs, desires with rewards of job and congruence of job demands with individual’s abilities and skills.”	(Iqbal, 2016, p. 840)
“Person-job fit refers to the consistency between the individual’s ability, personality, interests, and occupation requirements.”	(Zhang et al., 2021, p. 3572)

Singh and Greenhaus (2004) and Brkich et al. (2002) preferred to describe person-job fit by characterizing it with the coherence between the employee's skills and abilities and the requirements of the job (Choi et al., 2017). This explanation has high utility, especially for practical usage. The perspective enables recruiters to expand their methods, such as the specification of job requirements and the addition of skill and ability tests to the recruitment process. In the light of this definition, there are certain actions that experts

should take to ensure compliance. Firstly, the job requirements should be defined in detail, and the skills/abilities to meet these requirements should be determined. After this process, it remains to measure the determined skills and abilities with competent scales and evaluate the assessment results. Therefore, this definition has a special status, especially regarding its effectiveness in recruitment processes.

Moreover, Edwards (1991) proposed two types of person-job fit: demand-ability fit and need-supply fit. With this addition, the concept has become expanded. Demand-ability fit refers to the previous definition, while need-supply fit occurs "when the supplies offered by jobs are compatible with the needs, preferences, and desires of individuals" (Farzaneh et al., 2014, p. 674). Demand-ability fit is basically related to whether the person is competent to do the job. If the person's knowledge, skills, and abilities meet the needs of the job, the person-job fit will be high. On the other hand, person-job misfit will occur if the person's current skills are either insufficient or do not cover/relevant to the needs of the job. The requirements of the job and what is demanded from the employees are precious in terms of person-job fit. However, the vital issue in need-supply fit is to meet the needs and preferences of the individual. Individuals' basic needs, perceptions, preferences, and expectations related to the job should be deeply evaluated to ensure the need-supply fit

Sekiguchi (2004) also pointed out the conformity of an individual's desire and job quality contributing to need-supply fit. This contribution of the need-supply dimension is crucial due to the inclusion of different individual aspects into the equation. In that sense, the "person-job fit theory is one of the important constructs of organizational literature because it helps improve human capital in the business" (Aydin Kucuk, 2022, p. 125). In other words, it paved the way for individuals to become important in the business with personal attributes such as needs, desires, and preferences.

As a results of the influential power coming from the positive psychology movement and the spread of humanism in the business field, companies' perspectives toward their employees have undergone a significant transformation. The basis comprises the emergence of particular theoretical and practical situations and events. With a focus on positive psychology and studies conducted in this field revealing how and to what

extent individual factors affect work-related variables, the business world has also taken these developments into account in terms of their improvements. This transformation is seen directly from the change in the structure of companies. While there was a personnel management department before the 80s, this department turned into a human resource in the light of these developments, and this transformation includes a profound deep change in perspective. The processes carried out by personnel management and human resources departments are similar, but their attitudes while managing these processes are highly different. While the personnel management department almost ignores individuality and focuses only on profitability and productivity, the human resources department sees the employee as the company's primary resource. As the outcome of the view, great importance is attached to the employee's commitment and engagement to their organization. According to the human resources perspective, the employee is a resource that needs to be evaluated and developed, and investing in this resource is very vital for the development and sustainability of organizations. With the contribution of the human resources transformation in the business, individual factors have been frequently studied in the workplace. In that sense, literature and business are reciprocally fed each other.

In the continuation, the person-job fit has frequently been studied to reveal the consistency between job characteristics and individual needs (Iqbal, 2016) and characteristics (A.L. Kristof-Brown, 2000). Additionally, Zhang et al. (2021) propounded a broader form of definition as follows: "Person-job fit refers to the consistency between the individual's ability, personality, interest, needs, and occupation requirements" (p. 3572). As the literature tends toward individuality more, personality dynamics should be considered more thoroughly and rigorously. When it comes to individual factors, hundreds of different variables can be mentioned, but dealing with individual variables that tend to be more permanent like trait will yield more valuable in the long-term. Because the results of studies with trait variables will potentially remain valid for a longer period of time. However, the results of studies on situational or state features will lose their validity when that context is lost. Of course, these types of researches are valuable in terms of explaining the situational phenomenon of that period. But they also lack the tendency to produce generalizable results.

Thus, personality can be considered the main individual variable that needs to be comprehensively investigated in terms of workplace and especially person-job fit. Since personality has a very strong potency in terms of being permanent (trait) and in terms of influencing the perception, attitude, and behavior of employees. The effects of personality have a tendency to sustain due to its stable structure. Additionally, it is asserted by Tett et al. (1999) that personality can impact person-job fit within three levels. Person-job fit is categorized under task-level, group-level, and organization-level of fit (Tett & Murphy, 2002), pointing out that personality possibly influences the fit at micro to macro levels. Firstly, task-level fit refers to the immediate actions, goals, and responsibilities that define a job. Personality can affect the task-level fit through the individual's sense of responsibility and conscientiousness. Secondly, group-level fit refers to a person's compatibility with coworkers. At the group-level fit, the effect may be related to whether the person is extroverted or introverted. And lastly, organization-level fit refers to a person's personality attributes complementing the company's culture. On the other hand, the organizational-level fit may be more influenced by the values of a person and his/her tendency toward agreeableness.

Moreover, one of the most pointed theories that support and demonstrate the consistency between job requirements and personality is Holland's (1997) theory which matches personality types with specific occupations. The vocational fit theory listed six personality types: realistic, investigative, social, conventional, enterprising, and artistic (Holland, 1997). Specific personality characteristics designate these personality types; these personality typologies have matched with the coherent occupations. Based on the vocational fit theory, Holland developed the Vocational Preference Inventory (Robbins & Judge, 2009). The questionnaire asserts the personality profiles of a participant and shows which occupations are met with his/her characteristics profile. Holland's (1997) theory is precious because it has high validity and utility for practical usage within the workplace. That is why plenty of organizations use the inventory during personnel selection process; even there are schools get benefit from the questionnaire in order to lead adolescents in terms of career choice. Hence, in the light of theoretical background and the literature, there is no doubt that personality, in one way or another, significantly

influences person-job fit. This is why personality has selected as one of the main interests of this thesis.

### **1.1.1. Person-Job Fit and Personality**

In order to figure out human behavior, it is essential to regard individual and environmental characteristics. Behavior is a concentration of the person and the environment (Kılıç & Yener, 2015). For instance, different individuals do not exhibit the same attitudes and behaviors within the same environmental settings. At that point, a personality emerges as one of the main reasons why individuals exhibit different attitudes and behaviors in the face of the same situations (Erkuş & Tabak, 2009). In addition, personality types lie at the root of individual differences. Due to differences in personality, distinct individuals have different perception and reasoning mindsets. This difference in perception plays an essential role in evaluating and interpreting one's environment. Individuals' emotions, attitudes, and behaviors who perceive the same environment differently also automatically differentiate from each other.

Moreover, personality certainly significantly impacts employees' perception and evaluation of their job and workplace. Therefore, the perception of fit has been influenced by employees' personalities. Mainly, perception goes through the appraisal of comparison between job characteristics and their characteristics. As it is demonstrated, "it is understandable that individuals who are more outgoing and more people-oriented would perceive higher levels of fit with jobs that they believe provide better and more frequent interpersonal interactions with customers or organization members" (Ehrhart, 2006, p. 216). In other words, it is expected that individuals high on extraversion will probably produce positive feelings and attitudes when their workplace and job characteristics enable them to interact with others. Beyond the demonstration, there are evidential studies in the literature that lead to a better comprehension of the impact of specific personality dimensions. Most studies embody the five-factor personality dimensions: extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. Here

is a characterization and description of the five-factor personality dimensions with their relations in terms of work (Robbins & Judge, 2009):

- a) *Extraversion* indicates the level of comfort. Extraverts tend to be outgoing, active, and social by nature, while introverts tend to be shy, cautious, and silent by nature. By referring to demand-ability fit, it is expected that extrovert employees work better in a workplace characterized by interpersonal relations because their social skills will be expressed, which ends up with the employee's satisfaction. Extraversion is also related to the emergence of leadership (Foti & Hauenstein, 2007), probably because extroverts have a higher tendency to take responsibility. However, disadvantageous extraversion effects can also occur, such as absenteeism, engaging in risky behaviors, and impulsivity (Spirling & Persaud, 2003).
- b) *Agreeableness* is about a person's willingness to defer to others. People with higher agreeable scores are helpful, compassionate, and trustworthy; however, people with a lower agreeableness score are unfriendly, unpleasant, and hostile. Agreeable people usually obtain better interpersonal relationships due to being liked more than disagreeable people. Also, they become more obedient to the rules of the organization. The handicap of agreeableness is that it is relevant to poor success in one's career (Laursen et al., 2002).
- c) *Conscientiousness* refers to the degree to of a person's reliability, trustworthiness, structured, reliable, and diligent people are disposed to have higher conscientious scores. Conscientiousness has relevance with better job performance, long-term commitment to organization and enhanced leadership (Robbins & Judge, 2009). Nevertheless, disadvantages side of conscientiousness is the lack of creativity, flexibility and adaptability (Bogg & Roberts, 2004). Conversely, those with a low score on conscientiousness are untrustworthy, distracted easily, and disorganized in general.

- d) *Emotional stability*, also called neuroticism on the reverse side, refers to a person's capability to handle with stressful conditions. People who are highly emotionally stable tend to be more peaceful, calm, and confident. Adversely scored people in emotional stability are more likely to be insecure, apprehensive, worried, and sorrowful. Emotionally stable people are more optimistic, and this optimism feeds organizational outcomes such as job satisfaction and reduced level of occupational stress. Even though neuroticism is mainly associated with its negative consequences, neurotic people are more likely to make quick and proper decisions in the case of a depressive mood compared with emotionally stable people in a bad mood.
- e) *Openness to experience* is concerned with various interests and a curiosity about novelty. Highly open people are imaginative, interested, and aesthetically sensitive. People on the other end of the spectrum are conformists who seek comfort in the conventional. People with high openness to experience tend to be more creative and innovative. Also, individuals with higher score of openness are more adaptable and flexible even in the circumstance of transformation.

The relationship between five personality dimensions and organizational outcomes resulting from person-job fit is pointed out in the literature. For instance. Many articles present relevance between five personality dimensions and job performance (Barrick & Mount, 1991; Hogan & Holland, 2003; Hertz & Donovan, 2000). “The preponderance of evidence shows that individuals who are dependable, reliable, careful, thorough, able to plan, organized, hardworking, persistent, and achievement-oriented tend to have higher job performance in most if not all occupations” (Robbins & Judge, 2009, p. 143).

In addition, study results show a significant effect of conscientiousness (Ehrhart & Makransky, 2007; Polatçı et al., 2015), agreeableness, and neuroticism (Polatçı et al., 2020) on person-job fit. The literature about the relationship between personality and person-job fit mainly focuses on the big five personality dimensions, as noted previously.

However, personality is a comprehensive concept that must be branched out. As Basso et al. (2019) pointed out, the intrinsic and extrinsic variables affecting the personality development process also interfere with the establishment of early maladaptive schematic patterns. In other words, the same experiences lie in the background of personality development and the construction of early maladaptive schemas. From this point of view, schemas can be considered as triggering sources behind the personality. Therefore, early maladaptive schemas can be regarded as sub-factors of personality and will be included in the study as a detailed and varied personality dimension.

#### **1.1.1.1. Theoretical Background of Schemas**

According to Beck (1967), schemas are the cognitive structures that enable individuals to make analyses and interpretations of stimuli. Early experiences mainly shape those schemas in life, and they influence the attitudes, emotions, and behaviors of human beings. Beck (1967) included a critical emphasis on the literature on schemas that will become the basis of the schema therapy model. He pointed out that negative interaction with caregivers will probably lead to maladaptive schemas for a person, which causes cognitive distortions, emotional difficulties, and psychological problems later in life. Young, Klosko, and Weishaar (2003) expanded the concept of schema, and they built the schema therapy model. The schema therapy model was constructed on theoretical frameworks of psychoanalytic procedures, the Gestalt therapy model, and the ideology of CBT (cognitive-behavioral therapy) (Roediger, 2020). Additionally, the model benefits from the attachment theory proposed by Bowlby (1958) and Ainsworth (1970).

Due to its theoretical frame, early childhood experiences are asserted as a significant basis of schemas, and the needs of children are signified in terms of the construction process of schemas. Young et al. (2019) listed ten universal emotional needs: security, stability, care, acceptance, autonomy, competition, identity perception, freedom to express one's needs and feelings, spontaneity, and the need to live in a world with actual boundaries that encourage the formation of one's self-control (p. 13). Continuously, Roediger (2020) narrowed these needs into four categories: connection with other people,

control and orientation of self and surroundings, self-actualization, and fulfillment of pleasure (p. 41). It is essential to list universal personal needs because the establishment of early maladaptive schemas is owing to the unsatisfaction of those needs in childhood. In other words, unsatisfied needs from early experiences of childhood underlie early maladaptive schemas, and those schemas continue to exist with us on the path of life later on. Moreover, leading causes for early maladaptive schemas may be compiled as insufficient fulfillment of needs, over-fulfillment of needs and overprotection, internalization of trauma and victimization, and identification with person/people who are valuable for the subject.

Thus, early maladaptive schemas are lifelong patterns consisting of memories, senses, cognition, and bodily sensations which are non-functional and have adverse effects on individual perception and interpersonal relationships (Basso et al., 2019, p. 302). In addition, Young et al. (2019) proposed a broader definition: early maladaptive schemas are self-destructive emotional and cognitive patterns that begin early phases of life and repeat throughout life (p.19). Those schemas are characterized by six dimensions:

- Their general and pervasive occurrences
- The consistence of memories, emotions, cognitions, and physical sensations
- Focus on one's relationship with self and others
- Occurrence during childhood and adolescence
- Development throughout the life
- Impairment of functionality to a certain degree

In that sense, maladaptive schemas began to be set up in early childhood and established as a guide for the organization and interpretation of information throughout one's lifetime. The utility of early maladaptive schemas is that they allow us to do all these processes quicker and with less cognitive energy consumption. Even though schemas help us save our mental energy in a sense, early maladaptive schemas also potentially damage oneself and their surroundings.

It would not be wrong to say that early maladaptive schemas guide behaviors. Individuals engage in behaviors that maintain the power of schemas because schemas tend to perpetuate themselves, and individuals tend to trust their existing schemas due to their ease. After a time, early maladaptive schemas become the auto-pilot mechanism behind human behavior. This phenomenon is also cognitively supported. As experiences feeding the early maladaptive schemas constantly happen, the neural connections about the experience get stronger. After a while, people turn to be vulnerable to such incidents. Schemas continue to exist as an attractive force in mind. In other words - just as an attractive person draws attention when he/she enters an environment – the mind tends to focus on these situations that experience in the background of the schematic constructions. Roediger (2020) demonstrates the process with a metaphor of the path formed in the forest: "When the first humans walked along the path, the grass was crushed, and a trail was formed. Others then (usually unconsciously) choose this path. As a result, the grass continues to be trampled. Likewise, the nervous system produces ways to see what you recognize and do what it is accustomed to" (p.21). As the way of experiencing and behaving is practiced spontaneously and unconsciously, it becomes more constant and automatic. This is how schemas continue to direct our behavior, perhaps unconsciously.

Young and his colleagues (2003) exhibited 18 maladaptive schemas under the schematic domains: disconnection/rejection, over-vigilance and inhibition, impaired autonomy and performance, impaired limits, and other-directedness (the categorization of the model is represented in the table below).

---

**Table 1.1.2.**

*Schematic Domains and Early Maladaptive Schemas According to Young and the Colleagues*

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<i>Schematic Domains</i>	<i>Early Maladaptive Schemas</i>
Disconnection and Rejection	<ul style="list-style-type: none"><li>▪ Fear of abandonment</li><li>▪ Mistrust</li><li>▪ Emotional deprivation</li><li>▪ Defectiveness / Shame</li><li>▪ Social isolation / Alienation</li></ul>
Over-vigilance and Inhibition	<ul style="list-style-type: none"><li>▪ Negativism / Pessimism</li><li>▪ Emotional inhibition</li><li>▪ Unrelenting standards</li><li>▪ Punitiveness</li></ul>
Impaired Autonomy and Performance	<ul style="list-style-type: none"><li>▪ Dependency / Incompetency</li><li>▪ Vulnerability to harm or illness</li><li>▪ Enmeshment</li><li>▪ Failure</li></ul>
Impaired Limits	<ul style="list-style-type: none"><li>▪ Entitlement / Grandiosity</li><li>▪ Insufficient self-discipline</li></ul>
Other-Directedness	<ul style="list-style-type: none"><li>▪ Subjugation</li><li>▪ Self-sacrifice</li><li>▪ Recognition seeking</li></ul>

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### **1.1.1.2. Early Maladaptive Schemas**

Early maladaptive schemas are categorized under five schematic domains, which are described with certain conditions, parenting types, and unsatisfied needs (Young et al., 2019).

- a) *Disconnection and Rejection* are associated with dissatisfaction with basic universal needs such as safety, security, care, stability, empathy, sharing of feelings, acceptance, and respect. It often occurs in disconnected, separated, cold, rejecting, violent, unpredictable, and abusive families.
- b) *Impaired Autonomy and Performance* include schemas that arise as a result of the violation of basic needs such as autonomy and competence. Schemas in this domain often emerge in family settings that are overprotective, undermine the child's self-confidence, or fail to enable the child to assert himself/herself outside of the family.
- c) *Impaired Limits* feed on deficiencies related to internal boundaries, responsibilities, and/or long-term goals. The schematic domain embodies schemas in families with excessive freedom, no direction, and perception of superiority. Such families often lack discipline or boundaries; they could not be role models for their children in behaviors such as taking responsibility setting goals, and cooperating. Schemas in this area lead to difficulties in respecting especially toward the rights of others, collaborating with others, keeping one's word, or developing and achieving realistic personal goals.
- d) *Other-Directedness* arises from the deficiencies in meeting one of the basic universal needs, the need to be self-directed. The conditional-respect and conditional-acceptance atmosphere can be the primary nourishment of this schema domain. It tends to occur in family structures where parents put their wants and needs above their children's. Individuals dominated by this schematic domain tend to over-focus on the wishes, feelings, and reactions of others at the expense of their own needs. In these people, there are focuses such as gaining love and approval, maintaining a sense of commitment and belonging. These focuses may end with suppression of people's feelings, wishes and needs, lack of awareness, and difficulties in self-expression.
- e) *Over-Vigilance and Inhibition* include schemas associated with ignoring basic needs such as spontaneity and play. These schemas often arise in harsh, demanding, and punishing family settings. For these families, assertiveness,

obligations, and following rules are far more important than pleasure and relaxation. Children who grow up in such environments tend to hide their emotions, avoid mistakes, and strive for perfection. Otherwise, they tend to have a pessimistic mindset and experience anxiety that everything will fall apart. These people tend to suppress their feelings, impulses, and choices in the later stages of their lives. In addition, these people have internalized strict rules and expectations about ethical values and behavior.

These five schematic domains contain 14 distinct early maladaptive schemas, as Young et al. (2019) describe in their theoretical source:

- 1) *Abandonment and instability* schema emerges from the caregiver's instability or unreliability and abandonment or distance (like via death) of the caregiver figure.
- 2) *Mistrust and abuse* schema includes the expectation that others will harm you, will use you, will deceive you, will lie to you, and consists of the perception that the harm is caused intentionally or unjustly or as a result of gross negligence.
- 3) *Emotional deprivation* schema originates from the dissatisfaction with the need for emotional support. There are three forms of this schema: lack of care (love, warmth, and compassion), lack of empathy (understanding, listening, expression of emotions), and lack of protection (direction and guidance).
- 4) *Defectiveness* schema includes a sense of being defective, nasty, inferior, or useless. The person is extremely sensitive toward criticism, rejection, or blame. Also, the person is hyper-aware of himself/herself. Defects perceived by the person may be implicit (such as selfishness, anger, and sexual desires) or explicit (such as physical appearance and awkwardness).
- 5) *Social isolation/Alienation* schema contains the feeling of isolation from the social world. This schema usually emerges from exclusion from the social environment outside the home. Individuals think that they are distinct from

other people and that they do not belong to any parts of the community that they live in.

- 6) *Dependence/Incompetence* schema includes the belief that one cannot cope with daily responsibilities without help from others. In extreme cases, individuals may feel they cannot take care of themselves, reason, and make good decisions. In other cases, this sense of despair may be triggered in a limited way in certain situations or environments.
- 7) *Vulnerability to harm or illness* schema includes the exaggerated fear that a disaster will happen to the person at any moment and he/she will not be able to prevent it. The source of disaster is usually external (environmental disasters such as earthquakes, accidents, or murder); however, it may also result from internal (such as viruses, heart attacks, or madness).
- 8) *Enmeshment/Undeveloped-self* schema involves excessive emotional attachment and intimacy with one or more people at the expense of a lack of complete individuation or normal social development. Enmeshment/Undeveloped self schema is often experienced as feelings of emptiness and futile effort, lack of direction, or, in extreme cases, questioning its existence.
- 9) *Failure to achieve* schema includes beliefs that the person is unsuccessful and incompetent and will inevitably fail. For these people, the comparison has become an important criterion. The person tends to describe himself as silly, incompetent, ignorant, and inferior.
- 10) *Entitlement/Grandiosity* schema includes the belief that the person is superior to others, has exclusive rights and privileges, or that the effects of social interaction do not apply to them. It includes acting and even insisting on one's wishes without thinking of others. This tendency can sometimes result in the person's dominance and others' ignorance.
- 11) *Insufficient self-control/self-discipline* schema includes the individual's pervasive difficulty or refusal to exercise adequate self-control and tolerate

inhibition to achieve personal goals or to restrain the over-statement of emotions and impulses.

- 12) *Subjugation* schema involves an extreme renunciation of control over others. Based on this, the person's desire to avoid anger, abandonment, or retaliation, is originated.
- 13) *Self-sacrifice* schema involves voluntarily focusing on meeting the needs of other individuals at the cost of losing one's happiness. This focus arises from a keen sensitivity to the suffering of others; it sometimes causes the one to feel that one's own needs are not being efficiently satisfied and feel resentful toward caregivers.
- 14) *Approval-seeking* schema involves an extreme tendency to gain approval, acceptance, and attention from other people or to conform to them at the expense of forming a secure and accurate sense of self. Such people sometimes overly focus on money, success, status, appearance, or social acceptance. They are also extremely sensitive about rejection.
- 15) *Negativity/Pessimism* schema commonly involves downplaying the optimistic aspects of life and focusing on the negative aspects. People with this schema are often characterized by chronic anxiety, agitation, lamentation, and indecisiveness. They often harbor an excessive fear of failure, loss, humiliation, or making mistakes that could put them in a bad situation.
- 16) *Emotional inhibition* schema involves excessive suppression of spontaneous activity, emotion, or communication. This schema can be characterized by the suppression of anger and aggression, suppression of positive drives, difficulty in expressing one's vulnerability, feelings, and needs, a tendency to disregard emotions, and a tendency to overemphasize rationality.
- 17) *Unrelenting standards* schema involves the core belief that the person must work hard to meet their internalized high standards of behavior and self-assertion (often to avoid criticism). Feeling under pressure results in being overly critical of oneself and others. This schema almost always results in significant disruption in relaxation, enjoyment, self-esteem, perception of

achievement, satisfying relationships, or health. Unrelenting standards often manifest themselves in such forms: a) perfectionism, extreme focus on detail, and underestimation of performance, and b) unrealistically high rigid rules for morality, ethics, culture, or religion.

18) *Punitiveness* schema involves believing that people should be severely punished for their mistakes. Individuals who have dominant punitiveness schema often struggle with excuses, admitting imperfection, empathizing, and forgiving mistakes. They tend to be furious, punitive, and intolerant towards nearly everyone who does not meet their expectations and standards.

These early maladaptive schemas are also culturally influenced. As a result of this phenomenon, differences arise in different numbers of schemas and their categorization. For instance, the application of the schema model in the Turkish sample contains 14 early maladaptive schemas under five schematic fields. Hence, five early maladaptive schemas were discarded after the Young's Schema Questionnaire accreditation by Pekak, Karaosmanoğlu, and Çakır (2009).

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**Table 1.1.3.**

*Categorization of Schematic Domains and Early Maladaptive*

*Schemas According to Turkish Accreditation (in English & Turkish)*

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Disconnection & Rejection <i>(Ayrılma ve Reddedilme)</i>	<ul style="list-style-type: none"> <li>▪ Emotional Deprivation <i>(Duygusal yoksunluk)</i></li> <li>▪ Emotional Inhibition <i>(Duyguları bastırma)</i></li> <li>▪ Social Isolation/Mistrust <i>(Sosyal izolasyon / Güvensizlik)</i></li> <li>▪ Defectiveness <i>(Kusurluluk)</i></li> </ul>
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Impaired Otonomy & Performance (Zedelenmiş Otonomi ve Performans)	<ul style="list-style-type: none"> <li>▪ Dependence (İç içe geçme / Bağımlılık)</li> <li>▪ Abandonment (Terk edilme)</li> <li>▪ Failure to Achieve (Başarısızlık)</li> <li>▪ Pessimism (Karamsarlık)</li> <li>▪ Vulnerability to harm or illness (Tehditler karşısında dayanıksızlık)</li> </ul>
Impaired Limits (Zedelenmiş Sınırlar)	<ul style="list-style-type: none"> <li>▪ Entitlement / Insufficient self-control (Ayrıcalıklık / Yetersiz öz-denetim)</li> </ul>
Over-vigilance & Inhibition (Aşırı Tetikte Olma ve Baskılama)	<ul style="list-style-type: none"> <li>▪ Unreleating Standarts (Yüksek standartlar)</li> <li>▪ Approval_Seeking (Onay arayıcılık)</li> </ul>
Other-Directedness (Diğeri Yönelimlilik)	<ul style="list-style-type: none"> <li>▪ Self-sacrifice (Kendini feda)</li> <li>▪ Punitiveness (Cezalandırılma)</li> </ul>

There are three different defense mechanisms to react toward those early maladaptive schemas: “surrender, avoidance, and overcompensation” (Young et al., 2003, p. 152). Firstly, surrender is characterized by complete obedience to existing schemas. Secondly, avoidance is about keeping away from people and situations which have the triggering potential of existing schemas. Thirdly, overcompensation is specified with the exact opposite action of one’s existing schemas. For example, a person with a dominant defectiveness schema will either a) prefer to be part of environments that probably lead him/her to failure/shame (surrender) or b) avoid interacting with people who are more successful/attractive (avoidance), or c) behave arrogantly with the idea of superiority (overcompensation).

### 1.1.1.3. Mode Model in Schema Therapy

Young and colleagues introduced the mode model in the later stages of the schema literature (2003). Modes are temporary states of experience triggered by early maladaptive schemas (Roediger, 2020). Modes include all thoughts, feelings, bodily symptoms, and behavioral impulses interacting at the moment. In other words, mods can be specified as a mediator to influence our past experiences into our present through established early maladaptive schemas. Young et al. (2003) proposed ten modes under four main categories as follows:

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**Table 1.1.4.**

*Categorization of Modes*

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Child Modes	<ul style="list-style-type: none"><li>▪ Vulnerable Child</li><li>▪ Angry Child</li><li>▪ Impulsive/Undisciplined Child</li><li>▪ Happy Child</li></ul>
Maladaptive Coping Modes	<ul style="list-style-type: none"><li>▪ Compliant Surrenderer</li><li>▪ Detached Protector</li><li>▪ Over-compensator</li></ul>
Dysfunctional Parent Modes	<ul style="list-style-type: none"><li>▪ Punitive/Critical Parent</li><li>▪ Demanding Parent</li></ul>
The Healty Adult Mode	<ul style="list-style-type: none"><li>▪ The Healthy Adult</li></ul>

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Child modes emerge with a high level of activation of brain structures. Child modes create emotional responses such as anger, fear, disgust, joy, or sadness; additionally, they send signals through our body such as chest tightness, pressure in the abdomen, or pain. Child modes are about whether their basic needs are met or not. Two

biological needs lie behind these modes: the need for attachment and the need for self-assertiveness. There are four child modes: vulnerable, angry, impulsive, and happy.

- a) *Vulnerable child mode* becomes more substantial due to an unsatisfied need for attachment. Individuals faced with abandonment, abuse, deprivation of love, and feeling of imperfection because of harsh criticism will constantly experience vulnerable child mode. These people often feel weak, wounded, helpless, anxious, or powerless later in their lives. Almost all of the early maladaptive schemas are relevant to the vulnerable child mode.
- b) *Angry child mode* feeds from unmet core psychological needs. The child whose needs are not met becomes mad as usual, and as a result of the child's anger, the child is often punished by his/her family. However, this punishment may result in the child feeling more rage. Individuals who have had such experiences in childhood tend to be easily angered in adulthood as well. When the adult's needs are not satisfied, and attachment is damaged, the individual activates his childhood experience through schemas and suddenly finds himself/herself furious. Individuals want to express themselves and achieve something during the activation of angry child mode. The mode is generally activated by schemas of "abandonment, mistrust/abuse, emotional deprivation, and subjugation" (J. E. Young et al., 2003, p. 274).
- c) *Impulsive/Undisciplined child mode* embodies "acts impulsively to fill needs and pursue pleasure without regard to limits or concern for others" (J. E. Young et al., 2003, p.274). Unrestrained, exempt, and irresponsible family settings lay down to the activation of this mode. This mode turns individuals into spoiled, reckless, lazy, and impatient. Also, the mode leads to trouble in adulthood regarding difficulty focusing and controlling. In addition, these people want to get quickly what they want without effort and can easily give up something when they can't get it. At the same time, they do not prefer procrastination for a long-term goal because of their impulsiveness; instead, they want to have short-term but immediately achievable goals. "Associated

schemas can include entitlement and insufficient self-control” (J. E. Young et al., 2003, p. 274).

- d) *Happy child mode* occurs as a result of a loved and contented family setting where children experience adequately satisfied core needs. When this mode is active, the person tends to enjoy the moment, has a calm and relaxed mood, and feels safe. In this mode, there is no activation of early maladaptive schemas.

In the continuation, there are also maladaptive coping modes. The maladaptive coping modes exemplify the child's attempts to adjust to living with unfulfilled emotional demands in a damaging environment. These coping mechanisms were beneficial while the individual was younger but are frequently dysfunctional in adulthood. The compliant surrenderer, the detached protector, and the over-compensator are the three categories that have been identified by Young et al. (2003).

- a) *Compliant surrenderer mode* sets forth the early maladaptive schemas into the coping process. So, individuals appear as submissive and reliant; they tend to follow others' instructions. Individuals in the compliant surrenderer mode feel helpless in the presence of a more powerful figure in their surroundings. To avoid conflict, they believe they have no choice but to strive to please this power figure. They are submissive, enabling others to abuse, ignore, control, or devalue them to maintain the relationship or fear revenge.
- b) *Detached protector mode* employs schema avoidance as a coping method. Psychological withdrawal is the main coping style. People in the detached protector mode isolate themselves from others and turn off their emotions to preserve themselves from the pain of vulnerability. The mode acts as a protective shell or wall, concealing the more fragile modes. Patients may feel numb or empty when using the detached protector mode. They may assume a cynical or distant attitude to avoid emotionally participating in

people or events. Social withdrawal, excessive self-reliance, addiction to self-soothing, daydreaming, obsessive diversion, and stimulation-seeking are all behavioral examples.

- c) *Overcompensation mode* is a coping strategy used by people who usually overcompensate their early maladaptive schemas. They act according to the polar opposite of the existing schemas and are accurate. When they feel deficient, for example, they want to appear faultless and superior to others. They tend to be accusing others even if they are guilty. They bully others when they sense oppression. They will manipulate others if they feel mistreated. They try to impress people with their power, status, or achievements if they feel inadequate.

Thirdly, “dysfunctional parent modes are internalizations of parent figures in the patient’s early life” (J. E. Young et al., 2003, p. 276). When people are in dysfunctional parent mode, they take on their parent's role and treat themselves as if they were their children. In their self-talk, they frequently adopt the tone of parents. Individuals in dysfunctional parent modes think, feel, and act like their parents are always nearby. In the mode model, two types of dysfunctional parent modes are noted as follows:

- a) *Punitive parent mode* lashes out at their child, punishing, criticizing, or restricting them for expressing needs or making mistakes. Individuals with punitive parent mode become their own abusive parents and punish themselves by attributing them bad words and harming themselves. Punitiveness and defectiveness are the most common linked early maladaptive schemas with the mode
- b) In *demanding parent mode*, the children are compelled to meet overly excessive parental expectations. The person believes that being perfect is the correct way to be while being imperfect is the worst" way to be. Individuals activate a demanding parent mode, where they set high goals for themselves and push themselves to achieve them. On the other hand,

the demanding parent is not always punitive: the demanding parent asks too much but does not constantly criticize or penalize. Most of the time, the child notices and feels embarrassed about his or her parent's disapproval. Unrelenting standards and self-sacrifice frequently relate early maladaptive schemas with the demanding parent mode.

Lastly, compared to the other modes, this mode represents the healthier and more mature part of the self. The healthy adult mode meets the child's basic emotional needs. The primary purpose of therapy is to maintain and strengthen healthy adult mode by utilizing three functions. Healthy adult mode assists the path which is characterized by a) loved, accepted, and protected vulnerable child, b) establishment of boundaries for angry child and impulsive/undisciplined child, based on interdependence and self-discipline concepts, c) fighting or moderating the dysfunctional parent and maladaptive coping modes (J. E. Young et al., 2003, p. 278).

#### **1.1.1.4. Early Maladaptive Schemas and Their Relation with Organizational Outcomes**

Early maladaptive schemas were generally studied in psychopathology; however, those schemas affect people's perception/understanding of the world around them and their reactions/behaviors toward their surroundings. In that sense, early maladaptive schemas have the potential to influence whole areas of people's lives, such as the occupational and organizational fields. Early maladaptive schemas are activated when encounters with people and events similar to early childhood experiences. This activation directly affects the person's perception and interpretation of the current schema through schematic modes. For example, when an individual who grew up in a family leading the construction of abandonment schema may feel angry toward his/her company – through the internalized child mode – in the case of firing. So, one's experiences in all areas of life

can activate early maladaptive schemas, which influence the attitude and behavior of an individual.

Due to this reason, early maladaptive schemas have also recently begun to take their place in the organizational literature, and research is being done on the involvement of early maladaptive schemas. As it is a new area of research that attracts researchers' attention, early maladaptive schemas have been studied only with certain organization-related variables. In current studies, researchers usually prefer to utilize variables from the clinical aspect, such as stress, burnout, general health, and sickness absence. Stress, anxiety, depression, and health were decided up as secondary variables in the schema literature because of the dysfunctional nature of early maladaptive schemas. Researchers in the organizational field also presented how these variables take account in the workplace. For instance, D'Souza (2019) exhibited that five early maladaptive schemas (insufficient self-control/self-discipline, mistrust/abuse, dependence/incompetence, subjugation, and unrelenting standards) have a significant effect on burnout. These findings can be explained as follows respectively. Individuals with dominant insufficient self-control schema may be inclined to have problems in their organizations in terms of both fulfilling their duties and the quality of social relations due to the difficulty they experience in controlling themselves. As a result of these problems, they may face a feeling of dissatisfaction and burnout in their work and workplace.

In individuals with distrust schema, the process goes more at the cognitive level. The person inwardly tends to think that his/her company is using and exploiting him/her. Because of this idea, these people may code their workplace as a malicious field. Due to this mental mindset, people may be more prone to experience burnout in business life. People with a dependence schema generally contain the feeling of insufficiency and incompetency. The fact that this feeling of inadequacy is experienced in the workplace may trigger people to have negative feelings toward their work. From this point of view, an employee who feels insufficient during working and reinforces this feeling in decision-making processes may think that his/her job is consuming him.

On the other hand, in employees with a submissive schema, the basis of the feeling of burnout may lie in the person's unconditional acceptance of doing every task given.

Because these people will prefer to be obedient to others to avoid negative feelings and criticism. However, this will result in exhaustion of the employee in both physical and cognitive sense, and fatigue is already one of the essential pillars of burnout. Finally, individuals with unrelenting standards schema tend to feel pressured, to be perfectionists, and to be highly self-critical. Because of these predispositions, they may have very high standards and goals for success in the business world. However, this type of perfectionism practiced in the business world may appear as fatigue due to overwork and dissatisfaction caused by unreachable goals.

Additionally, Bamber and McMahon (2008) research the relationship between early maladaptive schemas, health, and dysfunction at work. The researchers assessed the work dysfunction by means of burnout and sickness absence of employees. The depressive mood can characterize by burnout, while sickness of absence occurs due to health impairment. According to the study results, all early maladaptive schemas, excluding unrelenting standards, are significantly related to general health. Burnout has a significant relationship with early maladaptive schemas except for enmeshment, self-sacrifice, and unrelenting standard. Moreover, self-sacrifice, enmeshment, and insufficient self-control are also relevant to sickness absence.

Since early maladaptive schemas strongly influence people's decisions and behaviors, it might be worth finding out the organizational outcomes of those robust schemas behind our choices. Even though studies in the literature are precious, early maladaptive schemas should be studied with more comprehensive models and be benefitted more from putting forward their influences into the workplace.

In that sense, variables that may be theoretically relevant to early maladaptive schemas should also be included in the equation and be part of future research. For instance, as the attachment theory is one basis of the schema therapy model, attachment-related variables such as organizational commitment and/or work engagement. Because attachment obtains physical, emotional, and cognitive dimensions, work engagement seems to have a higher potential to be relevant with early maladaptive schemas, which lean toward one's attachment styles toward his/her caregivers.

### 1.1.2. Job Characteristics and Job Design

Hackman and Oldham (1975) built the theory of job characteristics, which deals with the job-related components affecting work motivation and job satisfaction. According to Hackman and Oldham (1976), job characteristics indicate work-related features enabling the evaluation of work facets. This definition has a comprehensive scope. Although job characteristics are theoretically characterized by five basic elements, as seen in this definition, the scope of job characteristics is open to expansion. Job characteristics may be related to the job itself but may also include physical, cognitive, emotional, and social conditions in the workplace. Before moving on to the extended version of the job characteristics theory, it would be appropriate to describe the theory proposed by Hackman and Oldham (1975) in detail.

There are five components in the job characteristics model: skill variety, task identity, task significance, autonomy, and feedback from the job.

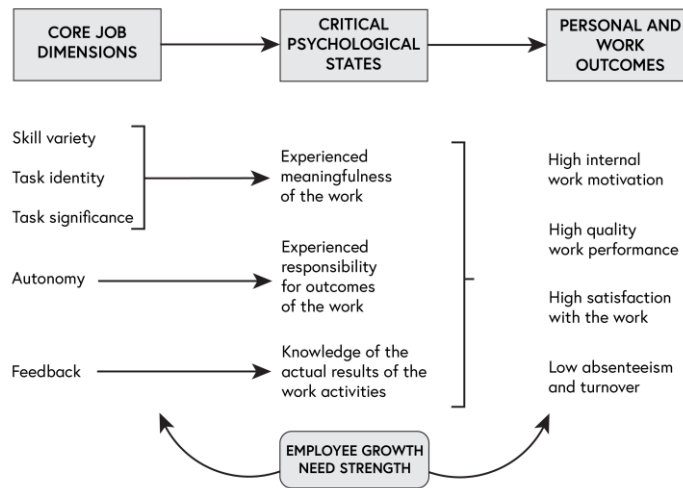
- a. *Skill variety* is about whether employees can use their skills while doing the work due to different operations required by the job (Bilgiç, 2008; Robbins & Judge, 2009). The fact that a job requires various skills can cause employees to feel more competent and proficient if employees' skills are met with the job requirements. This fit will also result in a feeling of fulfillment for employees.
- b. *Task identity* is about whether all or part of the work is done by the employees (Turgut et al., 2014). The state of doing either part or all of the task is essential because the employees know the extent of the work process, they are a part of.
- c. *Task significance* is concerned with whether the job has significantly changed other people's lives (Bilgiç, 2008). The fact that the employees see their work as important causes them to attribute meaning to their job. Thus, the employees built a bond with their job and company through

meaning. This bond paves the way for the employees to exhibit positive attitudes and behaviors in the workplace.

- d. *Autonomy* is defined as the independence of the employee to perform their job as they think it should be, or in other words, the authorization of the employee to use their independence, and discretion in determining the operations regarding the execution of the job within the process of working (Gannon, 1979). The fact that autonomy is practiced in the organization field emerges as a significant characteristic owing to considering the theory of needs. Because autonomy is one of the basic psychological needs of human beings, and individuals - even if the degree varies from person to person - will feel uncomfortable if this need is not met.
- e. *Feedback from the job* refers to the information given to the employee about how well they have done their job (Turgut et al., 2014). Feedback allows people to get an idea of how they are performing at their job. Therefore, employees who perform at an average or good level in their job reinforce their sense of achievement through feedback. Even if they are not performing well in their careers, they may feel noticed and cared for through feedback. These situations result in people being satisfied with the jobs and increasing motivation towards the jobs.

**Table 1.1.5.**

*Theoretical Model of Job Characteristics*



(Hackman & Oldham, 1980, p.77)

As a consequence of enhanced core job dimensions, employees tend to experience a sense of meaningfulness, responsibility and received interpretation of their work. Through all those processes, employees are inclined to perform better, build intrinsic motivation, feel satisfied and be less absent, as demonstrated in Table 1.1.4. If work has a great deal of potential to motivate its employees, (the model assumes that) employees' level of performance, satisfaction, and motivation will be raised while the degree of absenteeism and turnover will be reduced. In addition to the model, many studies in the literature reveal the behavioral consequences of job characteristics (Behson et al., 2000; Fried & Ferris, 1987; Loher et al., 1985; Miner, 2002).

With this theoretical background, Hackman and Oldham (1980) evaluate the person-job fit, which enables employees to have a rewarding experience from their work with high motivation and satisfaction and increases productivity (p. 4). Hence, the point

of job characteristics theory is that the capacity of the employees can use more powerful by job design which aims to achieve high person-job fit values. In other words, benefits can be obtained at individual and organizational levels by utilizing the employees' full potential through job design. Job design might play an influential role in accomplishing organizational goals and in the self-development of individuals.

Job design is “the set of opportunities and constraints structured into assigned tasks and responsibilities that affect how an employee accomplishes and experiences work” (Grant et al., 2011, p. 418). Additionally, Gagne (2014) proposed a broader definition of job design regarding how the workplace is organized, structured, and experienced. When organizations face occupational stress, unhealthy/dissatisfied/unhappy employees, increased turnover rates, raised costs, and lowered organizational effectiveness, a job redesign should be done. Three methods were presented for job redesign: job rotation, job enlargement, and job enrichment.

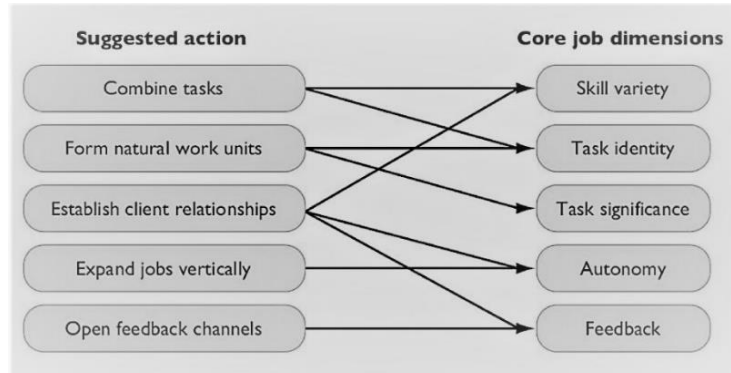
- a) *Job rotation* which refers to the periodic movement of an employee from one task to another with counterpart skill demands at the parallel organizational level is an alternative if over routinization of work becomes damaging for employees. Many companies use job rotation to improve flexibility and reduce redundancies (Ansberry, 2022). The benefits of job rotation can be listed as reduction in boredom, increase in motivation by enabling employees to utilize different skills and grasp the importance of their work for the company. Nonetheless, there are also drawbacks of job rotation such as extra costs for training, lowered productivity, impairments in work units, difficulty in adjustment to a new colleague who shifts his/her work unit, and supervisor burnout due to rotation of employees that they monitor (Robbins & Judge, 2009)
- b) *Job enlargement* comprises a rise in the quantity and quality of tasks required in a job. In other words, tasks related to the job need more ability and more effort to perform from employees. While employees shift between working units in job rotation, job enlargement comprises

redesigning the job with qualitative and quantitative improvements. However, this improvement may result in exhaustion for employees and make them less enthusiastic about finding their job (Campion & McClelland, 1993).

- c) *Job enrichment* extends jobs by giving employees greater authority over the organization, operation, and assessment of their employment. An enriched job integrates processes to enable the employee to accomplish all tasks, promotes the employee's autonomy, raises responsibility, and receives guidance so that employees can examine and modify their effectiveness (J. R. Hackman, 1980). The guidance model for job enrichment has presented in Table 1.1.5. Continuously blending duties reorganizes divided tasks into a new, broader work package. When employees' tasks are structured into natural work units, they form a recognizable and meaningful totality. The number of interactions between professionals and service users expands when customer relationships are established. Vertical job extension gives employees responsibilities and autonomy previously reserved for administration. Employees can get feedback on how well they're performing and if their efficiency is rising, decreasing, or maintaining the same by opening feedback systems. By utilizing enrichment to the job, organizations can increase employees' job satisfaction, reduce absenteeism and eliminate extra costs due to turnover (Griffin, 1991; Miner, 2002).

**Table 1.1.6.**

*Guidance for Enriching a Job*



(J. Richard. Hackman & Suttle, 1977, p. 138)

Job characteristics are a frequently studied topic in the field of organizational psychology. In recent studies, mental health and psychological components get involved the studies about job characteristics. This interest of researchers is due to the popularism of the positive psychology movement in the field. As poor well-being of the employees and its negative organizational outcomes were found, health and psychology began to be more attention in studies. For instance, Morrison and colleagues (2005) have found that a perception of low autonomy impacts mental health. Employees who do not feel autonomous tend to be dissatisfied with their jobs, resulting in dissatisfaction, employees' mental health can be negatively affected. Additionally, Bilgiç (2008) pointed out that the job characteristics explain 17% of the variance of stress, anxiety, and burnout relevant to mental health. The current design of the job can trigger one's feelings and consciousness not just in the workplace but in general because, in the modern world, individuals spend most of their time at work. The negative effects of distress which is so-called bad stress (Selye, 1987) is adverted in many studies (Agarwal et al., 2020; Chiang & Chang, 2012; Polat & Meydan, 2010; Suarhana & Riana, 2016; Tekingündüz & Kurtuldu, 2015; Zincirkıran et al., 2015). The problematic circumstance of stress and anxiety is that they tend to turn into a chronic state. In other words, the experience of stress and anxiety in

one space of life continues to exist even though the place has changed. To summarize, the health and psychology of the individual faced with stress, anxiety, and burnout due to the low person-job fit in the workplace will also be negatively affected. This situation results in individuals' poor health and well-being, as well as problematic organizational outcomes and expenditures for both organizations and their governments.

Furthermore, many studies also pointed out a positive correlation between job characteristics and work engagement (Dorssen-Boog et al., 2020; Huang et al., 2012). It can be said that motivation is the most important factor that correlates job characteristics and employee engagement. Because motivation finds its way in both the theory of job characteristics and the operant definition of work engagement. According to the job characteristics model, the job characteristics allow employees to be more engaged with their job by activating certain psychological states. These positive psychological states cause employees to be enthusiastic about their job, be dedicated to their work, and concentrate on their duties.

Also, it is found that job characteristics have a negative relationship with absenteeism and intention to leave (Utaş et al., 2017). Correspondingly, job characteristics link with many components from the business world, which shows how the job itself is relevant to the organizational outcomes. Therefore, companies can reduce absenteeism and lower turnover with a good job design. It is argued that high employee absenteeism and turnover rates create a serious financial burden on companies. Thus, developed job designs that meet employees' needs, desires, and characteristics will contribute to companies operationally and financially.

The measurement methods of job design go through selecting the sets of specific characteristics. As noted above, Hackman and Oldham recommended five dimensions of job characteristics a few decades ago. Even though the theoretical background is valid and robust, an extension of the theory is also needed. Because as the workplace transforms, more dynamics have been included in the equation of job characteristics. At that point, Morgeson and Humphrey (2006) propound comprehensive sets of job characteristics under three main categories: task characteristics, knowledge characteristics, social characteristics, and work context. The effort of Morgeson and

Humphrey is precious because it is essential to widen up robust existing theories and establish broader findings in the literature with the current version of the model. They presented 18 job characteristics under four main factors in order to obtain an extended measurement of job design as follows:

**Table 1.1.7.**

*Dimensions of Work Design Questionnaire*

<u>Task Characteristics</u>	<u>Knowledge Characteristics</u>
<ul style="list-style-type: none"> <li>▪ Autonomy</li> <li>▪ Task variety</li> <li>▪ Task significance</li> <li>▪ Feedback from job</li> </ul>	<ul style="list-style-type: none"> <li>▪ Job complexity</li> <li>▪ Information processing</li> <li>▪ Problem-solving</li> <li>▪ Skill variety</li> <li>▪ Specialization</li> </ul>
<u>Social Characteristics</u>	<u>Work Context</u>
<ul style="list-style-type: none"> <li>▪ Social support</li> <li>▪ Interdependence</li> <li>▪ Interaction outside the organization</li> <li>▪ Feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ergonomics</li> <li>▪ Physical demands</li> <li>▪ Work conditions</li> <li>▪ Equipment use</li> </ul>

(Morgeson & Humphrey, 2006, p. 1330)

Additionally, job characteristic belief is based on employees' perception and expectancy about the features of the job (Ehrhart, 2006). Although the job characteristics belief does not reflect the actual degree of person-job fit, it causes similar positive outcomes for the employees. Because the perception of the employee directly affects their emotions, cognitions, and behaviors. When individuals perceive something, even if that thing does not exist, the mind accepts it as a fact and works according to the "invented" fact. At that point, it will not be wrong to say that early maladaptive schemas probably influence the process of job characteristics belief through perception.

### **1.1.3. Organizational Consequences of Person-Job Fit**

Within the theoretical background and supportive studies from the literature, the person-job fit is characterized by its affirmative outcomes at both micro (individual) and macro (organizational) levels. Researches demonstrate that person-job fit is relevant to organizational effectiveness, job satisfaction (Kristof-Brown et al., 2005), job involvement (Chen et al., 2014), and commitment (Yang et al., 2019). Attribution of meaning to work underlies these listed results, as addressed in job characteristics theory. Well-designed jobs pave the way for employees to obtain meaning in their work. As a result, employees attain higher performance, more satisfaction, and commitment to their jobs. These individual-level positive results also lead increase in the effectiveness of the organizations. Many studies also show the relationship between person-job fit and employee engagement (Caldwell & O'Reilly, 1990; Harinck et al., 2000; Amy L Kristof-Brown et al., 2005). Motivation is the essential concept connecting job characteristics and job engagement. As stated in the job design model, one purpose of job characteristics is to provide intrinsic motivation to the employee. Job engagement is essentially about tending to feel enthusiastic, dedicated, and absorbed in one's task due to the person's intrinsic motivation toward his/her job.

On the other hand, person-job misfit is generally described with possible negative consequences. It is stated that working in misfit conditions will probably lead to damaging outcomes for the self or the organization (Iqbal, 2016). For instance, stress and exhaustion are negative physical and psychological consequences of job characteristics (Singh & Greenhaus, 2004). When individuals experience meaninglessness, they are affected psychologically, resulting in physical outcomes such as fatigue. Therefore, employees who are not convenient with their jobs may face symptoms such as stress and exhaustion, as they cannot meet the need for meaning from their jobs. Moreover, in different studies, it has been found that person-job fit remarkably affects the intention to leave (Kristof, 1996; Verquer et al., 2003). Due to dissatisfaction and lack of meaningfulness in a job, employees tend to become unhappy and do not want to continue working at that

organization. This output is significant for companies. Because high turnover rates return to companies as a cost. In addition, considering the great resignation after the Covid-19 pandemic, it would not be wrong to say that the business world should turn to newly structured design models. From this point of view, job design should be studied more comprehensively, and its relationship with different variables should be investigated to further improve employees' well-being and organizational effectiveness.

## **1.2. EMPLOYEE ENGAGEMENT**

The concept of employee engagement is one of the most studied topics in industrial and organizational psychology because of its consequences which have high utility for both employees and organizations. The establishment of the concept relies on both developments in business and academia. The initial usage of the term happened in an organization called Gallup in 1990 with revealing of Gallup's engagement questionnaire, which is also entitled Q12 (Schaufeli, 2013). One reason for such attempts is the transformation of organizations from traditional to modern. The modernization of organizations ends up with the "psychologization of the workplace" (Schaufeli, 2013, p. 16). The background of the process can be explained as follows: "Employee contribution becomes a critical business issue because in trying to produce more output with less employee input, companies have no choice but to try to engage not only the body but also the mind and the soul of every employee" (Ulrich, 1997). Due to the increased importance of human capital, organizations have begun to look for employees who will potentially invest in the job. At that point, significance was attributed to employee engagement by organizations. These circumstances in business triggered academic interest.

Without coincidence, in 1990, the first academic work about employee engagement was proposed (Kahn, 1990). However, the fundamental attention to the academy was accrued after 2000. One reason behind this improvement was the popularity of positive psychology. Positive psychology paved the way for the focus to shift to the individual. This aspect also affected the consideration of the employee within the company. Thus,

the focus of researchers shifted to employee-related topics such as engagement began to be studied more frequently. To summarize, the rise of employee engagement is the result of two main interconnected breakthroughs: a) the increasing importance of human capital and psychologization of the workplace, and (2) elevated academic interest in positive psychological states (W. B. Schaufeli, 2013)

### **1.1.1. Theoretical Frameworks of Employee Engagement**

Regarding scholars' great attention and curiosity toward employee engagement, approaches were proposed about what is it, how it works, and what kinds of outcomes it embodies. Four main approaches were comprehensively covered the operant definition of employee engagement:

- a) *The Need-Satisfying Approach*. According to the need-satisfying approach, employee engagement is characterized by employees' usage and expression of themselves physically, emotionally, cognitively, and mentally while performing their jobs (Kahn, 1990).
- b) *The Burnout-Antithesis Approach*. Employee engagement is conceptualized with the polar opposite of it, asserted as burnout concerning the approach. Engagement and burnout are the positive and negative ends of a single axis. Engagement is defined by three components: energy, efficacy, and involvement. These components are the polar adverse of the three burnout dimensions: exhaustion, cynicism, and lack of accomplishment (Maslach et al., 1997). Additionally, Schaufeli and colleagues (2002) also contributed to the approach, and they defined employee engagement as a pleasant, satisfying state of mind associated with a job that is marked by vigor (linked with energy), dedication (connected with involvement), and absorption (related with efficacy).

- c) *The Satisfaction-Engagement Approach.* As stated previously, the satisfaction-engagement approach has been fed by the Gallup Organization's studies. This approach refers conceptualization of employee engagement with positive feelings toward one's job. Three main engagement characteristics were enthusiasm, involvement, and satisfaction with one's job (Harter et al., 2002).
- d) *The Multidimensional Approach.* Engagement is a separate and specific concept effectuated of cognitive, emotional, and behavioral dimensions (Schaufeli, 2013). The main attribution of this approach in engagement literature is the segregation between job engagement and organizational engagement (Saks, 2006). Job engagement represents employees' task performance while organizational engagement covers employees' performance of membership. Concerning the multidimensional approach, satisfaction is also presented as one primary outcome of employee engagement.

Apart from these four approaches, many different descriptions of engagement have been made. The literature is prosperous in that sense. Here are the several forms of engagement definitions:

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**Table 1.2.1.**

*Definitions of Employee Engagement*

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Work engagement is “harnessing of organization members’ selves to their work roles: in engagement, people employ and express themselves physically, (Kahn, 1990, p. 694) cognitively, emotionally, and mentally during role performances.”

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Work engagement is the antipode of burnout which characterized by energy, participation, and effectiveness	(Maslach et al., 1997)
Engagement is a construction of attention and absorption toward the job	(Rothbard, 2001)
Employee engagement is “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption.”	(Schaufeli et al., 2002, p. 74)
“The term employee engagement refers to an individual’s involvement and satisfaction with as well as enthusiasm for work.”	(Harter et al., 2002, p. 269)
“The Corporate Executive Board (2004) defined engagement as the extent to which employees commit to someone or something in their organization, how hard they work, and how long they stay as a result of that commitment (p.1).”	(Kuok & Taormina, 2017, p. 263)
Employee engagement is a long-term, positive and motivational state of recognizing their job, willing to commit themselves to the job, and complemented by pleasant, enthusiastic, and motivating work experiences.	(Zeng & Han, 2005)
Erickson (2005) defines engagement as a concept above and beyond simple satisfaction with the employment arrangement or basic loyalty to the employer" Engagement is characterized by “the willingness to invest oneself and expend one’s discretionary effort to help the employer succeed (p. 14).”	(Kuok & Taormina, 2017, p. 263)
Engagement is conceptualized with employees’ attendance at work and membership roles required by the job	(Saks, 2006)

Employee engagement is defined by Cha (2007) as an employee's job-related tasks as well as the integration of physical, mental, and emotional that goes along with it by utilizing three factors: job involvement, organizational recognition, and perception of work as valuable.	(Sun & Bunchapattanasakda, 2019)
Employee engagement is a wide term that comprises various types of engagement (traits, psychological states, and behavioral engagement) which call for diverse constructs, such as proactive personality, involvement, and organizational citizenship behavior.	(Macey & Schneider, 2008)
Engagement can be considered a positive, intensely aroused emotional state based upon two distinctive features: energy and involvement.	(Bakker, 2011)
Employee engagement is ascribed as “the extent to which people enjoy and believe in what they do and feel valued for doing it.”	(Wellins et al., 2011, p. 2)
Liu (2016) stated that employee engagement consists of five components: “composed of five dimensions: organizational identity, dedication, absorption, vigor, pleasant harmony.”	(Sun & Bunchapattanasakda, 2019, p. 65)

Moreover, four fundamental theoretical contributions can be mentioned in the engagement literature: the need-satisfying approach, job demands-resources model, affective shift model, and social exchange theory (Schaufeli, 2013).

- a) *The Need-Satisfying Approach*. Employees feel engaged when three psychological needs (psychological safety, availability, and meaningfulness) are fulfilled (Kahn, 1990). The feeling of getting a benefit from one in job performance is called meaningfulness, and the nature of the job regulates it. Psychological safety is defined as the ability

to express and use oneself without fear of potential outcomes. It is mainly affected by one's social setting (embodies group dynamics, interpersonal relationships, management style, and social norms). Lastly, availability refers to the notion that one has the physical and cognitive capacity to engage in job tasks, which depends on employees' abilities to bring to their responsibilities.

- b) *The Job Demands-Resources Model*. This model supports the previously mentioned burnout-antithesis approach and claims that the motivating potential of job resources and individual resources end up in employee engagement. Components characterize this motivational process as vigor, dedication, and absorption. Firstly, vigor is defined as having a high degree of energy and resilience during performing and a willingness to put effort into one's job against perseverance of challenge. Secondly, being deeply interested in one's work and developing a sense of meaningfulness, passion, motivation, satisfaction, and struggle are all expressions of dedication. Finally, absorption is described as being completely focused and happily involved in one's job, seeing that time passes rapidly, and disconnection from task creates trouble.
- c) *The Affective Shift Model*. The model attempts to clarify why employee engagement has a dynamic structure (Bledow et al., 2011). This approach is based on the idea that positive and adverse effect play essential roles in employee engagement. A transition from negative to affirmative affect, according to the model, is a crucial factor driving the development of high work engagement (W. B. Schaufeli, 2013). A negative effect can improve people by signaling that things aren't going well and something needs to be done about it. When negative affect's motivational capacity is eliminated, a transition to a positive affective state occurs. Since this upregulation of positive affect is complemented by a corresponding inhibition of adverse affect, work engagement will most likely happen.

d) *Social Exchange Theory*. According to Saks (2006), one option for employees to compensate their organizations is through engagement. In other words, employees will be engaged to various degrees and in response to the resources (contains physical, emotional, and social) given to them. Alternatively, suppose the company is unable or refuse to provide such resources. In that case, employees will be more likely to disengage from their jobs and retreat from investing in the job and organization requirements, perhaps causing burnout (Schaufeli, 2006).

### **1.2.2. Antecedents of Employee Engagement**

The concept of employee engagement has become part of several studies that propounded the possible antecedents and consequences. In the light of research, antecedents of engagement can be handled under three categories as organizational factors (such as leadership, fairness, and culture), job factors (such as job design and work environment), and individual factors (such as personality traits). Due to the interest of this thesis, the job factor category will be explained by addressing person-job fit, and individual factors will be described by pointing to personality.

#### **1.1.1.1. Person-Job Fit as an Antecedent**

Person-job fit generally results in positive outcomes at the workplace, and employee engagement is one of those. As stated in reaserch results, person-job fit leads to employee engagement (Bui et al., 2017; Kahn, 1990; Koçak, 2020; Osayande & Okolie, 2019). Person-job fit obtains such effect through utilizing specific job characteristics resulting in engagement. In a comprehensive study by Schaufeli and Salanova (2008), it is found that “job control, job participation, job feedback, job rewards, job security, and supervisor support” impact work engagement (Sun &

Bunchapattanasakda, 2019, p. 71). Other researchers found confirmatory results in their studies by pointing effects of feedback, autonomy, skill variety, and social support (Wilmar B. Schaufeli, 2012). Additionally, autonomy is undoubtedly influential in employee engagement (Hallberg et al., 2007). Employees who obtain autonomy in decision-making procedures tend to have higher engagement with their job (Farndale & Murrer, 2015). The effect of autonomy is probably related to the perception of being part of the job and the tendency to attribute importance. Also, it is claimed that person-job fit positively influences employee engagement through the mediation effect of motivation (Schaufeli, 2012). To summarize, more complex and explanatory models about the relationship between person-job fit and work engagement are needed to understand the process better.

#### **1.2.2.1. Personality as an Antecedent**

Personality as a dispositional factor has a strong tendency to affect employee engagement. It can be claimed that employee engagement is a psychological phenomenon influenced by dispositional traits. For example, a study supports this declaration by showing that personality traits describe 48.1% of the variance in employee engagement (Young et al., 2018). There are plenty of scientific articles demonstrating such effects regarding specific personality traits.

Five-factor personality traits are mostly studied personality dimensions in the engagement literature. Each five traits will be explained by using studies to display how five traits affect work engagement. Firstly, extraversion is one of the frequently pointed out personality traits with its relevance to employee engagement (Akuzum, 2021; Fukuzaki & Iwata, 2022; Gan & Gan, 2014; Langelaan et al., 2006). Extravert people tend to engage more with their jobs due to their advanced social skills. Secondly, conscientiousness is also constantly found relevant the work engagement (Akuzum, 2021; Gan & Gan, 2014; Kim et al., 2009; Macey & Schneider, 2008), probably because of its

propensity to take charge. Moreover, statistical evidence proves the positive relationship between openness to experience and engagement (Akuzum, 2021; Fukuzaki & Iwata, 2022; Smith et al., 2021). Open people presumably become more engaged with their jobs due to their nature of adaptability and flexibility. Lastly, there are contradictory findings on the effect of neuroticism and agreeableness. Even though there are evidence for claiming the negative impact of neuroticism (Langelaan et al., 2006) and a positive correlation of agreeableness (Akuzum, 2021; Smith et al., 2021), the support is not strong enough.

Additionally, more personality dimensions were studied regarding their relevance to employee engagement. Researchers pointed out that employee engagement is affected by self-efficacy (Rich et al., 2010; Simbula et al., 2011; Xanthopoulou et al., 2008), self-esteem (Rich et al., 2010; Xanthopoulou et al., 2008), optimism (Xanthopoulou et al., 2008), resilience (Bakker et al., 2006), positive psychological capital (Paek et al., 2015; Thompson et al., 2015), and proactive personality (Bakker et al., 2012; Karatepe & Demir, 2014). All those statistical findings indicate personality's initial effect on employee engagement development.

### **1.2.3. Consequences of Employee Engagement**

Outcomes of employee engagement can be examined under two main categories: organizational-level and individual-level consequences. At organization-level outcomes, employee engagement results in better performance (Harter et al., 2002; W. B. Schaufeli, 2013; Schaufeli, 2012) and higher productivity (Harter et al., 2002; Koçak, 2020; Schaufeli, 2013; Schaufeli, 2012). Also, a study demonstrated that engaged sales workers obtain a higher level of selling (Harter et al., 2009). Another component that is studied regarding engagement is absenteeism. Disengaged employees tend to be more absent than engaged employees (Schaufeli, 2013; Schaufeli et al., 2009). Due to attributed meaning to the job, engaged people are less likely to find excuses for absenteeism. Additionally,

engagement has the potential to hinder both intention to leave and turnover (Harter et al., 2002; Koçak, 2020; Schaufeli, 2012). These findings are essential due to the great resignation. The solution to great resignation may lay under the utilization of employee engagement.

Plenty of individual-level consequences of employee engagement were underlined by researchers. Engaged employees generally have better health and well-being in comparison to disengaged workers (Schaufeli, 2012). They also obtain better focus, enjoy more, have higher motivation, commit more voluntarily, experience more positive emotions, collaborate more, be more ready to work, and tend to learn additional knowledge&skills (Schaufeli, 2013; Schaufeli, 2012). In addition, three direct behavioral outcomes of employee engagement are prosocial behavior (Schaufeli, 2012), organizational citizenship (Kataria et al., 2012), and innovative behaviors (Hakanen et al., 2008).

### **1.3. HYPOTHESIS OF THE STUDY**

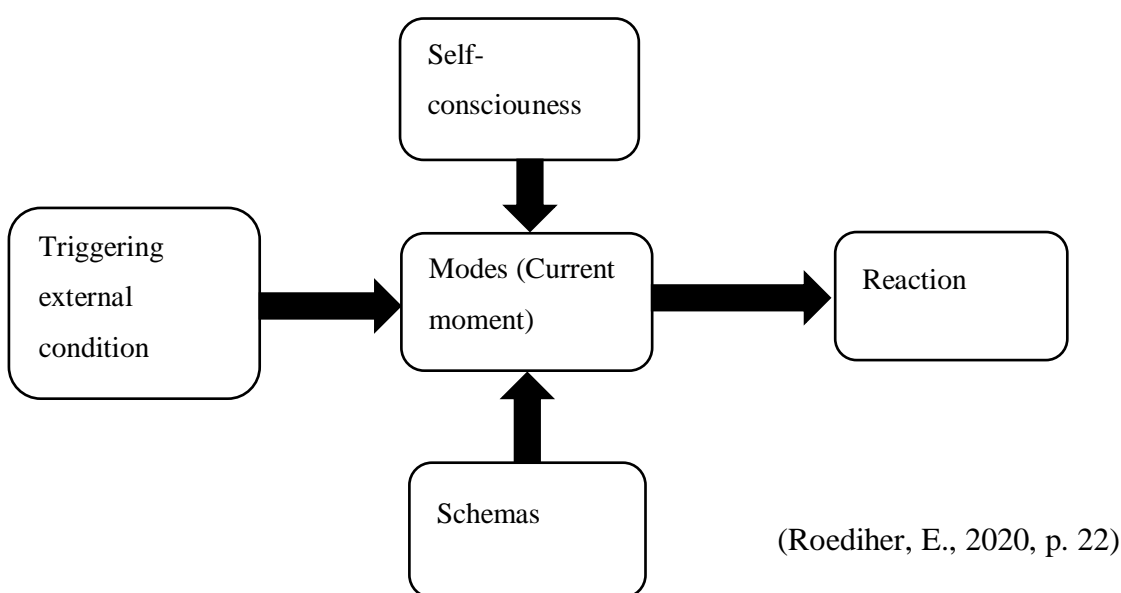
As Lewin (1939) stated, life spaces of individuals are either directly or indirectly interdependent with each other through attitudes and emotions. Moreover, the individuals' mental make-up, mainly formed in the early phases of life, composes the so-called inner life space. In contrast, outer life space is created by physical circumstances and interpersonal relations. Due to the integrating feature of inner and outer life spaces, both have the potential to influence the other. In other words, personality as a crucial part of internal life space and job characteristics as one piece of external life space interdependently affects each other. One of the main background of hypotheses that will be asserted is this interdependence approach between the person and the environment.

The second theoretical basis for hypotheses is the attachment theory of Bowlby (1958) and Ainsworth (1970). In the attachment theory, it is pointed out that the children develop type of attachment (either secure or insecure), especially concerning satisfaction

of basic psychological needs, and carries this attachment predisposition to themselves throughout later life. From this point of view, the bond attained or not attained in childhood will affect the adult's perception, emotions, and behaviors in the future, which is correspondent with the nature of early maladaptive schemas. In connection with this phenomenon, safe home and safe work bases are presented in a model that reveals the work-life conditions of the adults (Gagne, 2014). While a secure home base is relatively permanent regarding security, secure work base refers to the situational perception of safety. According to the model, these two bases interdependently influence each other, just like early maladaptive schemas (similar to home base) and employee engagement (attributing to employee engagement). Thus, when employees face similar weak bonds and unmet needs in the workplace, their early experiences of insecure attachment will probably activate early maladaptive schemas. Through the activation of existing schemas, it is expected that employee engagement, which can be mentioned as physical, cognitive, and emotional attachment to the job, will presumably be influenced by this process; the adverse effect is generally anticipated regarding the engagement.

**Table 1.3.1.**

*Behavior Management Model*



As is exhibited in Table 1.3.1, the experience of the effects of early maladaptive schemas and external circumstances (in the case of this thesis, the external cause is the person-job fit) determine people's response through the activation of modes. Despite the dispositional and influential status of early maladaptive schemas, environmental antecedents (such as job characteristics) will be applied as moderators to the study. People indeed have predispositions; however, their impact may not be as significant as the interaction (dispositional and environmental factors). For instance, all people obtain a few early maladaptive schemas (with different degrees); nevertheless, not all experience dysfunctional conditions such as depression, OCD (obsessive-compulsive disorder), or anxiety disorders. The effect of environmental dimensions is the bottom line of ending up with maladaptation.

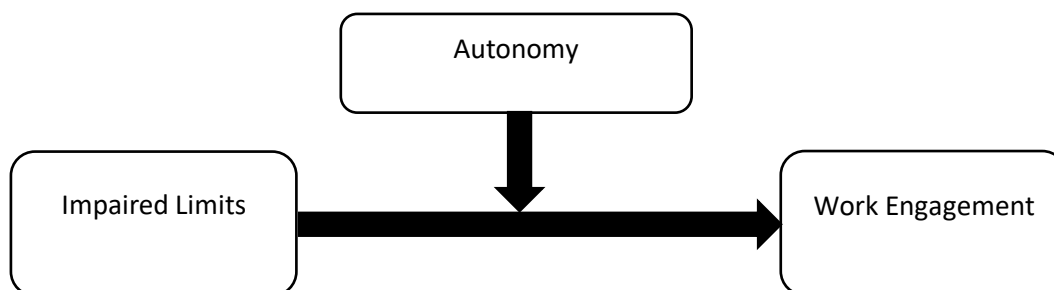
Three schema domains (impaired limits, over-vigilance and inhibition, and other-directedness) will be associated with work engagement in this study by dint of the other research results. As noted, these three domains were found to be related to different organizational outcomes such as satisfaction, burnout (D'Souza, 2019), health, and dysfunction at work (Bamber and McMahon, 2008). Also, these schema domains are open to triggers from outside compared with remaining schema domains because other domains (impaired autonomy and disconnection) are more intrinsically motivated.

Additionally, three job design characteristics were chosen as variables for the hypotheses of the present research: autonomy (about task characteristics of the job.), adaptive expertise (about knowledge characteristics of the job.), and interdependence (about social characteristics of the job). The initial reason behind these choices is to consider the relationship of early maladaptive schemas with different layers of job characteristics. In other words, the aim is to see if all spheres (task, knowledge, and social) affect the relationship between schema domains and work engagement. Initially, autonomy has powerful potential to impact the relationship due to its particularity of a basic psychological need which is also relevant to the construction process of early maladaptive schemas. In other words, the concern is to discover how employees approach their jobs when they face similar or dissimilar degrees of autonomy satisfaction. Secondly, adaptive expertise might be a considerable triggering factor at work because it

holds extensive demanding features. Through adaptive expertise, the aim is to see if different schemas influence the degree of attunement and if such an external setting at the workplace will reduce the expected negative effect of schemas. Lastly, interdependence was associated with the relationship between schema domains and work engagement as a social triggering factor. Early maladaptive schemas are built upon the social setting in which people grow up. This is one of the main reasons they are mostly activated in social interactions. Thus, interdependence may have a powerful impact because it is both directly related with the job and characterized as social interaction at the workplace. As a result, by utilization of the model in Table 1.3.1, the hypotheses of this study which contain schematic domains, job characteristics, and employee engagement, are as follows:

**Table 1.3.2.**

*Model of Hypothesis 1*



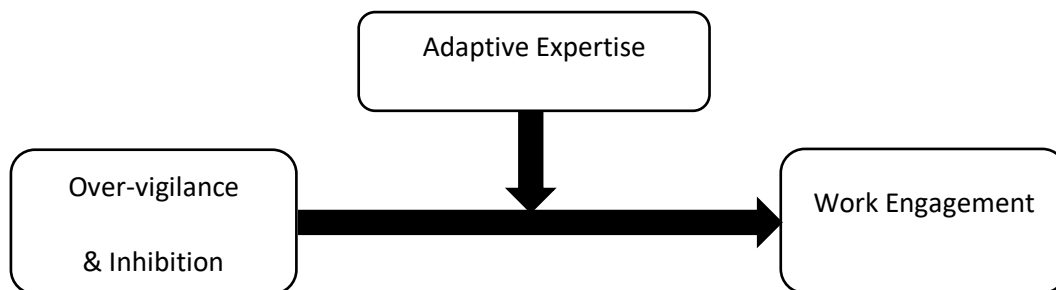
Individuals with impaired limits grew up in families with little direction, and responsibility/control was left to the child. Additionally, due to excessive experience of freedom, these people are less likely to prefer cooperation with others. Therefore, when they encounter such an environment - which they see from their families in earlier stages of life - at their workplace, they are more likely to be engaged. Because people tend to

prefer environments/individuals familiar with (referring to the similarity effect) and produce positive results in such surroundings or with known people. In the case of misfit, it is expected that those people will potentially have a lower level of work engagement. However, the fit may lead to the lowering effect on the negative impact of impaired limits schemas. So, it is expected that people with impaired limits domain will score higher in work engagement by the moderation effect of autonomy. So, Hypothesis 1 is as follows:

**Hypothesis 1:** Autonomy of the job moderates the relationship between impaired limits schema domain and work engagement.

**Table 1.3.3.**

*Model of Hypothesis 2*



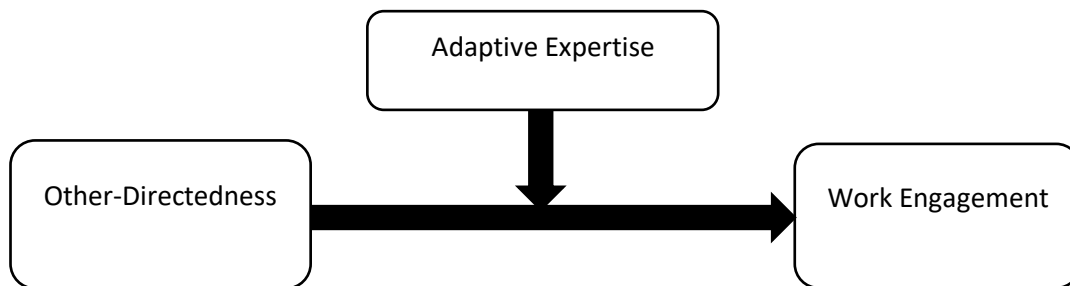
The over-vigilance and inhibition domain emerges in families where duties, obligations, and rules prevail over almost anything else. Thus, the individual tends to be perfect later in life. Because of their perfectionism, these people can be demanding, critical, and punishing towards themselves and others. For these reasons, when such

employees work in settings requiring adaptive expertise, they become more enthusiastic and motivated about their job, transforming their perfectionism. Such characteristics might make people have trouble with work engagement because they will presumably approach their job as an obligation rather than a willingness. Adaptive expertise, which results in fit in the workplace, will probably alleviate the negative influence of over-vigilance and inhibition schemas on work engagement. Thus, the hypothesis claims that the interaction of adaptive expertise (job characteristic) and over-vigilance and inhibition domain (person characteristic) significantly explain the variance of work engagement. Hence, Hypothesis 2 is as follow:

**Hypothesis 2:** Adaptive expertise feature of the job moderates the relationship between other-directedness schema domain and work engagement

**Table 1.3.4.**

*Model of Hypothesis 3*



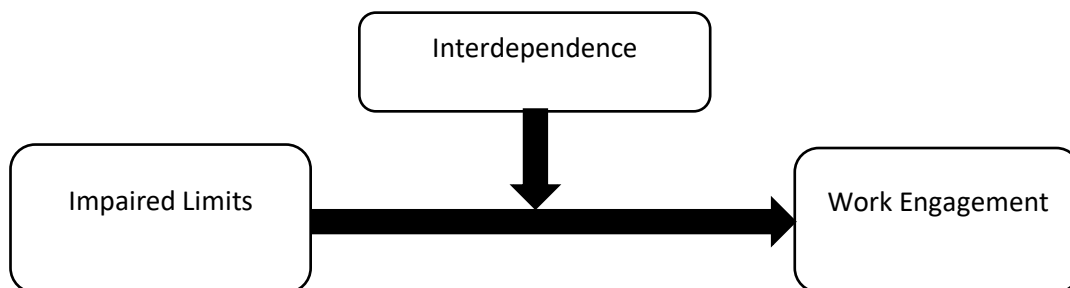
Individuals with other-directedness schemas primarily aim to acquire love and approval, develop attachment, and preserve a sense of belonging. Because of such desires, these individuals tend to be hard-working owing to the appreciation of others. These

people with dominant other-directedness schemas might have a lower level of work engagement because their primary interest is about others rather than the job. Their enthusiasm comes from getting the attention and appreciation of others, not focusing on the job itself. Nevertheless, the fit will probably undermine the negative effect of the other-directedness schemas. Therefore, the fact that these people work in jobs that require adaptive expertise is expected to affect individuals positively and result in work engagement. Therefore, Hypothesis 3 is as follows:

**Hypothesis 3:** Adaptive expertise feature of the job moderates the relationship between over-vigilance & inhibition schema domain and work engagement.

**Table 1.3.5.**

*Model of Hypothesis 4*



The families of individuals with the defined boundaries schema area could not be a good model for their children regarding behaviors such as taking responsibility, cooperation, and goal setting. Therefore, a misfit need for a model/guidance arises in the

child, and this need will be tried to be satisfied in adulthood. Regarding the misfit with job, it can be stated that these people with dominant impaired limits schemas will have trouble engaging in their job. Nonetheless, job characteristics that lead to the person-job fit might diminish the negative impact of impaired limits schemas. Consequently, it can be hypothesized that employees whose impaired limits schema domain is dominant will show more engagement in jobs where they will be interdependent with other employees. Dependency on others during a job task will be beneficial in terms of guidance, goal-setting, and taking responsibility. Hence, Hypothesis 4 is as follows:

**Hypothesis 4:** Interdependence level of the job moderates the relationship between impaired limits schema domain and work engagement.

## **CHAPTER 2**

### **METHOD**

The present study aimed to comprehend if job design can compensate for the potential negative effects of early maladaptive schemas on employee engagement. To analyze the hypotheses of the study, a non-experimental design was conducted by measuring early maladaptive schemas and schema domains, job design, and employee engagement. As described in the hypothesis development part, employee engagement was assigned as the dependent variable, while schemas and schema domains were appointed as the independent variable. In addition, features of job design were designated as the moderator. Lastly, age is also taken as a control variable in the study.

#### **2.1. SAMPLE**

The sample of the study consisted of 201 people who confirmed the consent form and participated voluntarily in the study. The only criteria necessary for participation in the current study is to be an employee. The study was completed in one session with a broad questionnaire given to the participants. The questionnaire was comprised scale of early maladaptive schemas, job design, employee engagement, and demographic questions. 61,4% of the participants (124) were female, while 37,3% of participants (75) were male. The mean of the participant's age is 34,09 (SD = 9,684), ranging between 21 and 63 years old. The sample has a high level of education. For instance, 6 of the participants pointed out that they had a high school degree (3%), 8 of them had an associate degree (8%), 93 of them had a bachelor's degree (93%), 66 of them having a master degree (66%) and 27 of them having doctorate (27%). Most participants (N = 91, 45,3%) work in the education sector. Additionally, 6,5% of participants work in health

institutions, 8% of the sample work in technology-IT departments, and 40,2% work in institutions from other sectors.

The total work experience of the participants ranged from less than 1 and more than 12 years. Most participants (70) reported that they have more than 12 years of work experience, with 34,8%. Moreover, the majority of the sample (51) indicated that they have less than 1 year of work experience in the present company with 25,4%. Further demographical information about the sample is shown in Table 2.1.1 below.

**Table 2.1.1.**

*Demographic Characteristics of the Sample (N = 201)*

Characteristics	N	%
<b>Gender</b>		
Male	75	%37,3
Female	124	%61,4
<b>Age</b>		
21-30	105	%52,2
31-40	47	%23,4
41-50	35	%17,4
50 +	14	%7
<b>Education</b>		
Highschool	6	%3
Associated degree	8	%4
Bachelor degree	93	%46,3
Master	66	%32,8
Doctrate	27	%13,4
<b>Sector</b>		
Education	91	45,3
Health	13	6,5

Technology-IT	16	8
Total work experience		
Less than 1 year	19	%9,5
Between 1-2 year/s	36	%17,9
Between 3-5 years	47	%23,4
Between 6-12 years	29	%14,4
More than 12 years	70	%34,8
Work experience in the current company		
Less than 1 year	51	%25,4
Between 1-2 year/s	45	%22,4
Between 3-5 years	39	%19,4
Between 6-12 years	33	%16,4
More than 12 years	33	%16,4
	Mean	SD
Age	34,09	9,684

## 2.2. INSTRUMENTS

The Informed Consent Form was presented for approval of participants (see Appendix A), and Demographic Form to collect detailed information about the sample was used (see Appendix B). The present study was designed to measure early maladaptive schemas (see Appendix C), job design (see Appendix E), and employee engagement (see Appendix D). The following scales were embedded into the questionnaire of the study: Young Schema Questionnaire – Short Form, Work Design Questionnaire by Morgeson and Humphrey, and Utrecht Work Engagement Scale.

### **2.1.1. Young's Schema Questionnaire – Short Form**

Young's Schema Questionnaire – Short Form 3 was given to the participants to identify which early maladaptive schemas are dominant in the person (see Appendix C). Young's Schema Questionnaire was first developed by Young and Brown (1994). Later on, the long version of the questionnaire was abbreviated in 1998. Young's Schema Questionnaire - Short Form 3 contains five factors (schema domains) and 18 sub-factors (early maladaptive schemas). The five domains are impaired autonomy & performance, disconnection & rejection, over-vigilance & inhibition, impaired limits, and other-directedness. Furthermore, the 18 early maladaptive schemas are abandonment, mistrust, emotional deprivation, defectiveness, social isolation, dependence, vulnerability to harm or illness, enmeshment, failure to achieve, entitlement, insufficient self-control, subjugation, self-sacrifice, approval seeking, pessimism, emotional inhibition, unrelenting standards, and punitiveness (see Table 1.1.2). The internal consistency was high in the study of Young and Brown (1998), and Cronbach's alpha ranged between .68 and .90 for the overall questionnaire.

The current study was conducted with participants whose native language is Turkish. Hence, the Turkish version of Young's Schema Questionnaire – Short Form 3 was used in the data collection (Pekak et al., 2009). The validation study was conducted with 1071 participants; 597 participants were female (55,7%), and 469 of the sample were male (43,8). After data collection, descriptive factor analysis with equamax rotation and test-retest reliability analysis was done by researchers. According to the descriptive factor analysis, the 14-factor model (schemas) was proved for the Turkish sample with the removal of 10 items (items 5, 27, 36, 45, 46, 61, 67, 85, 86, 87). Subsequently, higher-order factor analysis was computed, and the 5-factor model (schema domains) was verified. It was reported that Cronbach's alpha for early maladaptive schemas ranged between .63 and .80; for schema domains, it ranged between .60 to .81. According to the results, the total explained variance for the 14-factors model was 49,11%. Therefore, the

scale obtained medium-level internal consistency. In the present study, the scale's reliability is also high with the non-clinical sample group (see Table 2.2.2.)

**Table 2.2.2.**

*Cronbach's alpha values of Young's Schema Questionnaire in the present study (with non-clinical participants)*

Early Maladaptive Schemas	Cronbach's Alpha
Dependence	.84
Abandonment	.82
Failure to achieve	.84
Pessimism	.84
Vulnerability to harm or illness	.70
Emotional deprivation	.81
Emotional inhibition	.74
Social isolation / Mistrust	.81
Defectiveness	.82
Unrelenting standards	.73
Approval seeking	.83
Entitlement / Insufficient self-control	.74
Self-sacrifice	.78
Punitiveness	.76

The questionnaire contains 90 items and responses were collected by using a 6-points Likert scale ranging from 1 (totally wrong for me) to 6 (describes me perfectly). All items point to specific schema domains and early maladaptive schemas. According to the Turkish version of Young's Schema Questionnaire – Short Form 3, 5 schema domains and schemas were measured through items listed in the Table below (see Table 2.2.1):

---

**Table 2.2.1.***Assessment of Schema Domains and Early Maladaptive Schemas*

---

*Impaired Autonomy & Performance*

- Dependence = items 7, 9, 10, 25, 63, 64, 79, 81, 82
- Abandonment = items 2, 20, 28, 38, 74
- Failure to achieve = items 6, 24, 33, 42, 60, 78
- Pessimism = items 8, 17, 26, 35, 80
- Vulnerability to harm or illness = items 21, 39, 44, 62, 71

---

*Disconnection & Rejection*

- Emotional deprivation = items 1, 19, 37, 55, 73
- Emotional inhibition = items 12, 30, 48, 66, 84
- Social isolation/Mistrust = items 3, 4, 40, 57, 58, 75, 76
- Defectiveness = items 23, 41, 43, 59, 77, 90

---

*Over-vigilance & Inhibition*

- Unrelenting standards = items 13, 14, 31
- Approval seeking = items 16, 34, 52, 56, 70, 88

---

*Impaired Limits*

- Entitlement/Insufficient self-control = items 15, 22, 32, 50

---

*Other-Directedness*

- Self-sacrifice = items 11, 29, 47, 65, 83
  - Punitiveness = items 18, 49, 53, 54, 72, 89
- 

## 2.2.2. Work Design Questionnaire

Work Design Questionnaire was served to the sample for understanding the job characteristics participants were working in (see Appendix E). Work Design Questionnaire was composed by Morgeson and Humphrey (2006) to expand the existing assessment tool for job design. Their scale has embodied comprehensive factors relating

to the job characteristics. They presented 4 main factors and 14 sub-factors. The main factors are task, knowledge, social, and work context. Subfactors are autonomy, task variety, task significance, task identity, feedback from job, job complexity, information processing, problem-solving, skill variety, specialization, social support, interdependence, interaction outside the organization, feedback from others, ergonomics, physical demands, work conditions, and equipment use. The internal consistency was high in the study of Morgeson and Humphrey (2006), and Cronbach's alpha of the overall questionnaire was .87. Cronbach's alpha ranged between .95 and .85 for task characteristics, and, for knowledge characteristics, it ranged between .84 and .87. Additionally, Cronbach's alpha ranged between .80 and .91 for social characteristics, and for work context, it ranged between .64 and .95. Ergonomics (one of the sub-dimensions in the work context) has a lower Cronbach's alpha with a score of .64.

Turkish version of the Work Design Questionnaire was adapted to the Turkish as a part of the present thesis, and factor analyses were done regarding the accreditation. As a result of factor analysis, KMO value of main factors ranged from .856 to .914 which demonstrate high consistency of the scale (see details from Table 3.2.1.). Additionally, reliability of the inventory was also obtained high level with scores ranging from .73 to .95 (see details from Table 3.2.2.).

In response to the factor and reliability analysis, 48 questions were utilized into the battery under 3 main factors. To measure each 3 factors separately; 17 items were averaged for task characteristics score, 15 items were averaged for knowledge characteristics score, and 16 items were averaged for social characteristics score (see details from Table 3.2.3.) Furthermore, the inventory includes 48 items and responses were collected using 6 points Likert scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). All 48 items were averaged to evaluate the job characteristics of each participant who contributed to the study.

### **2.2.3. Utrecht Work Engagement Scale**

Utrecht Work Engagement Scale (UWES) was given to the participants in the assessment battery of the present study (see Appendix D). UWES was built by Schaufeli and Bakker (2004) to evaluate employee engagement levels toward the current job based on 3 subscales: vigor, dedication, and absorption. The internal consistency was high (beyond .70) for the study of Schaufeli and Bakker (2004), and Cronbach's alpha was .93 for the overall inventory. For vigor, Cronbach's alpha was .83; for dedication, Cronbach's alpha was .79; for absorption, Cronbach's alpha was .83.

The Turkish version of UWES adapted by Eryılmaz and Doğan (2012) was used in the study. In the adaptation study of Eryılmaz and Doğan (2012); it was reported that Cronbach's alpha value for overall UWES was .94. For vigor, it was .87; it was .87 for dedication; it was .84 for absorption. For this study, internal consistency was consistent with referenced study; Cronbach's alpha was found .95 for overall. Cronbach's alpha was .89 for vigor; .91 for dedication; and .86 for absorption

The questionnaire includes 17 items and responses were collected using 6 points Likert scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). All 17 items were averaged to evaluate participants' overall employee engagement scores. To measure each 3 subscales separately: 6 items (item 1, 4, 8, 12, 15, 17) were averaged for vigor; other 5 items (item 2, 5, 7, 10, 13) were averaged for dedication; and 6 items (item 3, 6, 9, 11, 14, 16) were averaged for absorption.

### **2.3. PROCEDURE**

Before the data collection, the design of the study was provided to the Ethics Committee Board of Istanbul Bilgi University, and ethical approval for the research was received (see Appendix F). Following the ethical approval, the initial phase of the study was translation and back-translation of the Work Design Questionnaire. The scale went through the process of translation and the finest version of the scale was exhibited. Then, a pilot study was conducted with 15 participants. Regarding the answers and comments of these participants, the Turkish version of the Work Design Questionnaire was revised, and final version of the inventory was submitted.

After the research battery was prepared, the data collection procedure was begun through an online survey at once (by google forms). As a sampling method, snowball sampling was applied in the research, and participants were reached through personal networks and social media. Participants' consent was requested about their voluntary attendance to the survey via the Informed Consent Form (see Appendix A). In this phase, participants were informed about the research topic, the time approximately they'll spend answering the questions in the battery, the confidentiality of the data, and the anonymity of their identities. Participants were also informed about their right to leave the survey anytime they wanted. Additionally, the researcher's contact information was provided in case of any questions regarding the study. Then all participants were provided with the Demographic Information Form to collect data about sex, age, education, total work experience, work experience in the present company, and sector of the company they work for (see Appendix B). After the Demographic Information Form, the scale battery of the research, consisting of Young's Schema Questionnaire, Utrecht Employee Engagement Scale (UWES), and Work Design Questionnaire, were given to the participants in the data collection phase of the study.

## **CHAPTER 3**

### **RESULTS**

#### **3.1. DATA SCREENING**

201 participants were attended the present research. The data of participants who did not complete all questions in the research battery did not save to the data view; that is why there is no missing data. Additionally, data of all participants were found consistent in the missing value analysis. Thus, the responses of all participants were used for the analysis. The Statistical Package for Social Scientists (SPSS v. 21.0, Armonk, NY) was used for the statistical analyses of the study.

Variables were checked for skewness and kurtosis values to represent the data set's normality. Regarding the demographics, other variables demonstrate unsymmetrical features besides total work experience and work experience in the current company. The skewness of gender was found to be left-skewed, which refers high level of female participation in the study. About the age, the skewness was right-skewed, and the kurtosis was found to be  $-.027$ , indicating that the distribution was more light-tailed compared to the normal distribution. The skewness of education was found to be  $-.44$ , indicating that the distribution was negatively skewed; the kurtosis of education was found to be  $1.09$ , indicating that the distribution was more light-tailed compared to the normal distribution. This means that the education level of the present study is relatively high. The skewness of the sector was found to be  $1.35$ , indicating that the distribution was positively skewed; the kurtosis of the sector was found to be  $1.50$ , indicating that the distribution was more light-tailed compared to the normal distribution. Even though employees from 27 different sectors participated in the research, plenty of participants are working in education. Additionally, skewness and kurtosis of the work engagement are symmetrical and characterized by normal distribution.

### **3.2. FACTOR AND RELIABILITY ANALYSIS**

Unlike other scales placed into the battery of the thesis questionnaire, Work Design Questionnaire built by Morgeson and Humprey has not accredited into the Turkish before this thesis. Hence, one step of the thesis would be the Turkish accreditation of Work Design Questionnaire. In other words, Turkish version of the Work Design Questionnaire was needed to be utilized due to Turkish speaker participants. Because of this reason, the questionnaire was adapted to the Turkish, and factor analyses were done regarding the accreditation. The fourth dimension of the scale (work context) was decided to eliminate from the adaptation process due to two main reasons: lower reliability values of the factor and work conditions during the data collection (the data of the study was collected during the Covid-19 pandemic; hence, work context has not probably reflected the actual physical conditions of participants' workplace). Firstly, the scale was translated into Turkish and back-translated into English. After the translation phase, a pilot study was done with 15 participants, and language errors were diminished according to their responses and comments. Then, the scale was embedded into the thesis data collection battery. From the collected data from 201 participants, principal components factor analysis was conducted on the correlation matrix of the 63 items of the Work Design Questionnaire. 15 items were discarded from the scale (items 9, 12, 15, 18, 21, 22, 23, 33, 37, 38, 40, 42, 48, 49, 50). Three main factors were extracted, accounting for 69,3% of the overall variance (see details in Table 3.2.1). Three of these factors corresponded to components of the referenced study. Promax rotation of the factors was employed, which yielded the factor structure in Table 3.2.1. One factor was identified as task characteristics (TC), another was knowledge characteristics (KC), and a third was social characteristics (SC). These are as the model predicted.

**Table 3.2.1.***Factors Analysis of Turkish Version of Work Design Questionnaire*

Main Factors	KMO Value	Extractions sums cumulative
Task Characteristics	.914	70,8 %
Knowledge Characteristics	.899	67,9%
Social Characteristics	.856	71,1%

In the adaptation analysis of Work Design Questionnaire, it was reported that Cronbach's alpha values for overall task characteristics were .93; for knowledge characteristics, it was .87; and for social characteristics, it was .78. For this study, internal consistency was consistent with referenced study; Cronbach's alpha was found .93 for overall TC; Cronbach's alpha was found .86 for KC; Cronbach's alpha was found .91 for overall SC (see details from Table 3.2.2).

**Table 3.2.2.**

*Cronbach's alpha values of the Turkish version of Work Design Questionnaire (in the present study)*

Factors / Sub-factors	Cronbach's Alpha
Task Characteristics	.93
Autonomy	.95
Task Significance	.87
Task Variety	.85
Knowledge Characteristics	.86
Adaptive Expertise	.93
Information Processing	.86
Job Complexity	.73

Social Characteristics	.91
Interdependence	.88
Feedback From Others	.90
Interaction Outside the Organization	.85
Social Support	.81

According to the results of factor and reliability analysis, 3 main factors (task characteristics, knowledge characteristics, and social characteristics and 10 sub-factors (autonomy, task significance, task variety, adaptive expertise, information processing, job complexity, interdependence, feedback from other, interaction outside the organization, and social support) were formed as follows: (see details from Table 3.2.3.)

---

**Table 3.2.3.**

*Factors and Sub-Factors of Work Design Questionnaire: Adapted Form to the Turkish Sample*

---

Task Characteristics

- Autonomy = items 1, 2, 3, 4, 5, 6, 7, 8, 19, 20, 24
- Task Significance = items 14, 16, 17
- Task Variety = items 10, 11, 13

---

Knowledge Characteristics

- Adaptive Expertise = items 30, 34, 35, 36, 39, 41, 43, 44
- Information Processing = items 29, 31, 32
- Job Complexity = items 25, 26, 27, 28

---

Social Characteristics

- Interdependence = items 51, 52, 53, 54, 55, 56
  - Feedback From Others = items 61, 62, 63
  - Interaction Outside the Organization = items 57, 58, 59, 60
  - Social Support = items 45, 46, 47
-

### 3.3. PRELIMINARY ANALYSIS

Pearson's correlation coefficients were conducted before initiating the hypotheses testing to investigate the degree of relationships between the variables in the data set. Correlational analysis was performed on the participant's gender, age, education, total work experience, work experience in the current company, sector of their job, schema domains, early maladaptive schemas, job characteristics, and work engagement. Participants' education, work experience in their current company, and job sector were included in the statistical analysis; nevertheless, they did not display any significant relationship with the dependent variable.

According to the correlation analysis, age was also positively and significantly correlated with work engagement ( $r = .227, p < .01$ ) and all sub-dimensions of the work engagement ( $r_{(\text{vigor})} = .232, p < .01$ ;  $r_{(\text{dedication})} = .175, p < .05$ ;  $r_{(\text{absorption})} = .214, p < .01$ ). Hence, as employees get older, their degree of engagement toward their jobs increases.

Additionally, there was a positive correlation between total work experience and work engagement scores which were statistically significant at the 5% level with a sample size of 201 (see details from Table 3.2.1). One potential reason behind this result may be the knowledge and skills gathered through the journey of one in life and at the workplace. In other words, employees usually become more competent in their job with the time they spend on it. Due to this competency, the person-job fit degree might increase, leading to the employees' higher work engagement.

**Table 3.3.1.***Correlations Between Demographics and Work Engagement*

	1	2	3	4	5	6	7
1. Gender	1	-,295**	-,301**	-,106	-,105	-,103	-,079
2. Age		1	,789**	,227**	,232**	,175*	,214**
3. Total work experience			1	,121	,145*	,055	,112
4. Work engagement				1	,955**	,604**	,920**
5. Work engagement: vigor					1	,570**	,838**
6. Work engagement: dedication						1	,541**
7. Work engagement: absorption							1

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Moreover, it was found that work engagement was significantly negatively correlated with schema domains of impaired autonomy & performance and impaired limits, ( $r_{(\text{impaired autonomy})} = -.273, p < .01$ ;  $r_{(\text{impaired limits})} = -.208, p < .01$ ). In other words, people who faced unsatisfied needs of autonomy and competitiveness and who grew up in families with a sense of superiority and lack of direction tended to have low work engagement in later stages of their lives. In more detail, 8 of early maladaptive schemas—except emotional deprivation, emotional inhibition, unrelenting standards, approval seeking, self-sacrifice, and punitiveness—are also negatively and significantly correlated with work engagement (see Table 3.2.2). These results demonstrated the potential negative effect of early maladaptive schemas regarding organizational outcomes.

Early Maladaptive Schemas	Work engagement
1. Dependence	-,224**
2. Abandonment	-,224**
3. Failure to achieve	-,308**
4. Pessimism	-,210**
5. Vulnerability to harm or illness	-,201**
6. Social isolation / Mistrust	-,205**
7. Defectiveness	-,157*
8. Entitlement / Insufficient self-control	-,208**

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Furthermore, as expected, the correlational analysis indicates that certain job characteristics obtain the power to utilize work engagement. Work engagement was significantly positively correlated with task characteristics, knowledge characteristics and social characteristics ( $r_{\text{(task)}} = .676, p < .01$ ;  $r_{\text{(knowledge)}} = .623, p < .01$ ;  $r_{\text{(social)}} = .379, p < .01$ ). According to Cohen, these correlations were medium (for social characteristics) to large (for task and knowledge characteristics). Regarding the sub-dimensions of job design, all except the job complexity had a positive and significant correlation with the work engagement. Job complexity was also significantly correlated with work engagement; however, the correlation was negative. Here are Pearson's correlation scores between job characteristics and work engagement (see Table 3.2.3):

**Table 3.3.3.***Correlations Between Job Characteristics and Work Engagement*

	Work Engagement
1. Autonomy	,637**
2. Task significance	,489**
3. Task variety	,331**
4. Adaptive expertise	,538**
5. Information processing	,429**
6. Job complexity	-,315**
7. Interdependence	,224**
8. Feedback from other	,455**
9. Interaction outside the organization	,253**
10. Social support	,295**

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Lastly, Pearson's Correlation scores between independent variables (schema domains), dependent variable (work engagement) and the moderator (job characteristics) are demonstrated as follows (see details in Table 3.3.4.):

**Table 3.3.4.***Correlations Between Schema Domains, Job Characteristics and Work Engagement*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Impaired Autonomy & Performance	1	,741**	,590**	,486**	,619**	-,309**	-,080	,006	-,117	-,050	,079	,110	-,025	,060	-,070	-,273**
2. Disconnection & Rejection		1	,595**	,497**	,599**	-,211**	-,065	,024	-,080	-,027	-,007	,135	-,088	,067	-,115	-,133
3. Over-vigilance & Inhibitin			1	,576**	,632**	-,030	,054	,115	,036	,088	-,054	,159*	,122	,201**	,174*	,010
4. Impaired Limits				1	,455**	-,173*	-,007	-,019	-,106	-,081	-,011	,061	-,044	,068	,001	-,208**
5. Other- directedness					1	-,069	,046	,191**	,184**	,187**	,098	,148*	,133	,085	,058	,019
6. Task Characteristics: Autonomy						1	,493**	,279**	,593**	,416**	-,303**	,202**	,449**	,300**	,352**	,637**

7. Task	1	,385**	,526**	,451**	-,141*	,317**	,349**	,501**	,311**	,489**
Characteristics:										
Task Significance										
8. Task		1	,433**	,624**	-,031	,326**	,323**	,315**	,487**	,331**
Characteristics:										
Task Variety										
9. Knowledge			1	,673**	-,016	,317**	,458**	,339**	,340**	,538**
Characteristics:										
Adaptive										
Expertise										
10. Knowledge				1	,031	,281**	,323**	,318**	,457**	,429**
Characteristics:										
Information										
Processing										
11. Knowledge					1	-,220**	-,218**	-,249**	-,107	-,315**
Characteristics:										
Job Complexity										
12. Social						1	,487**	,520**	,306**	,224**
Characteristics:										
Interdependence										

13. Social Characteristics: Feedback From Others	1	,439**	,467**	,455**
14. Social Characteristics: Interaction Outside the Organization	1	,461**	,253**	
15. Social Characteristics: Social Support			1	,295**
16. Work Engagement				1

### 3.4. HYPOTHESIS TESTING

The study's main aim was to exhibit the relationship between early maladaptive schemas and work engagement through the moderation effect of job design. The interaction of schema domains and job characteristics was examined with its relevance with the work engagement to investigate the relationship pointed out above. Thus, hypothesis 1 was proposed as follows:

**Hypothesis 1:** Autonomy of the job moderates the relationship between impaired limits schema domain and work engagement.

Multiple regression analysis was used to test if age, impaired limits schema domain, and job autonomy significantly predicted participants' work engagement scores. The results of the regression indicated that the three predictors explained %44.3 of the variance ( $R^2=.443$ ,  $F(4,196) = 38.979$ ,  $p < .001$ ) (see Table 3.3.1). It was found that impaired limits schema domain ( $\beta = -.103$ ,  $p = .061$ ) didn't significantly predict the work engagement score of the participants. It was also found that autonomy of the job ( $\beta = .586$ ,  $p = .01$ ) did significantly, and age ( $\beta = .109$ ,  $p = .051$ ) did partially predict the work engagement score of the participants (see Table 3.3.2). Even though impaired limits schema domain did not solely significantly predict the work engagement, its interaction with the autonomy of the job did show significant prediction about the dependent variable.

**Table 3.4.1.***Model Summary of Hypothesis 1*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df2	Sig. F Change
1	,227 <sup>a</sup>	,052	,047	,99482	,052	10,824	1	199	,001
2	,650 <sup>b</sup>	,423	,414	,77982	,372	63,430	2	197	,000
3	,666 <sup>c</sup>	,443	,432	,76816	,020	7,024	1	196	,009

a. Predictors: (Constant), age

b. Predictors: (Constant), age, impaired limits, autonomy

c. Predictors: (Constant), age, impaired limits, autonomy, the interaction of impaired limits and autonomy

**Table 3.4.2.***Coefficients<sup>a</sup> Table of Hypothesis 1*

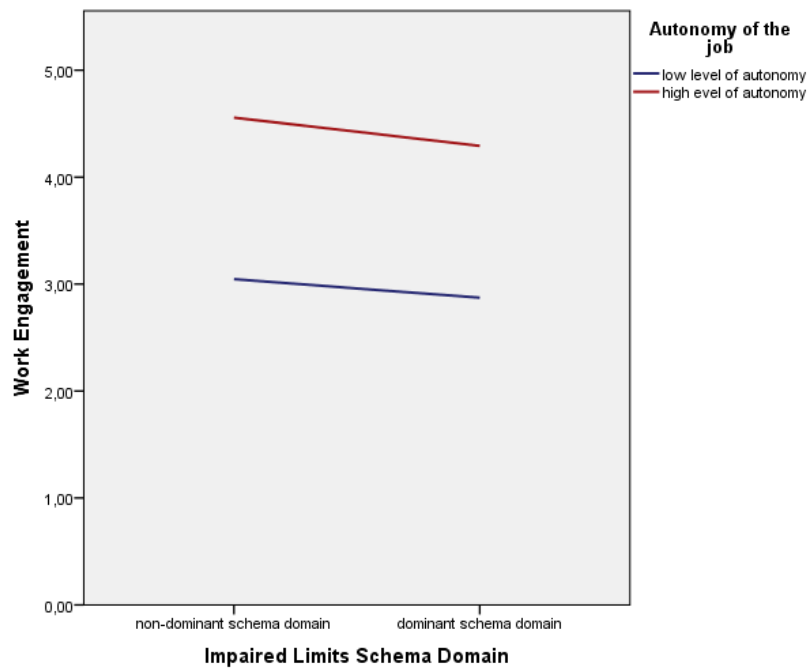
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
				Beta		
1	(Constant)	3,509	,257		13,634	,000
	Age	,024	,007	,227	3,290	,001
2	(Constant)	3,996	,207		19,263	,000
	Age	,010	,006	,091	1,638	,103
	Impaired Limits	-,090	,057	-,089	-1,597	,112
	Autonomy	,614	,057	,603	10,800	,000
3	(Constant)	3,960	,205		19,336	,000
	Age	,011	,006	,109	1,964	,051
	Impaired Limits	-,105	,056	-,103	-1,883	,061
	Autonomy	,598	,056	,586	10,597	,000
	Interaction: Impaired Limits * Autonomy	,150	,057	,144	2,650	,009

a. Dependent Variable: Work Engagement

According to the step-wise multiple regression analysis, Hypothesis 1 was significantly. As seen from the Graph 3.3.1, there was a significant difference between participants who work in autonomous or non-autonomous jobs regarding the mean of the work engagement. Hence, employees who score higher for impaired limits schema domains and work in more autonomous jobs tend to be highly engaged with their work compared with those who score higher for impaired limits schema domains and work in less autonomous jobs (see Graph 3.3.1).

**Graph 3.1.**

*Demonstration of Hypothesis 1 Results*



Following these findings, Hypotheses 2 was explored to determine whether the connection between other-directedness schema domain and work engagement will be moderately impacted by the adaptive expertise feature of the job.

**Hypothesis 2:** Adaptive expertise feature of the job moderates the relationship between other-directedness schema domain and work engagement.

Multiple regression analysis was used to test if the other-directedness schema domain and adaptive expertise feature of the job significantly predicted participants' work engagement level. The results of the regression indicated the two predictors explained 33.4% of the variance ( $R^2 = .334$ ,  $F(4,196) = 24615$ ,  $p < .01$ ) (see Table 3.3.3). It was found that other-directedness schema domain did not significantly predict the work engagement ( $\beta = -.065$ ,  $p = .276$ ). It was also found that adaptive expertise feature of the job ( $\beta = .508$ ,  $p = .01$ ) significantly predicted work engagement, as age did ( $\beta = .152$ ,  $p = .011$ ) (see Table 3.3.4). Although other-directedness schema domain did not solely significantly predict the work engagement, its interaction with job characteristics of adaptive expertise and age did significantly predict the dependent variable.

**Table 3.4.3.**

*Model Summary of Hypothesis 2*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig. F Change
1	,227 <sup>a</sup>	,052	,047	,99482	,052	10,824	1	199	,001
2	,566 <sup>b</sup>	,320	,310	,84659	,268	38,893	2	197	,000
3	,578 <sup>c</sup>	,334	,321	,83977	,014	4,214	1	196	,041

a. Predictors: (Constant), age

b. Predictors: (Constant), age, other-directedness, adaptive expertise

c. Predictors: (Constant), age, other-directedness, adaptive expertise, the interaction of other-directedness and adaptive expertise

**Table 3.4.4.***Coefficients<sup>a</sup> Table of Hypothesis 2*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	3,509	,257		13,634	,000
Age	,024	,007	,227	3,290	,001
2 (Constant)	3,764	,221		17,035	,000
Age	,016	,006	,156	2,632	,009
Other-Directedness	-,079	,061	-,077	-1,292	,198
Adaptive Expertise	,542	,061	,532	8,812	,000
3 (Constant)	3,800	,220		17,283	,000
Age	,016	,006	,152	2,583	,011
Other-Directedness	-,066	,061	-,065	-1,093	,276
Adaptive Expertise	,517	,062	,508	8,329	,000
Interaction: Other-Directedness * Adaptive Expertise	-,120	,058	-,122	-2,053	,041

a. Dependent Variable: Work Engagement

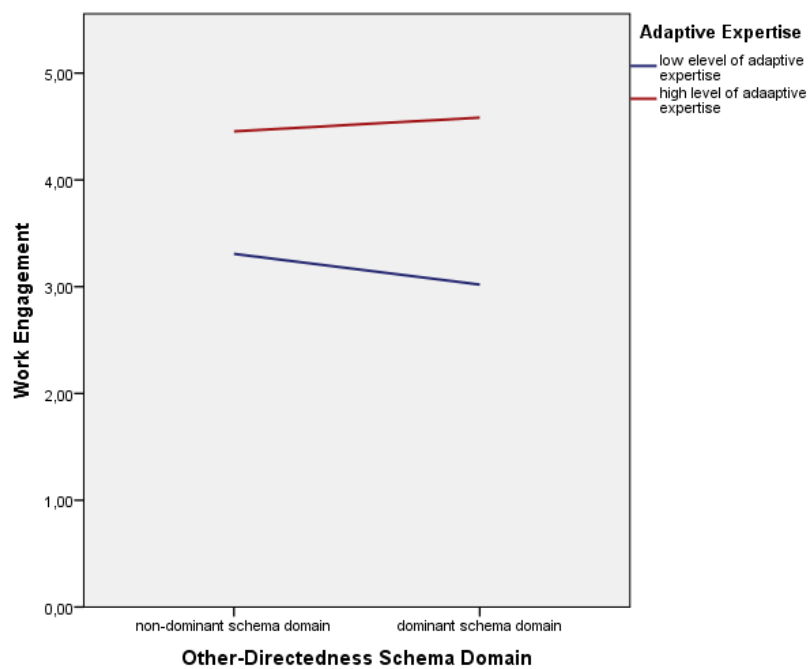
According to the multiple regression analysis, both Hypothesis 2a and Hypothesis 2b were supported with significant results. So, work engagement was remarkably determined by age, other-directedness schema domain, and job characteristics of adaptive expertise.

Moreover, employees who score higher for other-directedness schema domains and work in jobs requiring a high level of adaptive expertise tend to have higher engagement levels with their work compared with employees who score

higher for other-directedness schema domains and work in jobs requiring a low level of adaptive expertise (see Graph 3.3.2). As demonstrated in Graph 3.3.2, there was a significant difference in work engagement mean between groups whose jobs needed either a high or low level of adaptive expertise. Thus, participants with dominant other-directedness schema domain and who work in jobs requiring a higher level of adaptive expertise have a higher mean level in terms of the work engagement.

**Graph 3.2.**

*Demonstration of Hypothesis 2 Results*



To peruse if over-vigilance & inhibition schema domain and job characteristic of adaptive expertise may predict the degree of employees' work engagement; hypotheses 3 was tested:

**Hypothesis 3:** Adaptive expertise feature of the job moderates the relationship between over-vigilance & inhibition schema domain and work engagement.

Multiple regression analysis was used to test if age, over-vigilance & inhibition schema domain, and the job's adaptive expertise feature significantly predicted the participants' work engagement score. The results of the regression indicated that the three predictors explained %32.7 of the variance ( $R^2=.327$ ,  $F(4,196) = 23.792$ ,  $p=.01$ ) (see Table 3.3.5). It was found that over-vigilance & inhibition schema domain ( $\beta=.019$ ,  $p=.747$ ) didn't significantly predict the work engagement score of the participants. It was also found that age ( $\beta=.160$ ,  $p=.008$ ) and adaptive expertise feature of the job ( $\beta=.511$ ,  $p=.01$ ) did significantly predict the degree of participants' work engagement (see Table 3.3.6).

**Table 3.4.5.**

*Model Summary of Hypothesis 3*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,227 <sup>a</sup>	,052	,047	,99482	,052	10,824	1	199	,001
2	,561 <sup>b</sup>	,314	,304	,85009	,263	37,763	2	197	,000
3	,572 <sup>c</sup>	,327	,313	,84450	,012	3,617	1	196	,059

a. Predictors: (Constant), age

b. Predictors: (Constant), age, over-vigilance&inhibition, adaptive expertise

c. Predictors: (Constant), age, over-vigilance&inhibition, adaptive expertise, interaction of over-vigilance&inhibition and adaptive expertise

**Table 3.4.6.***Coefficients<sup>a</sup> Table of Hypothesis 3*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	3,509	,257		13,634	,000
Age	,024	,007	,227	3,290	,001
2 (Constant)	3,749	,224		16,771	,000
Age	,017	,006	,160	2,670	,008
Over-Vigilance & Inhibition	,011	,061	,011	,189	,851
Adaptive Expertise	,526	,061	,516	8,666	,000
3 (Constant)	3,756	,222		16,911	,000
Age	,017	,006	,160	2,675	,008
Over-Vigilance & Inhibition	,020	,060	,019	,323	,747
Adaptive Expertise	,521	,060	,511	8,623	,000
Interaction: Over-Vigilance & Inhibition * Adaptive Expertise	-,117	,061	-,112	-1,902	,059

a. Dependent Variable: Work Engagement

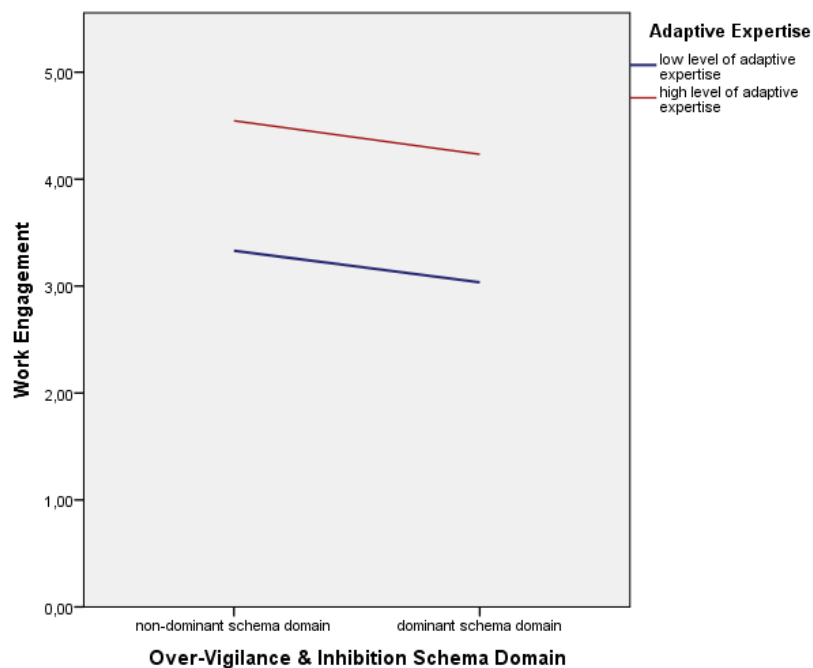
Both Hypothesis 3 was supported by the significant results of the multiple regression analysis. In other words, age, the over-vigilance & inhibition schema domain, and the job characteristics of adaptive expertise significantly predict work engagement.

According to the results, employees who score higher for over-vigilance & inhibition schema domains and work in jobs requiring a high level of adaptive expertise tend to engage more in their work compared with employees who score

higher for over-vigilance & inhibition schema domains and work in jobs requiring a low level of adaptive expertise (see Graph 3.3.3). As shown in Graph 3.3.3, between groups whose jobs required either a high or low level of adaptive expertise, there was a remarkable difference in the mean level of work engagement. Thus, participants who have dominant over-vigilance & inhibition schema domain and work in jobs requiring a higher level of adaptive expertise have a higher mean level in terms of the work engagement. Also, it might be worth pointing out that the adaptive expertise characteristic of the job compensates for the schema domain's potential negative effect.

**Graph 3.3.**

*Demonstration of Hypothesis 3 Results*



To evaluate whether the impaired limits schema domain and the interdependence of a job may predict how much employees are engaged in their work, hypotheses 4 was analyzed:

**Hypothesis 4:** Interdependence level of the job moderates the relationship between impaired limits schema domain and work engagement.

Multiple regression analysis was utilized to test if age, impaired limits schema domain and interdependence level of the job significantly predicted the work engagement score of employees. The results of the regression reported that the three predictors explained % 16,4 of the variance ( $R^2=.164$ ,  $F(4,196) = 9.617$ ,  $p=.01$ ) (see Table 3.3.7). It was found that impaired limits schema domain ( $\beta=-.205$ ,  $p=.002$ ) and interdependence level of the job ( $\beta=.251$ ,  $p=.001$ ) did significantly predict the work engagement score of the participants, as age also did ( $\beta=.210$ ,  $p=.002$ ) (see Table 3.3.8).

**Table 3.4.7.**

*Model Summary of Hypothesis 4*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig. F Change
1	,227 <sup>a</sup>	,052	,047	,99482	,052	10,824	1	199	,001
2	,370 <sup>b</sup>	,137	,124	,95381	,085	9,741	2	197	,000
3	,405 <sup>c</sup>	,164	,147	,94108	,027	6,363	1	196	,012

a. Predictors: (Constant), age

b. Predictors: (Constant), age, impaired limits, interdependence

c. Predictors: (Constant), age, impaired limits, interdependence, the interaction of impaired limits and interdependence

**Table 3.4.8.***Coefficients<sup>a</sup> Table of Hypothesis 4*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	3,509	,257		13,634	,000
Age	,024	,007	,227	3,290	,001
2 (Constant)	3,622	,250		14,486	,000
Age	,021	,007	,196	2,915	,004
Impaired Limits	-,194	,069	-,190	-2,827	,005
Interdependence	,240	,068	,236	3,558	,000
3 (Constant)	3,560	,248		14,358	,000
Age	,022	,007	,210	3,163	,002
Impaired Limits	-,209	,068	-,205	-3,077	,002
Interdependence	,255	,067	,251	3,816	,000
Interaction: Impaired Limits * Interdependence	,159	,063	,167	2,522	,012

a. Dependent Variable: Work Engagement

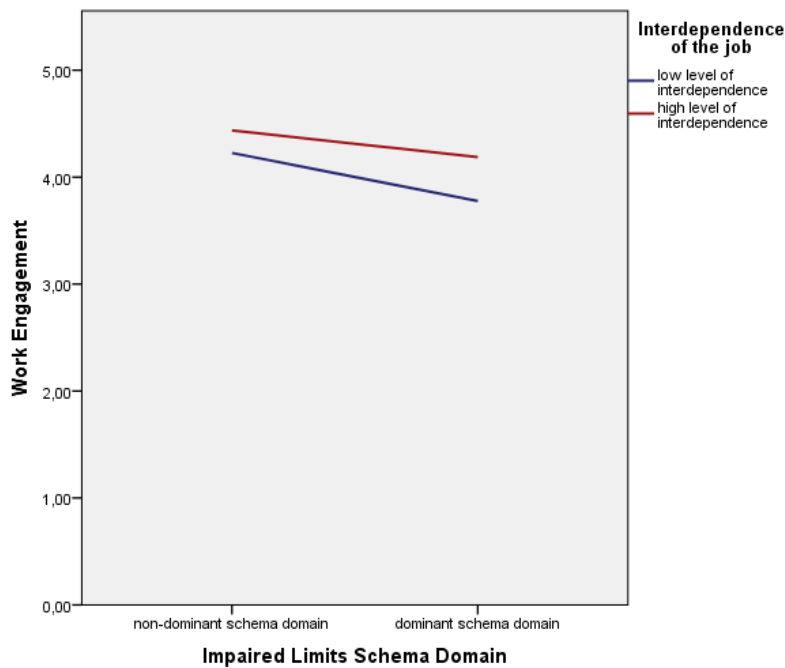
Both Hypothesis 4 was supported by the significant results of the multiple regression analysis. In other words, age, impaired limits schema domain, and interdependence of the job characteristics were highly associated with work engagement.

According to the findings, participants who score higher for impaired limits schema domains and work in jobs that have a high level of interdependence with other employees tend to have higher engagement levels with their work compared with participants who score higher for over-vigilance & inhibition schema domains and work in jobs have a low level of interdependence with other employees (see Graph 3.3.4). As displayed in Graph 3.3.4, a notable difference in the mean level of

work engagement unfolds between groups whose jobs obtained either a high or low level of interdependence. Thus, participants who have dominant impaired limits schema domain and work in jobs characterized by a high level of interdependence possess a higher mean level in terms of work engagement. Also, interdependence as a job characteristic has a compensatory role regarding the probable negative outcomes of dominant impaired limits domain

### Graph 3.3.4.

*Demonstration of Hypothesis 4 Results*



## **CHAPTER 4**

### **DISCUSSION**

#### **4.1. DISCUSSION OF THE PRESENT RESULTS**

Problems have always existed in the corporate world. However, with the Covid 19 pandemic, these troubles have become more visible and dramatically increased as well. One of the lately and frequently debated problem is the wave of the Great Resignations. With the Great Resignation, the approach of companies towards their employees has begun to transform, and new perspectives have started to be developed beyond the existing aspects. Therefore, any positive contribution of the employee within the company has become much more critical for the organization. As Ulrich (1997) pointed out decades ago, “Employee contribution becomes a critical business issue because in trying to produce more output with less employee input, companies have no choice but to try to engage not only the body but also the mind and the soul of every employee” (p.125). Increasing employee engagement in the current process is essential to be very productive with a limited number of people and not to lose employees. In connection with this issue, it can be stated that the approach that explains employee engagement through the burnout dimension has a significant and admissible theoretical explanation. According to the approach, employees who are not engaged with their job tend to feel burnout and leave the job due to the feeling burnout. Hence, engagement and burnout are two dichotomous endpoints of the same line. This approach is very precious in explaining how employees can choose to leave their jobs so quickly during and after the Covid-19 pandemic.

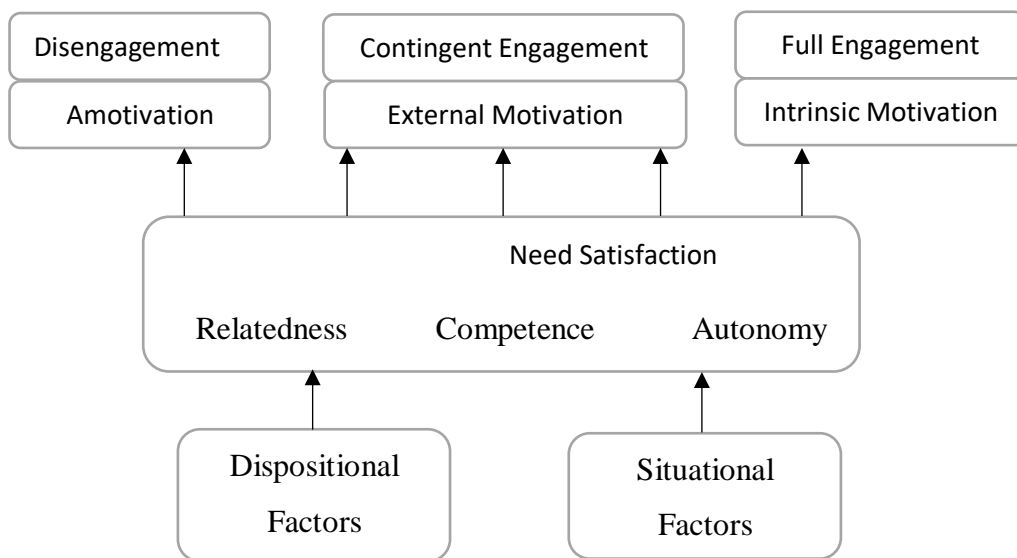
After the process of Great Resignation, companies had to give more importance to understanding the attitudes and behaviors of their employees. From a theoretical point of view, the person-job fit is one of the most essential factors in predicting the employee's attitude and behavior (Boon & Biron, 2016). In addition

to the theoretical background, current studies provide crucial information about the concrete outputs of the person-job fit. For example, it has been revealed that person-job fit reduces the turnover rate (Çubuk et al., 2014). Therefore, it has become more critical for companies to understand the dynamics of person-to-job fit due to its strong relevance with turnover. Although the person-job fit is one of the most studied topics in organizational behavior and organizational psychology, it can be stated that it needs to be examined differently and more comprehensively; one of the primary purposes of this thesis is to contribute to the literature on this issue. Kristof-Brown et al. (2005) also point research on person-job fit is a kind of helping guide for the organizations.

The theoretical background of the person-job fit aspect leans toward the idea of interaction between dispositional and situational dimensions. There are several models of the association between dispositional and situational. For instance, a model demonstrates that dispositional and situational factors influence the need satisfaction (embodying relatedness, competence, and autonomy); and the satisfied needs nourish the engagement through motivation (Gagne, 2014).

**Table 4.1.1.**

*A three-component model of Employee Engagement*



In light of the model, it would be worthy to utilize early maladaptive schemas, which are highly related with need satisfaction and job design, which is one of the significant situational factors of the workplace, to investigate the work engagement. The most important tool ensuring the continuation of unmet needs' effects in childhood into adulthood is cognition. It has been proven that neural networks that are strongly knitted in childhood have been reactivated when faced with similar or satisfactory childhood experiences. People excessively emphasize needs because of this cognitive disposition. Moreover, Roediger (2020) mentions a metaphor in his book to reveal the interaction of dispositional and environmental factors. The presence of a bell in mind may symbolize the existence of early maladaptive schemas. But the existence of this bell does not mean that it will ring. A trigger is needed for the bell to ring; this trigger often comes from the environment. In the case of the hypotheses of the present study, the trigger comes from specific characteristics of job design such as autonomy, adaptive expertise, and interdependence. As examined in the previous chapter (see Chapter 3), the interaction of certain schema domains and specific job characteristics significantly predict work engagement. With the words of the metaphor, these specific job characteristics either ring the bell or let it keep its silence.

The Covid-19 pandemic has also been a process that includes organizational risks and individual risks with difficulties, as mentioned here. On account of this judgement, it can be argued that employees with high work engagement have invested and contributed more in their jobs during the covid 19 pandemic. Furthermore, even in the face of challenges and risks, engaged employees are more motivated to put forth the effort and invest in their jobs (Warr & Inceoglu, 2012). While employee engagement plays a compensatory role during the Covid-19 pandemic, employees who do not show engagement, in other words, who feel burnout, have become a part of the Great Resignation. From this point of view, job engagement emerges as an essential variable to establish solutions for existing organizational troubles and diminish the negative effects on the occupational world.

The practical benefit of person-job fit is very high both in terms of the recruitment process and utilization in the best way by the current employees. Initially, as Tett and Murphy (2002) pointed person-job fit has guidance characteristics for organizations in the process of employee selection and recruitment. In the hiring process, both organizations look at how fit the person is for their job, and employee candidates look at how suitable the job is for them. From this point of view, it would be beneficial to include different dimensions of person-job fit in the recruitment processes as a measurement tool or interview content. However, as this study wants to argue, the issue should not be the usage of this benefit only in the recruitment process—the utility to be appreciated by the company's current employees at an optimal level.

In order to do this, first of all, it is necessary to evaluate the current attitude and behavior of the employee towards the company. Bakker and Leiter (2010) state that “organizational checkup measures” (p. 171) will be helpful for organizations to move toward engagement and get distant from burnout. Through these organizational checkups, the needs of the employees will be revealed, and the job should be re-designed to meet the employees’ needs. The aim here is to make employees with high potential, but low consistency with the work performs better in their current job and not refrain from recruiting such employee candidates to the company. Even relatively straightforward arrangements, such as changes in working hours and the establishment of a virtual office, about job design would potentially have significant effects.

Organizations with high burnout and turnover might also need more comprehensive interventions such as job enrichment. By expanding the degree to which the worker controls the organization, operation, and evaluation of the work, job enrichment will be enhanced (Miner, 2002). An enriched job promotes freedom and independence to the employee, adds responsibility, and gives feedback so workers can analyze and improve their own performance. It also organizes activities to let the worker to complete an activity. Combining tasks of the job sets distinct duties to establish a new, more substantive unit of work. Natural work units are

created whenever the employee's tasks come together to form a recognizable and significant whole. The vertically expanded jobs provided workers authority and responsibility that was obtainable to execute. Employees can learn how well they perform and whether their performance is degrading, rising, or staying the same through open feedback channels. In addition, Bakker and Leiter (2010) suggested three configurations of intervention: “balancing demands and resources, enhancing employee health, and improving workplace safety” (p. 174). Establishing a balance between demands and resources refers to the acquirement of person-job fit.

Furthermore, as the academy and business world discussing, work life will be embedded into the metaverse and one essential conclusion of the transition toward the metaverse will be increased importance of individuality for employers. That is why effect of individual factors will be raised after the transition. Therefore, individual factors should be more comprehensively studied into organizations in the sense of practical utility for the future (e.g., metaverse). Individual factors such as early maladaptive schemas might help to in the sense of selection of employees into the metaverse and benefitting from each employee selected by small arrangement in job design.

One of the main interests of the present study is to investigate the path going through the work engagement. According to the current study's theoretical background and results, job design is strongly associated with employee engagement. It can even obtain a compensatory role in the case of probable adverse effects. Furthermore, the climate for employee engagement has a significant level of utility within the organizations. Through satisfying the employees' needs by means of job re-design, the engagement climate will be nourished. As a result of such a climate in an organization, employees will presumably have low rates of burnout and turnover; additionally, it is also expected that the engagement climate increases satisfaction, motivation, and commitment level of employees toward their job.

In conclusion, early maladaptive schemas no doubtly have an impact on people's perceptions, attitudes, and behaviors. The study's primary aim was to

investigate the effect of early maladaptive schemas regarding the person-job fit at the workplace. As hypothesized, job characteristics recover the diminishing impact of early maladaptive schemas on work engagement. Through the agency of these findings, another dimension would be examined regarding employee engagement. The results mainly demonstrate that situational factors like job design can significantly change the influence of dispositional factor-like early maladaptive schemas. Also, it is precious that work engagement was involved regarding the person-job fit because the practical utility of employee engagement is enormous. Besides, employee engagement may be one of the pillars in solving the current issue in the business world – the Great Resignation.

#### **4.2. LIMITATIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH**

This research has certain demographic handicaps such as more female participants, younger participants, higher levels of education, and the dominance of the education sector. It would be valuable to conduct new research that breaks these handicaps. There is a need for studies in which male participants are more involved, the age distribution is nearly equal, participants from different education degrees are included, and employees from other sectors contribute. Another limitation of this research is that it was conducted during the Covid-19 pandemic. The mood that the pandemic has created may have affected the study. During the data collection process, many employees continued their working lives with the remote working model, which also has possible effects on the results. Therefore, research with employees working from the office will be a good idea for future study suggestions. In addition, many of the participants were white-collar employees. It can be questioned whether similar results will be obtained in studies conducted with the participation of blue-collar employees.

The present study has precious position in the literature due to the fact that these variables were firstly studied together, and significant moderation effect were pointed as a result. In that sense, early maladaptive schemas should be continuously studied with different dependent variables in the field of organizational psychology. It would be valuable to continue studies embodying early maladaptive schemas both in terms of comprehending the consequences of person-job fit and understanding the effect of dispositional variables in the organizational sense. For future studies, the inclusion of defense mechanisms and modes in the schema model in the research equation will lead to more detailed and comprehensive explanations of the associations and degree of the effects. Finally, it will be very different and beneficial to include some of the intervention techniques that the schema therapy recommends in the experimental method and see what results from this will bring.

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## APPENDICES (TURKISH & ENGLISH VERSIONS)

### Appendix A1: Gönüllü Katılımcı Formu (Turkish)

Değerli Katılımcı,

Bu çalışma erken dönem uyumsuz şemalar ve iş dizaynı arasındaki ilişkinin örgütsel bağlamda potansiyel çıktılarını araştırmayı amaçlamaktadır.

Çalışma, İstanbul Bilgi Üniversitesi Örgütsel Psikoloji öğrencisi Özel Meryem Suliman tarafından Yüksek Lisans Tezi kapsamında Prof. Dr. Gonca Günay danışmanlığında yürütülmektedir.

Katılımcılardan, adı-soyadı ve iletişim bilgileri talep edilmemektedir. Çalışma kapsamında vereceğiniz tüm bilgiler gizli tutulacak ve sadece bilimsel amaçla kullanılacaktır. Anketten elde edilen veri tekil olarak kullanılmayacak, tüm katılımcılardan alınan cevaplar bir veri havuzunda bir araya getirilecek ve analizler bu toplam veri üzerinde yapılacaktır.

Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Çalışma sorularının duygu durumunda herhangi bir değişikliğe neden olması beklenmemektedir. Uygulama sırasında istediğiniz anda ve gerekçe belirtmeden çalışmadan ayrılabilirsiniz. Tüm soruları cevaplamanız yaklaşık 20-25 dakika sürecektir.

Çalışma hakkında daha fazla bilgi almak isterseniz Özel Meryem Suliman (meryem.suliman@bilgiedu.net) ile iletişime geçebilirsiniz.

Desteğiniz için teşekkür ederiz.

Yukarıdaki çalışmanın amacını ve içeriğini belirten bildiriye okudum, anladım ve araştırmaya katılmayı,

Kabul ediyorum

Kabul etmiyorum

## **Appendix A2: Informed Consent Form (English)**

Dear Participant,

This study aims to explore the potential outcomes of the relationship between early maladaptive schemas and job design in an organizational context.

The study is carried out by Ozel Meryem Suliman, an organizational psychology student at Istanbul Bilgi University, within the scope of her Master's Thesis under Prof. Dr. Gonca Günay.

Name-surname and contact information are not being asked from the participants. All information you give within the scope of the study will be kept confidential, and the data collected will only be used for scientific purposes. The data collected from participants will not be used individually; they will be combined in a data pool, and analysis will be conducted on this anonymous database.

It is voluntary to participate in this study. Study questions are not expected to cause any emotional disturbances. Your participation is entirely voluntary. You can quit answering the questionnaire at any time without mentioning an excuse. Answering the questionnaire will take about 20-25 minutes.

You can contact Özel Meryem Suliman ([meryem.suliman@bilgi.edu.net](mailto:meryem.suliman@bilgi.edu.net)) if you have any further questions about the study.

Thanks for your participation.

I have read and understand the explanation, and I voluntarily agree to participate in this study.

I accept

I don't accept

### Appedix B1: Demografik Information Form (Turkish)

1. Cinsiyetiniz:  Erkek  Kadın
2. Yaşınız: \_\_\_\_\_
3. Eğitim durumunuz:  
 İlköğretim  Ortaöğretim  Lise  Ön lisans  
 Lisans  Yüksek Lisans  Doktora
4. İş deneyiminiz:  
 1 yıldan az  1-2 yıl  3-5 yıl  
 6-12 yıl  12 yıldan fazla
5. Kaç yıldır mevcut şirketinizde çalışmaktasınız?  
 1 yıldan az  1-2 yıl  3-5 yıl  
 6-12 yıl  12 yıldan fazla
6. Çalıştığınız sektör: \_\_\_\_\_
7. Çalıştığınız birim/departman: \_\_\_\_\_

### Appendix B2: Demographic Information Form (English)

1. Gender:  Male  Female
2. Age: \_\_\_\_\_
3. Education status:  
 Elementary school  Secondary school  High school  
 Pregraduate  Undergraduate  Master  Doktrorate
4. Work experience:  
 Less than 1 year  1-2 years  3-5 years  
 6-12 years  More than 12 years
5. How many years have you been working at your current company?  
 Less than 1 year  1-2 years  3-5 years  
 6-12 years  More than 12 years
6. The sector you work in: \_\_\_\_\_
7. The department where you work: \_\_\_\_\_

## Appendix C: Young Şema Envanteri – Kısa Form (Turkish)

### (Young Schema Questionnaire – Short Form)

**Yönerge:** Aşağıda, kişilerin kendilerini tanımlarken kullandıkları ifadeler sıralanmıştır. Lütfen her bir ifadeyi okuyun ve sizi ne kadar iyi tanımladığına karar verin. Emin olamadığınız sorularda neyin doğru olabileceğinden çok, sizin **duygusal olarak** ne hissettiğinize dayanarak cevap verin. Birkaç soru, anne babanızla ilişkiniz hakkındadır. Eğer biri veya her ikisi şu anda yaşamıyorlarsa, bu soruları o veya onlar hayatta iken ilişkinizi göz önüne alarak cevaplandırın.

1'den 6'ya kadar olan seçeneklerden sizi tanımlayan en yüksek şıkkı seçerek her sorudan önce yer alan boşluğa yazın.

#### Derecelendirme:

- 1- Benim için tamamıyla yanlış
- 2- Benim için büyük ölçüde yanlış
- 3- Benim için kısmen yanlış
- 4- Benim için kısmen doğru
- 5- Benim için çoğunlukla doğru
- 6- Beni mükemmel şekilde tanımlıyor

#### Young Sema Envanteri – Kısa Form

1. Bana bakan, benimle zaman geçiren, başıma gelen olaylarla gerçekten ilgilenen kimsem olmadı.	1	2	3	4	5	6
2. Beni terkedeceklerinden korktuğum için yakın olduğum insanların peşini bırakmam.	1	2	3	4	5	6
3. İnsanların beni kullandıklarını hissediyorum	1	2	3	4	5	6

4. Uyumsuzum. 1 2 3 4 5 6
5. Beğendiğim hiçbir erkek/kadın, kusurlarımı görürse beni sevmez 1 2 3 4 5 6
6. İş (veya okul) hayatımda neredeyse hiçbir şeyi diğer insanlar kadar iyi yapamıyorum 1 2 3 4 5 6
7. Günlük yaşamımı tek başıma idare edebilme becerisine sahip olduğumu hissetmiyorum. 1 2 3 4 5 6
8. Kötü bir şey olacağı duygusundan kurtulamıyorum. 1 2 3 4 5 6
9. Anne babamdan ayrılmayı, bağımsız hareket edebilmeyi, yaşitlarım kadar, başaramadım. 1 2 3 4 5 6
10. Eğer istediğimi yaparsam, başımı derde sokarım diye düşünürüm. 1 2 3 4 5 6
11. Genellikle yakınlarıma ilgi gösteren ve bakan ben olurum. 1 2 3 4 5 6
12. Olumlu duygularımı diğerlerine göstermekten utanırım (sevdiğimi, önemseddiğimi göstermek gibi). 1 2 3 4 5 6
13. Yaptığım çoğu şeyde en iyi olmalıyım; ikinci olmayı kabullenemem. 1 2 3 4 5 6
14. Diğer insanlardan bir şeyler istediğimde bana “hayır” denilmesini çok zor kabullenirim. 1 2 3 4 5 6
15. Kendimi sıradan ve sıkıcı işleri yapmaya zorlayamam. 1 2 3 4 5 6
16. Paramın olması ve önemli insanlar tanıyor olmak beni değerli yapar. 1 2 3 4 5 6
17. Her şey yolunda gidiyor görünse bile, bunun bozulacağını hissederim. 1 2 3 4 5 6
18. Eğer bir yanlış yaparsam, cezalandırılmayı hak ederim. 1 2 3 4 5 6

19. Çevremde bana sıcaklık, koruma ve duygusal yakınlık gösteren kimsem yok. 1 2 3 4 5 6
20. Diğer insanlara o kadar muhtacım ki onları kaybedeceğim diye çok endişeleniyorum. 1 2 3 4 5 6
21. İnsanlara karşı tedbiri elden bırakamam yoksa bana kasıtlı olarak zarar vereceklerini hissederim. 1 2 3 4 5 6
22. Temel olarak diğer insanlardan farklıyım. 1 2 3 4 5 6
23. Gerçek beni tanırlarsa beğendiğim hiç kimse bana yakın olmak istemez 1 2 3 4 5 6
24. İşleri halletmede son derece yetersizim. 1 2 3 4 5 6
25. Gündelik işlerde kendimi başkalarına bağımlı biri olarak görüyorum. 1 2 3 4 5 6
26. Her an bir felaket (doğal, adli, mali veya tıbbi) olabilir diye hissediyorum. 1 2 3 4 5 6
27. Annem, babam ve ben birbirimizin hayatı ve sorunlarıyla aşırı ilgili olmaya eğilimliyiz. 1 2 3 4 5 6
28. Diğer insanların isteklerine uymaktan başka yolum yokmuş gibi hissediyorum; eğer böyle yapmazsam bir şekilde beni reddederler veya intikam alırlar. 1 2 3 4 5 6
29. Başkalarını kendimden daha fazla düşündüğüm için ben iyi bir insanım. 1 2 3 4 5 6
30. Duygularımı diğerlerine açmayı utanç verici bulurum. 1 2 3 4 5 6
31. En iyisini yapmalıyım, “yeterince iyi” ile yetinemem. 1 2 3 4 5 6
32. Ben özel biriyim ve diğer insanlar için konulmuş olan kısıtlamaları veya sınırları kabul etmek zorunda değilim. 1 2 3 4 5 6
33. Eğer hedefime ulaşamazsam kolaylıkla yılgınlığa düşer ve vazgeçerim. 1 2 3 4 5 6

34. Başkalarının da farkında olduğu başarılar benim için en değerlisidir. 1 2 3 4 5 6

35. İyi bir şey olursa, bunu kötü bir şeyin izleyeceğinden endişe ederim. 1 2 3 4 5 6

36. Eğer yanlış yaparsam, bunun özürü yoktur. 1 2 3 4 5 6

37. Birisi için özel olduğumu hiç hissetmedim. 1 2 3 4 5 6

38. Yakınlarımla beni terk edeceği ya da ayrılacağından endişe duyarım 1 2 3 4 5 6

39. Herhangi bir anda birileri beni aldatmaya kalkışabilir. 1 2 3 4 5 6

40. Bir yere ait değilim, yalnızım. 1 2 3 4 5 6

41. Başkalarının sevgisine, ilgisine ve saygısına değer bir insan değilim. 1 2 3 4 5 6

42. İş ve başarı alanlarında birçok insan benden daha yeterli. 1 2 3 4 5 6

43. Doğru ile yanlış birbirinden ayırmakta zorlanırım. 1 2 3 4 5 6

44. Fiziksel bir saldırıya uğramaktan endişe duyarım. 1 2 3 4 5 6

45. Annem, babam ve ben özel hayatımız birbirimizden saklarsak, birbirimizi aldatmış hisseder veya suçluluk duyarız 1 2 3 4 5 6

46. İlişkilerimde, diğer kişinin yönlendirici olmasına izin veririm. 1 2 3 4 5 6

47. Yakınlarımla o kadar meşgulüm ki kendime çok az zaman kalıyor. 1 2 3 4 5 6

48. İnsanlarla beraberken içten ve cana yakın olmak benim için zordur. 1 2 3 4 5 6

49. Tüm sorumluluklarımı yerine getirmek zorundayım. 1 2 3 4 5 6

50. İstedigimi yapmaktan alıkonulmaktan veya kısıtlanmaktan nefret ederim. 1 2 3 4 5 6

51. Uzun vadeli amaçlara ulaşabilmek için şu andaki zevklerimden fedakarlık etmekte zorlanırım 1 2 3 4 5 6

52. Başkalarından yoğun bir ilgi görmezsem kendimi daha az önemli hissederim. 1 2 3 4 5 6

53. Yeterince dikkatli olmazsanız, neredeyse her zaman bir şeyler ters gider. 1 2 3 4 5 6

54. Eğer işimi doğru yapmazsam sonuçlara katlanmam gerekir. 1 2 3 4 5 6

55. Beni gerçekten dinleyen, anlayan veya benim gerçek ihtiyaçlarım ve duygularımı önemseyen kimsem olmadı. 1 2 3 4 5 6

56. Önem verdiğim birisinin benden uzaklaştığını sezersem çok kötü hissederim. 1 2 3 4 5 6

57. Diğer insanların niyetleriyle ilgili oldukça şüpheciyimdir. 1 2 3 4 5 6

58. Kendimi diğer insanlara uzak veya kopmuş hissediyorum. 1 2 3 4 5 6

59. Kendimi sevilebilecek biri gibi hissetmiyorum. 1 2 3 4 5 6

60. İş (okul) hayatımda diğer insanlar kadar yetenekli değilim. 1 2 3 4 5 6

61. Gündelik işler için benim kararlarım güvenilemez. 1 2 3 4 5 6

62. Tüm paramı kaybedip çok fakir veya zavallı duruma düşmekten endişe duyarım. 1 2 3 4 5 6

63. ounlukla annem ve babamın benimle i ie yařadığını hissediyorum-Benim kendime ait bir hayatım yok. 1 2 3 4 5 6
64. Kendim iin ne istediđimi bilmediđim iin daima benim adıma diđer insanların karar vermesine izin veririm. 1 2 3 4 5 6
65. Ben hep bařkalarının sorunlarını dinleyen kiři oldum. 1 2 3 4 5 6
66. Kendimi o kadar kontrol ederim ki insanlar beni duygusuz veya hissiz bulurlar. 1 2 3 4 5 6
67. Bařarmak ve bir řeyler yapmak iin srekli bir baskı altındayım. 1 2 3 4 5 6
68. Diđer insanların uyduđu kurallara ve geleneklere uymak zorunda olmadığımı hissediyorum. 1 2 3 4 5 6
69. Benim yararına olduđunu bilsem bile hořuma gitmeyen řeyleri yapmaya kendimi zorlayamam. 1 2 3 4 5 6
70. Bir toplantıda fikrimi sylediđimde veya bir topluluđa tanıtıldıđında onaylanılmayı ve takdir grmeyi isterim. 1 2 3 4 5 6
71. Ne kadar ok alıřırsam alıřayım, maddi olarak iflas edeceđimden ve neredeyse her řeyimi kaybedeceđimden endiře ederim. 1 2 3 4 5 6
72. Neden yanlıř yaptığının nemi yoktur; eđer hata yaptıysam sonucuna da katlanmam gerekir. 1 2 3 4 5 6
73. Hayatımda ne yapacađımı bilmediđim zamanlarda uygun bir neride bulunacak veya beni ynlendirecek kimsem olmadı. 1 2 3 4 5 6
74. İnsanların beni terk edeceđi endiřesiyle bazen onları kendimden uzaklařtırırım. 1 2 3 4 5 6
75. Genellikle insanların asıl veya art niyetlerini arařtırırım. 1 2 3 4 5 6
76. Kendimi hep grupların dıřında hissederim. 1 2 3 4 5 6

77. Kabul edilemeyecek pek çok özelliğim yüzünden insanlara kendimi açamıyorum veya beni tam olarak tanımlarına izin vermiyorum. 1 2 3 4 5 6

78. İş (okul) hayatımda diğer insanlar kadar zeki değilim. 1 2 3 4 5 6

79. Ortaya çıkan gündelik sorunları çözebilme konusunda kendime güvenmiyorum. 1 2 3 4 5 6

80. Bir doktor tarafından herhangi bir ciddi hastalık bulunmamasına rağmen bende ciddi bir hastalığın gelişmekte olduğu endişesine kapılıyorum. 1 2 3 4 5 6

81. Sık sık annemden babamdan ya da eşimden ayrı bir kimliğimin olmadığını hissediyorum. 1 2 3 4 5 6

82. Haklarıma saygı duyulmasını ve duygularımın hesaba katılmasını istemekte çok zorlanıyorum. 1 2 3 4 5 6

83. Başkaları beni, diğerleri için çok, kendim için az şey yapan biri olarak görüyorlar. 1 2 3 4 5 6

84. Diğerleri beni duygusal olarak soğuk bulurlar. 1 2 3 4 5 6

85. Kendimi sorumluluktan kolayca sıyırıyorum veya hatalarım için gerekçe bulamıyorum. 1 2 3 4 5 6

86. Benim yaptıklarımın, diğer insanların katkılarından daha önemli olduğunu hissediyorum. 1 2 3 4 5 6

87. Kararlarıma nadiren sadık kalabilirim. 1 2 3 4 5 6

88. Bir dolu övgü ve iltifat almam kendimi değerli birisi olarak hissetmemi sağlar. 1 2 3 4 5 6

89. Yanlış bir kararın bir felakete yol açabileceğinden endişe ederim. 1 2 3 4 5 6

90. Ben cezalandırılmayı hakeden kötü bir insanım. 1 2 3 4 5 6

### Appendix D1: Utrecht İş Bağlılığı Ölçeği (Turkish)

**Yönerge:** Aşağıdaki ifadeleri 1'den 5'e kadar olan seçeneklerden size için en uygun olan seçeneği seçiniz.

#### Derecelendirme:

1 - Hiç uygun değil

2 – Büyük Ölçüde Uygun Değil

3 – Kısmen Uygun Değil

4– Kısmen Uygun

5 – Büyük Ölçüde Uygun

6 - Tamamen Uygun

#### Utrecht İş Bağlılığı Ölçeği

1. İşimde kendimi enerji dolu hissederim. 1 2 3 4 5 6

2. Yaptığım işi anlamlı ve bir amaca hizmet ediyor buluyorum. 1 2 3 4 5 6

3. Çalışırken zaman su gibi akıp gider. 1 2 3 4 5 6

4. İşimde kendimi güçlü ve dinç hissederim. 1 2 3 4 5 6

5. İşime karşı istekli ve hevesliyim. 1 2 3 4 5 6

6. Çalışırken etrafımdaki her şeyi unuturum. 1 2 3 4 5 6

7. İşim bana çalışma şevki verir. 1 2 3 4 5 6

8. Sabah kalktığımda işe gitmek için istekliyimdir. 1 2 3 4 5 6

9. Yoğun bir şekilde çalışırken kendimi mutlu hissedirim.	1	2	3	4	5	6
10. Yaptığım işle gurur duyuyorum.	1	2	3	4	5	6
11. Çalışırken tamamen işime konsantre olur dalar giderim.	1	2	3	4	5	6
12. Ara vermeden uzun süre çalışabilirim.	1	2	3	4	5	6
13. İşimi ilginç ve özel bulurum.	1	2	3	4	5	6
14. Çalışırken kendimi işime kaptırırım.	1	2	3	4	5	6
15. İşimde kendimi zihinsel olarak oldukça dinç hissedirim.	1	2	3	4	5	6
16. Çalışırken bunun hiç bitmemesini isterim.	1	2	3	4	5	6
17. Çalışırken işler yolunda gitmese bile azimle çalışmaya devam ederim.	1	2	3	4	5	6

## Appendix D2: Utrecht Work Engagement Scale

**Instruction:** Select the most suitable option for you from the options from expressions 1 to 5.

### Rating:

- 1 - Not suitable at all
- 2 – Majorly unsuitable
- 3 - Partially unsuitable
- 4 – Partially suitable
- 5 - Greatly suitable
- 6- Totally

### Utrecht Work Engagement Scale

1. At my work I feel like bursting with energy	1	2	3	4	5	6
--	---	---	---	---	---	---

2. At my job I feel strong and vigorous	1	2	3	4	5	6
3. When I get up in the morning, I feel like going to work	1	2	3	4	5	6
4. I can continue to work for long periods of time	1	2	3	4	5	6
5. At my job, I am mentally resilient	1	2	3	4	5	6
6. At my job, I always persevere, even when things do not go well	1	2	3	4	5	6
7. I find the work that I do meaningful and purposeful	1	2	3	4	5	6
8. I am enthusiastic about my job	1	2	3	4	5	6
9. My job inspires me	1	2	3	4	5	6
10. I am proud of the work that I do	1	2	3	4	5	6
11. My job is challenging enough	1	2	3	4	5	6
12. Time flies when I am at work	1	2	3	4	5	6
13. When I work, I forget everything else around me	1	2	3	4	5	6
14. I feel happy when I work intensively	1	2	3	4	5	6
15. I am immersed in my work	1	2	3	4	5	6
16. I get carried away when I work	1	2	3	4	5	6
17. It is difficult to detach myself from my job	1	2	3	4	5	6

### Appendix E1: İş Dizaynı Ölçeği (Turkish)

**Yönerge:** Bu bölümdeki ifadeler işin kendi özellikleriyle ilgilidir. Aşağıdaki ölçeği kullanarak her bir ifadeye ne ölçüde katıldığınızı (1-kesinlikle katılmıyorum ve 5-kesinlikle katılıyorum olacak şekilde) belirtiniz lütfen. Anketi doldururken işe verdiğiniz tepkiler yerine sadece işinizin kendisini düşünmeyi unutmayınız.

#### Derecelendirme:

1 – Kesinlikle katılmıyorum

2 - Katılmıyorum

3 – Kısmen katılmıyorum

4 – Kısmen katılıyorum

5 - Katılıyorum

6 – Kesinlikle katılıyorum

### **İş Dizaynı Ölçeği**

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. İşim çalışmamı nasıl planlayacağım konusunda kendi kararlarımı vermeme izin vermektedir.            | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. İşim çalışmamı hangi sırayla yapacağıma karar vermeme imkân sağlamaktadır.                          | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. İşim çalışmamı nasıl yapacağımı planlamama izin vermektedir.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. İşim çalışmamı yürütürken kişisel inisiyatifimi ve muhakememi kullanma şansını bana vermektedir.    | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. İşim birçok kararı kendi kendime vermeme izin vermektedir.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. İşim karar verme hususunda bana önemli bir özerklik sağlamaktadır.                                  | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. İşim hangi yöntemleri kullanarak çalışmamı tamamlayacağım konusunda karar vermeme izin vermektedir. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. İşim çalışmamı nasıl yapacağım konusunda önemli bir bağımsızlık ve özgürlük fırsatı sunmaktadır.    | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. İşim çalışmamı nasıl yapacağıma kendi başıma karar vermeme izin vermektedir.                        | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Bu iş çok fazla görev çeşitliliği içermektedir.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Bu iş birkaç farklı şeyi yapmayı içinde barındırmaktadır.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Bu iş çok çeşitli görevlerin gerçekleştirilmesini gerektirmektedir.                                | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Bu iş çeşitli görevlerin yerine getirilmesini içermektedir.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Çalışmamın sonuçları, diğer insanların yaşamlarını muhtemelen önemli ölçüde etkileyecektir.        | 1 | 2 | 3 | 4 | 5 | 6 |

15. Büyük resme bakıldığında işin kendisi oldukça önemlidir.	1	2	3	4	5	6
16. Bu işin kurum dışındaki insanlar üzerinde de büyük bir etkisi vardır.	1	2	3	4	5	6
17. İşte yapılan çalışmaların kurum dışındaki insanlar üzerinde de önemli bir etkisi vardır.	1	2	3	4	5	6
18. Bu iş, belirgin başlangıcı ve bitişi olan bir çalışmayı tamamlamayı içermektedir.	1	2	3	4	5	6
19. Bu iş öyle bir düzenlenmiştir ki işin tüm parçalarını baştan sona bitirebilirim.	1	2	3	4	5	6
20. Bu iş bana başladığım çalışmaları tüm parçalarıyla bitirme şansı vermektedir.	1	2	3	4	5	6
21. Bu iş başladığım çalışmayı tamamlamama imkân vermektedir.	1	2	3	4	5	6
22. İş faaliyetlerim, iş performansım (örneğin nitelik ve nicelik açısından) hakkında doğrudan ve net bilgi sağlamaktadır.	1	2	3	4	5	6
23. İşin kendisi performansım hakkında geri bildirim sağlamaktadır.	1	2	3	4	5	6
24. İşin kendisi performansım hakkında bana bilgi sağlamaktadır.	1	2	3	4	5	6
25. Bu iş, aynı anda yalnızca bir görev veya faaliyet yapmamı gerektirmektedir. (ters puanlama)	1	2	3	4	5	6
26. İşteki görevler basittirler ve karmaşık değildirler. (ters puanlama)	1	2	3	4	5	6
27. Bu iş, göreceli olarak karmaşık olmayan görevlerden oluşmaktadır. (ters puanlama)	1	2	3	4	5	6
28. Bu iş nispeten basit görevleri yerine getirmeyi içermektedir. (ters puanlama)	1	2	3	4	5	6
29. Bu iş çok miktarda bilgiyi gözlemlememi gerektirmektedir.	1	2	3	4	5	6
30. Bu iş epeyce düşünmemi gerektirmektedir.	1	2	3	4	5	6
31. Bu iş aynı anda birden fazla şeyi takip etmemi gerektirmektedir.	1	2	3	4	5	6

32. Bu iş, çok fazla bilgiyi analiz etmemi gerektirmektedir. 1 2 3 4 5 6
33. Bu iş, net bir şekilde doğru cevabı olmayan problemleri çözmeyi içermektedir. 1 2 3 4 5 6
34. Bu iş yaratıcı olmamı gerektirmektedir. 1 2 3 4 5 6
35. Bu iş genellikle daha önce karşılaşmadığım sorunlarla ilgilenmemi içermektedir. 1 2 3 4 5 6
36. Bu iş, problemleri için benzersiz fikirler ve çözümler gerektirmektedir. 1 2 3 4 5 6
37. Bu iş çeşitli beceriler gerektirmektedir. 1 2 3 4 5 6
38. Bu iş çalışmamı tamamlamak için farklı çeşitlilikte beceriler kullanmamı gerektirmektedir. 1 2 3 4 5 6
39. Bu iş bir dizi karmaşık veya üst düzey beceriler kullanmamı gerektirmektedir. 1 2 3 4 5 6
40. Bu iş bir dizi becerinin kullanılmasını gerektirmektedir. 1 2 3 4 5 6
41. Bu iş amaç, görevler ve faaliyetler açısından son derece özel olarak tasarlanmıştır. 1 2 3 4 5 6
42. Bu işte kullanılan araçlar, prosedürler, materyaller ve benzerleri amaç açısından oldukça özel olarak tasarlanmıştır. 1 2 3 4 5 6
43. Bu iş çok özel bilgi ve beceriler gerektirmektedir. 1 2 3 4 5 6
44. Bu iş derin bir bilgi ve uzmanlık gerektirmektedir. 1 2 3 4 5 6
45. İşimde yakın arkadaşlıklar kurma fırsatına sahibim. 1 2 3 4 5 6
46. İşimde diğer insanları tanıma şansına sahibim. 1 2 3 4 5 6
47. İşimde başkalarıyla tanışma fırsatına sahibim. 1 2 3 4 5 6
48. Yöneticim kendisi için çalışan insanların refahıyla ilgilenmektedir. 1 2 3 4 5 6
49. Birlikte çalıştığım insanlar benimle kişisel olarak ilgilenirler. 1 2 3 4 5 6
50. Birlikte çalıştığım insanlar arkadaş canlısıdır. 1 2 3 4 5 6
51. Bu iş, başkaları işlerini tamamlamadan önce benim işimi yapıp bitirmiş olmamı gerektirmektedir. 1 2 3 4 5 6
52. Diğer işler doğrudan benim işime bağlıdır. 1 2 3 4 5 6

53. Benim işim halledilmedikçe, diğer işler tamamlanamaz.	1	2	3	4	5	6
54. İş faaliyetleri, diğer insanların çalışmalarından büyük ölçüde etkilenmektedir.	1	2	3	4	5	6
55. İşin tamamlanması birçok farklı kişinin çalışmasına bağlıdır.	1	2	3	4	5	6
56. Başkaları işini yapmadıkça benim işim tamamlanamaz.	1	2	3	4	5	6
57. Bu iş, kurumum dışındaki insanlarla çok fazla zaman geçirmemi gerektirmektedir.	1	2	3	4	5	6
58. Bu iş, kurumumun üyesi olmayan kişilerle etkileşime girmemi içermektedir.	1	2	3	4	5	6
59. İş yerinde benimle aynı kurumda çalışmayan kişilerle sık sık iletişim kurmaktayım.	1	2	3	4	5	6
60. Bu iş, kurum dışındaki insanlarla büyük bir etkileşim kurmayı içermektedir.	1	2	3	4	5	6
61. Yöneticimden ve iş arkadaşlarımdan iş performansım hakkında pek çok bilgi almaktayım.	1	2	3	4	5	6
62. Yöneticiler ve iş arkadaşları gibi organizasyondaki diğer kişiler, iş performansımın etkinliği (örneğin nitelik ve nicelik anlamında) hakkında bilgi sağlamaktadırlar.	1	2	3	4	5	6
63. Kurumumdaki diğer insanlardan (yöneticilerim ve iş arkadaşlarımdan gibi) performansım ile ilgili geri bildirim almaktayım.	1	2	3	4	5	6

## Appendix E2: Work Design Questionnaire (English)

**Instruction:** The questions in this section concern the characteristics of the job itself. Using the scale below, please indicate the extent to which you agree with

each statement. Remember to think only about your job itself rather than your reactions to the job.

**Rating:**

1 – Strongly Disagree

2 – Disagree

3 – Partially Disagree

4 – Partially Agree

5 – Agree

6 – Strongly Agree

**Work Design Questionnaire**

1. The job allows me to make my own decisions about how to schedule my work.	1	2	3	4	5	6
2. The job allows me to decide on the order in which things are done on the job.	1	2	3	4	5	6
3. The job allows me to plan how I do my work.	1	2	3	4	5	6
4. The job gives me a chance to use my personal initiative or judgment in carrying out the work.	1	2	3	4	5	6
5. The job allows me to make a lot of decisions on my own.	1	2	3	4	5	6
6. The job provides me with significant autonomy in making decisions.	1	2	3	4	5	6
7. The job allows me to make decisions about what methods I use to complete my work.	1	2	3	4	5	6
8. The job gives me considerable opportunity for independence and freedom in how I do the work.	1	2	3	4	5	6
9. The job allows me to decide on my own how to go about doing my work.	1	2	3	4	5	6

10. The job involves a great deal of task variety. 1 2 3 4 5 6
11. The job involves doing a number of different things. 1 2 3 4 5 6
12. The job requires the performance of a wide range of tasks. 1 2 3 4 5 6
13. The job involves performing a variety of tasks. 1 2 3 4 5 6
14. The results of my work are likely to significantly affect the lives of other people. 1 2 3 4 5 6
15. The job itself is very significant and important in the broader scheme of things. 1 2 3 4 5 6
16. The job has a large impact on people outside the organization. 1 2 3 4 5 6
17. The work performed on the job has a significant impact on people outside the organization. 1 2 3 4 5 6
18. The job involves completing a piece of work that has an obvious beginning and end. 1 2 3 4 5 6
19. The job is arranged so that I can do an entire piece of work from beginning to end. 1 2 3 4 5 6
20. The job provides me the chance to completely finish the pieces of work I begin. 1 2 3 4 5 6
21. The job allows me to complete work I start. 1 2 3 4 5 6
22. The work activities themselves provide direct and clear information about the effectiveness (e.g., quality and quantity) of my job performance. 1 2 3 4 5 6
23. The job itself provides feedback on my performance. 1 2 3 4 5 6
24. The job itself provides me with information about my performance. 1 2 3 4 5 6
25. The job requires that I only do one task or activity at a time (reverse scored). 1 2 3 4 5 6
26. The tasks on the job are simple and uncomplicated (reverse scored). 1 2 3 4 5 6
27. The job comprises relatively uncomplicated tasks (reverse scored). 1 2 3 4 5 6

28. The job involves performing relatively simple tasks 1 2 3 4 5 6  
(reverse scored).
29. The job involves performing relatively simple tasks 1 2 3 4 5 6  
(reverse scored).
30. The job requires that I engage in a large amount of thinking. 1 2 3 4 5 6
31. The job requires me to keep track of more than one thing at a time. 1 2 3 4 5 6
32. The job requires me to analyze a lot of information. 1 2 3 4 5 6
33. The job involves solving problems that have no obvious correct answer. 1 2 3 4 5 6
34. The job requires me to be creative. 1 2 3 4 5 6
35. The job often involves dealing with problems that I have not met before. 1 2 3 4 5 6
36. The job requires unique ideas or solutions to problems. 1 2 3 4 5 6
37. The job requires a variety of skills. 1 2 3 4 5 6
38. The job requires me to utilize a variety of different skills in order to complete the work. 1 2 3 4 5 6
39. The job requires me to use a number of complex or high-level skills. 1 2 3 4 5 6
40. The job requires the use of a number of skills. 1 2 3 4 5 6
41. The job is highly specialized in terms of purpose, tasks, or activities. 1 2 3 4 5 6
42. The tools, procedures, materials, and so forth used on this job are highly specialized in terms of purpose. 1 2 3 4 5 6
43. The job requires very specialized knowledge and skills. 1 2 3 4 5 6
44. The job requires a depth of knowledge and expertise. 1 2 3 4 5 6
45. I have the opportunity to develop close friendships in my job. 1 2 3 4 5 6
46. I have the chance in my job to get to know other people. 1 2 3 4 5 6
47. I have the opportunity to meet with others in my work. 1 2 3 4 5 6

48. My supervisor is concerned about the welfare of the people that work for him/her.	1	2	3	4	5	6
49. People I work with take a personal interest in me.	1	2	3	4	5	6
50. People I work with are friendly.	1	2	3	4	5	6
51. The job requires me to accomplish my job before others complete their job.	1	2	3	4	5	6
52. Other jobs depend directly on my job.	1	2	3	4	5	6
53. Unless my job gets done, other jobs cannot be completed.	1	2	3	4	5	6
54. The job activities are greatly affected by the work of other people.	1	2	3	4	5	6
55. The job depends on the work of many different people for its completion.	1	2	3	4	5	6
56. My job cannot be done unless others do their work.	1	2	3	4	5	6
57. The job requires spending a great deal of time with people outside my organization.	1	2	3	4	5	6
58. The job involves interaction with people who are not members of my organization.	1	2	3	4	5	6
59. On the job, I frequently communicate with people who do not work for the same organization as I do.	1	2	3	4	5	6
60. The job involves a great deal of interaction with people outside my organization.	1	2	3	4	5	6
61. I receive a great deal of information from my manager and coworkers about my job performance.	1	2	3	4	5	6
62. Other people in the organization, such as managers and coworkers, provide information about the effectiveness (e.g., quality and quantity) of my job performance.	1	2	3	4	5	6
63. I receive feedback on my performance from other people in my organization (such as my manager or coworkers).	1	2	3	4	5	6

## Appendix F: Ethics Committee Approval

### HUMAN SUBJECTS ETHICS SUB-COMMITTEE EVALUATION OUTCOME

Dear Reviewer,

Please indicate the result of your review by first marking one of the following three choices. If you mark option two (“Revision is Needed”) or option three (“Reject”), please provide explanations for your decision.

Date of evaluation:

August 10, 2021

Signature:

*Ryan Macey Wise*

	No revision is required. Data collection can be started <input checked="" type="checkbox"/>
	Revision is needed <input type="checkbox"/> Comments:
	Rejected <input type="checkbox"/> Comments: