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Online Job Crafting & Employee Performance With A Key Role Of Psychological Well-Being

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Abstract

This research examines the relationship between job crafting, psychological well-being, and performance of university professors in the context of online teaching during covid 19. The study investigates how job crafting behaviors influence professors' performance. Additionally, it explores the mediating role of psychological well-being in this relationship. Data was collected from a convenient sample of university professors in Pakistan using online surveys. The sample consisted of 334 professors who provided responses. The findings reveal a significant positive relationship between job crafting behaviors and the performance of university professors. Professors engaged in job crafting demonstrated higher performance levels in their online teaching activities. Furthermore, psychological well-being partially mediates the relationship between job crafting and performance. Professors with enhanced psychological well-being experienced improved performance outcomes. The results align with previous research on job crafting, psychological well-being, and performance outcomes in various work settings. The research contributes to the

existing literature by examining the unique context of online teaching and its impact on job crafting, psychological well-being, and performance.

Key words: Job crafting, Online teaching, Psychological well-being, performance, University professors.

Introduction

The evolving landscape of work environments, influenced by rapid technological advancements and shifting organizational demands, underscores the imperative for employees to proactively adapt and excel in their roles (Carnevale & Hatak, 2020; Miraglia et al., 2017). In this context, job crafting (JC) emerges as a pivotal strategy enabling individuals to tailor their job experiences to align with their preferences, needs, and capabilities (Riasnugrahani et al., 2019; Wrzesniewski & Dutton, 2001). JC encompasses three distinct dimensions: task crafting (TC), relational crafting (RC), and cognitive crafting (CC), each empowering employees to modify their job tasks, interactions, and cognitive perceptions (Zhang & Parker, 2019).

Despite extensive research exploring the impact of JC across various industries and contexts, there remains a notable gap concerning its implications for university professors in Pakistan, particularly in the realm of online teaching (Afsar et al., 2019). The academic landscape in Pakistan is characterized by unique challenges, including high workloads, time constraints, and the necessity for continuous adaptation to evolving educational policies (Dubbelt et al., 2019). Investigating the influence of JC on the performance and psychological well-being (PW) of university professors in this setting is paramount for enhancing individual and organizational outcomes.

Moreover, understanding the mediating role of PW in the relationship between job design and employee performance is critical (Moon et al., 2020; Oprea et al., 2019). PW plays a pivotal

role in shaping employees' satisfaction, engagement, and resilience in the face of work-related challenges (Geldenhuys & Peral, 2020; Hur et al., 2021). This research endeavors to bridge this gap by examining the impact of digital job crafting on the efficiency of Pakistani university faculty, with a specific focus on the mediating role of PW.

By leveraging digital resources, employees can adapt their work conditions to optimize efficiency while mitigating stressors (Liu et al., 2021; Ingusci et al., 2021). Grounded in theoretical frameworks such as the Job Demands-Resources Model (JD-R) and the Conservation of Resources (COR) theory, this study seeks to elucidate how JC serves as a mechanism for employees to leverage workplace resources, thereby enhancing productivity and satisfaction (Bon & Shire, 2022; Abubakar et al., 2019).

A previous investigation has examined the association between job crafting (JC) and various outcomes, such as employee productivity and psychological well-being (PW). However, scant literature addresses the impact of the COVID-19 pandemic on the emphasis placed on digital JC. Employees have resorted to job-crafting practices to adapt to the evolving dynamics of the workplace, stemming from the swift transition to remote work and the escalating utilization of digital technologies (Liu et al., 2021; Ingusci et al., 2021; Oubibi et al., 2022). Despite prior research illustrating the significance of JC and its influence on employee outcomes, scholarly attention towards digital job crafting within remote work contexts has been limited. Studies by Zhang & Parker (2019), Riasnugrahani et al. (2019), Petrou et al. (2018), Lazazzara et al. (2020), and Lazazzara et al. (2019) have all underscored the importance of JC during the pandemic. However, there remains a need for further investigation into the specific mechanisms through which digital job crafting impacts employee productivity and psychological well-being in remote work settings.

This study aims to bridge these gaps by investigating how alterations in tasks, thoughts, and relationships influenced employee productivity and psychological well-being during the COVID-19 pandemic. By doing so, this study endeavors to enhance our comprehension of the role of digital job crafting in enhancing employee outcomes during times of crisis, while considering the distinct challenges and opportunities associated with remote work. Thus, this research aims to provide valuable insights into the interplay between JC, PW, and performance outcomes, offering practical implications for fostering a conducive work environment and promoting faculty well-being in the Pakistani higher education sector. Based on the identified research problem, the following are the current research questions.

- Does online job crafting influence the university professor's performance in Pakistan?
- Does online job crafting impact the psychological well-being of university professors in Pakistan?
- Does psychological well-being influence the university professor's performance in Pakistan?
- Does psychological well-being mediate the relationship between online job crafting (task, relational, & cognitive) and university professors' performance in Pakistan?

Theoretical Underpinning and Literature Review

The "Job Demands-Resources (JD-R) Model and the Conservation of Resources (COR) theory" serve as the theoretical foundations for this study. "Job Features, Employee Happiness, and Performance: A Theoretical Framework Using the Job Demands-Resources (JD-R) Model" was proposed by Bakker and Demerouti (2014) (Lesener et al., 2019). According to this theory, job resources are those aspects of employment that facilitate goal attainment, reduce job pressures, and foster professional and personal development. However, job demands are factors that need employees to try, whether physical,

mental, or emotional (Geldenhuys & Peral, 2020). JC is "the deliberate modification of job-related requirements by an agent to optimize job performance" (Tims et al., 2022). JC can give university professors in Pakistan more control over their schedules and help them connect with colleagues, which might improve their productivity and satisfaction at work (Guo & Hou, 2022).

Recent studies have emphasized the importance of JC to achieve the purpose, engagement, and successful outcomes. According to research, JC, which includes task, relational, and cognitive changes, has a favorable impact on worker's output and wellness (Moon et al., 2020; Oprea et al., 2019; Letona-Ibaez et al., 2019; Dubbelt et al., 2019). These studies highlight the significance of looking at particular aspects of JC and how they affect employee outcomes. This study uses these theoretical frameworks and the most recent research results to further knowledge of the connections among online JC, PW, and worker's output among university professors in Pakistan. While recent research has shed light on the precise dimensions and results of JC, the JD-R Model and COR theory offer valuable insights into how JC might improve performance and wellness.

The significance of JC in improving both output and well-being among workers cannot be overstated, as it empowers employees to proactively modify their work environments and derive greater meaning and satisfaction from their roles (Vakola et al., 2021). Empirical investigations have consistently linked job crafting behaviors to enhanced job performance across various work settings. For instance, Demerouti et al. (2015) found that employees who engaged in JC activities such as seeking out new challenges, task switching, and forming new relationships exhibited higher levels of job performance. Similar conclusions were drawn by Kooij et al. (2017), who observed that employees who actively shaped their roles by expanding responsibilities and seeking out new opportunities demonstrated improved job performance.

Furthermore, studies have illuminated the relationship between JC and various performance-related outcomes beyond task performance. For example, research has shown that JC fosters employee innovation and creativity (Bindl et al., 2019; Moon et al., 2020). Employees who proactively adjust their tasks and embrace new challenges are more likely to generate creative ideas that contribute to organizational success. Based on the abovementioned theories, past literature, and identified research gaps, the hypotheses two is developed as;

Hypothesis 1: Online Job Crafting significantly influences the university professor's performance in Pakistan.

It has been shown that the way a job is set up has a big effect on an employee's PW, leading to better feelings and more work. A lot of research has been done on the link between JC and performance results, with a focus on the processes involved and the role of psychological well-being as a mediator. The study by Devotto et al. (2020) found a positive link between JC and PW. Employees who did things that made their jobs better said they felt better about themselves, and there was a direct link between those feelings and life satisfaction and general happiness. Additionally, research by Petrou and Xanthopoulou (2021) emphasized the connection between JC and staff members' PW, showing that these activities help lessen psychological discomfort and enhance general wellness.

Several factors can account for the connection between JC and PW.

First off, JC facilitate workers to match the activities and responsibilities of their jobs with their abilities, interests, and values, fostering a feeling of autonomy and competence—two psychological requirements that must be met—in the workplace (Vakola et al., 2021; Zito et al., 2019; Bakker & Oerlemans, 2019). Workers who actively shape their jobs feel more in control and have a higher feeling of purpose, which leads to improved PW. Second, JC encourages healthy connections, social support, and meaningful interactions with co-workers, which helps to create a happy work

environment (Tims et al., 2022). Higher degrees of social integration and connectivity are experienced by employees who participate in RC activities, such as seeking cooperation and supportive relationships, which have a favorable impact on their PW (Bindl et al., 2019). Based on the abovementioned theories, past literature, and identified research gaps, the hypotheses two is developed as;

> Hypothesis 2: Job Crafting significantly influences the psychological well-being of University Professors in Pakistan.

The literature on psychological well-being (PW) and its influence on employee performance encompasses a rich body of research, highlighting the intricate interplay between individual psychological states and organizational outcomes. Numerous studies have investigated the relationship between PW and various dimensions of employee performance, shedding light on the mechanisms through which psychological well-being impacts work-related behaviors and outcomes.

A substantial body of evidence suggests that employees with higher levels of psychological well-being are more likely to demonstrate superior job performance across multiple domains. For instance, researchers have found a positive correlation between PW and task performance, indicating that individuals with greater psychological well-being tend to exhibit higher levels of proficiency, efficiency, and effectiveness in executing job-related tasks (Wright & Bonett, 2007; Saks & Gruman, 2018).

However, it is important to note that the relationship between psychological well-being and performance is not unidirectional or solely determined by individual factors. Organizational factors, such as leadership style, organizational culture, and job design, also play a significant role in shaping employees' psychological well-being and, consequently, their performance outcomes (Luthans et al., 2007; Nielsen et al., 2008). In summary, the literature on psychological well-being and employee

performance underscores the importance of attending to employees' psychological states and organizational contexts in understanding and enhancing performance outcomes. By fostering a supportive work environment, providing opportunities for personal growth and development, and promoting positive psychological well-being, organizations can cultivate a workforce that is not only happier and healthier but also more productive and effective in achieving organizational goals. Based on the abovementioned theories, past literature, and identified research gaps, the hypotheses three is developed as;

> Hypothesis 3: Psychological well-being significantly influences the university professor's performance in Pakistan.

The extensive research has delved into the potential mediating role of psychological well-being (PW) in elucidating the relationship between work design and performance outcomes. Notably, a study conducted by De Vos et al. (2019) unearthed that happiness served to partially attenuate the association between job crafting and productivity within the workplace. This underscores the notion that the advantageous effects of job crafting on performance metrics may, to some extent, be explicated by the enhancement of psychological well-being.

The Job Demands-Resources (JD-R) model presents a conceptual framework that could provide deeper insights into the dynamics of job design, employee psychological well-being, and overall efficiency (Lesener et al., 2019; Mazzetti et al., 2021). Within the JD-R paradigm, job crafting is posited to augment job resources such as autonomy, social support, and task variety, thereby fostering favorable psychological states and overall health, ultimately leading to enhanced performance (Bakker & Demerouti, 2017).

This conceptualization underscores the intricate interplay between job characteristics, psychological well-being, and work outcomes, suggesting that interventions aimed at facilitating job

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crafting may yield positive ramifications not only for employee mental health but also for organizational performance. Therefore, a comprehensive understanding of the mechanisms underlying the relationship between job crafting, psychological well-being, and performance outcomes is essential for devising effective strategies to optimize workplace dynamics and bolster organizational effectiveness in contemporary work environments. Based on the abovementioned theories, past literature, and identified research gaps, the hypotheses four is developed as;

> Hypothesis 4: There is a significant mediating role of psychological well-being between the influence of Online Job Crafting on the university professor's performance in Pakistan.

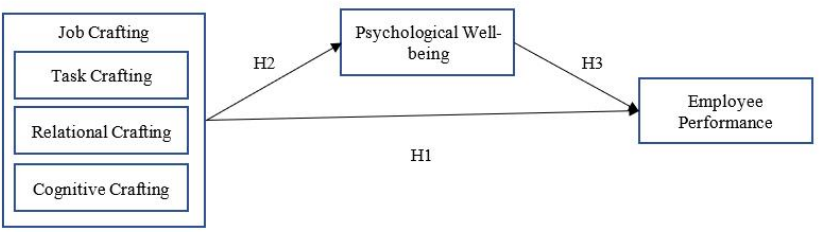

Figure 1 Proposed Conceptual Model

Research Methodology

The population for this research incorporates Pakistani university instructors who have switched to digital teaching and remote employment due to the COVID-19 epidemic. This demographic was chosen based on the importance of their experiences and the significant adjustments they have made to their working methods. Professors from various universities in Pakistan who represent a variety of academic backgrounds and teaching duties are included in the population. The non-probability convenient sampling approach was applied to choose the sample of university professors (Berndt, 2020; Andrade, 2021). Through this approach, people who satisfy certain requirements about the study were specifically chosen based

on convenience. The sample comprised professors from many academic fields who have actively participated in online teaching and remote work, have a variety of teaching experiences, and have engaged in these activities. To guarantee diversity among educational institutions, the sample was chosen from various universities in Pakistan. The research included academics at various academic levels, such as assistant professors, associate professors, and full professors, and can capture various experiences and viewpoints. A self-administered questionnaire was used to gather data for this study (Cheung, 2021). The questionnaire gathered data on Pakistani university teachers' PW, EP, and online JC. The chosen participants got the questionnaire electronically, ensuring comfort and accessibility. The evaluation for this study was based on research done by Slemp & Vella-Brodrick (2013), Koopmans et al. (2014), and Ryff & Keyes (1995). Using a five-point Likert scale from "strongly disagree" to "strongly agree," all of the changed surveys were tried.

Part	Measures	No. of Items	Developed By
Part 1	Demographic Profile	3	-----
Part 2	Task crafting	6	Slemp & Vella-Brodrick (2013)
	Relational crafting	6	
	Cognitive crafting	5	
	Employee	6	Ryff & Keyes
	Psychological well-	5	Koopmans et al.
Total number of items		**31**	

Table 1 Questionnaire Items

Results and Findings

The table provides respondents' frequency and percentage distribution based on demographics of respondents in the research study. According to the table 3, 233 (69.8%) of the total respondents identified as male, while 101 (30.2%) identified as female. This data indicates a higher representation of male respondents in the study,

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accounting for nearly 70% of the total respondents. On the other hand, female respondents constituted approximately 30% of the total sample.

According to table 2, out of the total respondents, 186 (55.7%) were below 40 years old, 85 (25.4%) fell within the age range of 40-60 years, and 63 (18.9%) were above 60 years old. The data reveals that most of the respondents in this study were below 40 years old, constituting approximately 56% of the total sample. The second-largest group of respondents fell within the age range of 40-60 years, accounting for about 25% of the sample. Lastly, respondents above 60 comprised around 19% of the total sample.

According to table 2, out of the total respondents, 173 (51.8%) held a master's degree, 96 (28.7%) held an M.Phil. degree, and 65 (19.5%) held a Ph.D. Most of the people who took part in this study had a master's degree, which is about 52% of the total group, according to the data. About 29% of the sample had an M.Phil., which was the next important group of responders. Lastly, respondents with a Ph.D. made up approximately 19% of the total sample.

According to table 2, 35 (10.5%) of the total respondents had less than 10 years of experience, 213 (63.8%) had between 10 and 20 years of experience, and 86 (25.7%) had more than 20 years of experience. Most of the people who took part in this study had experience between 10 and 20 years, which is about 64% of the total group. About 26% of the sample had more than 20 years of experience, making them the next most important group. On the other hand, only about 11% of the people who answered the survey had less than 10 years of experience.

Constructs	Sub-Constructs	Frequency	Percent
Gender	Male	233	69.8

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	Female	101	30.2
Age	Below 40	186	55.7
	40-60	85	25.4
	Above 60	63	18.9
Qualification	Masters	173	51.8
	M.Phil.	96	28.7
	PhD	65	19.5
Years of Experience	Less than 10	35	10.5
	10-20	213	63.8
	Above 20	86	25.7

Table 2 Demographic Analysis

The correlation study looked at the links between the independent variable (JC), the mediating variable (PW), and the dependent variable (UP). The results showed that both the independent factor and the mediating variable, as well as the mediating variable and the dependent variable, were strongly linked to each other in a good way. This means that university teachers with more of these creating behaviors had more PW.

Also, PW was linked to the dependent variable, the UP, in a way that was both positive and significant. This means that higher PW levels were linked to higher reported performance. These results show that the link between the independent variable JC and the dependent variable (UP) may be mediated by PW. It means that improving PW could help explain some of the good benefits of crafting habits on performance. So, we can assume that participating in job crafting behaviors leads to more PW, which in turn has a good effect on how university teachers' performance is seen. These results show how important it is to think about the role of PW as a mediator when looking at the link between creating habits and performance outcomes for university teachers.

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		JC	PW	UP
JC	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	334		
PW	Pearson Correlation	.848**	1	
	Sig. (2-tailed)	.000		
	N	334	334	
UP	Pearson Correlation	.895**	.889**	1
	Sig. (2-tailed)	.000	.000	
	N	334	334	334

Table 3 Correlation Analysis

For Hypothesis testing, the Regression Analysis Using Process Hayes was used. "Model Summary," the first table of regression analysis, gives an outline of the fitness data for the regression model. The table shows that the model's "multiple correlation coefficient" (R) is 0.935. This means that the factors and the UP have a strong positive relationship. The "coefficient of determination" (R Square) is 0.874, which means that the indicators can explain about 87.4% of the variation in the dependent variable (UP). When the number of variables and the size of the sample are taken into account, the modified R Square is found to be 0.873. The estimate has a standard error of 0.36821, which is the average difference between what was seen and what was forecasted for the UP. The regression analysis for the link between the factors JC and the dependent variable (UP) is shown in the "Coefficients" table. The regression analysis shows that JC has a big effect on the variable that is being studied. JC has a direct effect on the measure that matters. The unstandardized coefficient (B) is 0.415 ($p<0.001$), which means that a one-unit increase in JC is related to a 0.415 increase in the dependent measure.

The scaled coefficient (Beta) of 0.384 shows that JC has a modestly good effect on how well university professors do their jobs. These results show that when university teachers have higher amounts JC, they feel like they are doing a better job. This shows that doing these crafty things makes them better at their jobs. Thus, hypothesis 1 was found to be accepted.

Coefficients; Model Summary (R=.935; R-Square=.874 and Adjusted R-Square=.873)						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	-.231	.089		-2.598	.010
	JC	.415	.046	.384	9.091	.000
a. Dependent Variable: UP						

Table 4 Hypothesis Testing – Hypothesis 1

Outcome Variable Psychological well-being						
Model Summary						
R	R-sq	MSE	F	df1	df2	P
.8483	.7196	.2176	852.1764	1.0000	332.0000	.0000
Model						
	Coeff	Se	T	P	LLCI	ULCI
Constant	.5637	.1064	5.2992	.0000	.3545	.7730
Cognitive Crafting	.7818	.0268	29.1921	.0000	.7291	.8344
Outcome Variable Performance of University Professors						
Model Summary						

R	R-sq	MSE	F	df1	df2	P
.9283	.8617	.1481	1031.2347	2.0000	331.0000	.0000
Model						
	Coeff	Se	T	P	LLCI	ULCI
Constant	-.1390	.0914	-1.5205	.1293	-.3187	.0408
Job Crafting	.5438	.0417	13.0332	.0000	.4617	.6259
Psychological well-being	.5423	.043	11.9789	.0000	.4533	.6314

Direct and indirect effects of x on y					
Direct Effect of X on Y					
Effect	SE	T	P	LLCI	ULCI
.5439	.0417	13.0332	.0000	.4617	.6259
Indirect effect (s) of X on Y:					
	Effect	BootSE	BootLLCI	BootULCI	
Psychological well-being	.4240	.0687	.2674	.5339	

Table 5 Hypothesis Testing – Hypotheses 2, 3 & 4

The model summary for the outcome variable PW shows that the JC prediction explains a large amount of the range. The multiple correlation coefficient (R) is 0.8483, which shows that JC and PW have a very strong positive link. The coefficient of determination (R-sq) is 0.7196, which means that JC can explain about 71.96% of the difference in PW. The mean squared error (MSE) is 0.2176, which is the average squared difference between the values of PW that have been seen and those that have been forecasted. The model is statistically significant at $p<0.001$ because the F-statistic is 852.1764. When you look at the coefficients, the constant term has a coefficient of 0.5637, which is the predicted value of PW when the forecast of JC is zero. The number for JC is 0.7818, which means that if JC goes up by one unit, PW will go up by 0.7818. At a p-value of

less than 0.001, both values are statistically important. So, hypothesis 2 is accepted.

Turning to the dependent variable, the UP, the model summary shows that the variables, JC and PW, add a lot to the variation in the dependent variable. The multiple correlation coefficient (R) is 0.9283, which shows that the variables and the UP are strongly linked in a good way. R-squared is 0.8617, which means that the factors can explain about 86.17% of the variation in the UP. The mean squared error (MSE) for the UP is 0.1481. This is the average squared difference between what was seen and what was expected. The model is statistically significant at $p<0.001$ because the F-statistic is 1031.2347. When you look at the coefficients, the constant term has a coefficient of -0.1390, which is the predicted value of the UP when both JC and PW are zero. The coefficient for JC is 0.5438, which means that if JC goes up by one unit, the UP goes up by 0.5438. PW has a value of 0.5423, which means that a one-unit increase in PW is linked to a 0.5423 increase in the UP. So, hypothesis 3 is accepted. At p 0.001, all factors are statistically important.

The direct effect of JC on the UP is 0.5439, which shows a significant beneficial link. The bootstrapped standard error (BootSE) for the indirect effect of JC on the UP through PW is 0.0687. The lower and higher confidence limits for the indirect effect, based on bootstrapping, are 0.2674 and 0.5339, respectively. So, hypothesis 4 is accepted. In short, the correlation between JC and both PW and the UP is strong and positive. PW also has a strong relationship with how well university professors do in their jobs. The indirect effect study shows that through PW, JC has a big effect on how well university professors do their jobs. These results show that JC and PW are important factors that affect a professor's PW and Performance.

Conclusion

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In the realm of online work, this study examines the impact of task crafting (TC) on the performance of university educators. Findings reveal a robust positive correlation between TC and performance, consistent with prior research on job crafting (JC) and employee performance (EP). Notably, studies by Demerouti et al. (2015) and Kooij et al. (2017) have demonstrated that active engagement in JC behaviors enhances job performance. These findings provide foundational support for understanding how TC can bolster performance across diverse work contexts. Correspondingly, recent research by Bakker & Oerlemans (2019) aligns with the Job Characteristics Theory (JCT) and Self-Determination Theory (SDT), indicating that JC promotes motivation and output by fulfilling individuals' psychological needs for autonomy, competence, and relatedness at work. This underscores the significance of autonomy and skill development in JC and their consequential impact on success (Ingusci et al., 2019; Tims et al., 2022).

Furthermore, the Job Demands-Resources (JD-R) model offers theoretical underpinning to the study's findings. As posited by Alonso et al. (2019), JC enhances job resources such as task variety and social support, thereby fostering improved performance. Consistent with this theoretical framework, the current study demonstrates that educators who engage in JC behaviors exhibit enhanced performance in online teaching activities. These results hold practical implications for online teaching in higher education, suggesting that encouraging JC practices among educators, such as seeking new challenges and diversifying teaching tasks, can enhance teaching effectiveness. This resonates with previous studies by Bindl et al. (2019) and Moon et al. (2020), which underscore the role of JC in enhancing workplace satisfaction and interest.

Overall, the study's findings underscore a positive association between TC and performance among university educators in the online teaching domain. These results align with existing literature on JC and EP, as well as theoretical frameworks

such as JCT, SDT, and the JD-R model. Universities can support educators in improving online teaching effectiveness by fostering an understanding of the effects of TC and integrating JC strategies into teaching practices. However, further research is warranted to explore the synergistic effects of different JC dimensions and their impact on performance and well-being in the context of online teaching.

Moreover, the study's findings align with theoretical frameworks proposed in previous research. JC enables employees to cultivate positive relationships, access social support, and engage in meaningful interactions with colleagues, consistent with the tenets of JCT and SDT (Bakker & Oerlemans, 2019). This supports the notion that JC behaviors, including RC, foster autonomy, competence, and relatedness at work, thereby enhancing performance outcomes. Practical implications for online teaching emerge, with the study suggesting that encouraging JC behaviors among professors, such as fostering collaboration and building supportive relationships with peers and students, can improve teaching effectiveness. This resonates with prior studies by Bindl et al. (2019) and Moon et al. (2020), which highlight the value of social support and collaboration in JC and their positive effects on performance.

This study extends the understanding of job crafting (JC) by investigating its influence on the work of university professors in online teaching contexts. The findings reveal a significant positive correlation between JC and performance (UP), underscoring the relevance of JC theory within educational settings. Moreover, the study elucidates how JC behaviors impact behavior by examining the mediating role of psychological well-being (PW), highlighting the intricate interplay of psychological factors in the relationship between JC and UP. These results align with established theories such as Job Characteristics Theory (JCT), Self-Determination Theory (SDT), and the Job Demands-Resources (JD-R) model,

demonstrating how JC actions fulfill psychological needs, enhance job resources, and improve PW, ultimately leading to improved performance. Additionally, the study emphasizes the importance of JC theory in the context of online work and distance teaching, highlighting the necessity of adapting work tasks and fostering meaningful work experiences in virtual settings. In summary, this study contributes to our understanding of JC by elucidating its impact on performance in online teaching environments and expanding our theoretical comprehension of JC beyond traditional work settings, offering valuable insights for both theory and practice in organizational behavior.

Practical Implications

The findings of this study hold considerable significance for universities and educational institutions. Encouraging teachers to engage in job crafting (JC) activities such as task crafting (TC), relational crafting (RC), and cognitive crafting (CC) can enhance their effectiveness in online teaching endeavors. Providing professors with support, resources, and training to facilitate JC tasks can aid in their transition to online work and contribute to their professional development as educators. By fostering autonomy, competence, and connectedness, JC initiatives can contribute to the creation of a conducive and fulfilling work environment within universities.

Facilitating opportunities for teachers to modify their job responsibilities, seek new challenges, and cultivate supportive relationships can bolster their psychological well-being (PW) and job satisfaction. Consequently, this can lead to improved performance outcomes and overall job satisfaction. It is imperative for universities to recognize that PW serves as a crucial link between JC and performance (UP). Therefore, supporting teachers' PW through initiatives such as access to counseling services, promoting work-life balance, and fostering a collaborative and

supportive organizational culture can significantly enhance their performance and well-being.

Directions for Future Research

The present study examined the role of psychological well-being (PW) as a mediator; however, further research is warranted to explore alternative mediators. For instance, future investigations could explore how factors such as job satisfaction, workplace engagement, or motivation influence the relationship between job crafting (JC) and performance outcomes. Comparative studies encompassing diverse educational settings, cultural contexts, and online teaching platforms can enrich our understanding of the factors shaping the link between JC, PW, and success. Longitudinal studies offer insights into the dynamics of JC, PW, and performance over time, while experimental designs enable causal inference and evaluation of interventions aimed at fostering job-crafting behaviors and enhancing performance in online teaching. Furthermore, future research could benefit from utilizing multiple data sources, including supervisor ratings, student evaluations, and objective performance measures, to mitigate biases associated with self-report measures and provide a comprehensive assessment of performance outcomes. Analyzing interventions designed to promote job-crafting behaviors among university teachers can yield valuable insights into the effectiveness of such interventions in improving performance and PW. Ultimately, implementing and evaluating JC strategies in the context of online teaching can offer practical guidance to colleges and educational institutions seeking to enhance teaching effectiveness in real-world settings.

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