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**Impact of Job Crafting Intervention on Psychological Empowerment, Work Engagement, and Affective Well-being in Teachers**

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Asma Mushtaq<sup>1</sup>, Haziq Mehmood<sup>2\*</sup>**Abstract**

Organizations are under a lot of pressure to survive in the ever-changing world of competition. Human resources are a critical aspect for which there is no substitute. Job crafting is a component that can assist employees to improve the positive aspects of their work while reducing the negative aspects' impact. The study's main goal is to see how a job crafting intervention affects employees' psychological empowerment, work engagement, and affective well-being. It is a quasi-experimental design including both experimental and control groups. The population consists of teachers. Job crafting intervention was provided to the employees. It consists of six core elements including three sessions and pre-post testing taking a total of the six-week time period. Pre-testing and post-testing were done by using the Job Crafting questionnaire developed by Tims et al. (2012), Psychological Empowerment Scale (Spreitzer, 1995), Utrecht Work Engagement Scale (UWES; Schaufeli et al., 2006) and Job-related Affective Well-being Scale, JAWS (Van Katwyk et al., 2000). A paired sample *t*-test was run to see the effect of job crafting intervention on job crafting, psychological empowerment, work engagement, and affective well-being. The results were positive and significant. The relationship between job crafting, psychological empowerment, work engagement, and affective well-being was also assessed and there was a positive and significant correlation. The job crafting training can make it achievable to initiate employees' active job crafting behavior and work engagement. Employers should recognize the need to assist and motivate staff to maximize their resources and meet their challenges.

**Keywords:** Affective Well-being, Employees, Job Crafting Intervention, Job Demands, Psychological Empowerment, Work Engagement

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**Introduction**

The rate of technical and economic development has increased in the recent decade. Employees throughout the world are

affected by these advancements. Employees may experience both good and negative effects as a result of such adjustments. It provides opportunities for employees to learn new attributes in their current workplace. On the other hand, due to the rising complexity of work, such changes may be detrimental. Industrial and organizational psychology investigates both good and negative elements of work (Wrzesniewski & Dutton, 2001). Job crafting is a component that can assist employees to improve the positive aspects of their work while reducing the bad aspects. The main goal of the study was to examine the effect of job crafting intervention on psychological empowerment, work

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engagement, and the affective well-being of employees.

### **Job Crafting**

It is a process of changing the social context of one's workplace and the meaning of one's employment by adjusting aspects of one's employment and relationships with others. Workers can shape their jobs using three diverse policies, according to the authors: they can change the extent or nature of chores they do; they can alter their relationships with others and they can transform their job perceptions.

The term "job crafting" was devised after observing that employees tend to modify their jobs to fit their personalities and that task boundaries, as well as the cognitive and relational ones, of a job, are not always precisely determined (Wrzesniewski & Dutton, 2001).

### **Job Crafting Techniques**

There are three techniques to craft the job: task crafting, relational crafting, and cognitive crafting. By engaging in any of these activities, we may strive to achieve the job-person fit that might be lacking in our current position (Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001).

**Task Crafting.** As job crafting is usually perceived as a dynamic change or modification of one's role, the most contentious aspect of the strategy is task crafting. It may entail altering or eliminating tasks from your formal work depiction (Berg et al., 2013). It may be summed up as quantity, kind, or nature, prioritizing responsibilities in a definite profession connected to one's interest and captivating on extra work linked to one's urge.

**Relational Crafting.** This is the way people alter the type and nature of their social interactions. To put it differently, relational crafting could mean changing whom people work with someone on multiple tasks and with whom we speak and interact on a daily basis (Berg et al., 2013).

**Cognitive Crafting.** The third kind of crafting is cognitive crafting, which includes individuals adjusting their ideas on the responsibilities they accomplish (Tims & Bakker, 2010).

### **Dimensions of Job Crafting**

It is proposed that there are three fundamentally distinct elements to job crafting as follows:

**Increasing Job Resources.** It helps employees to be more engaged at work (Crawford et al., 2010) and, as a result, favorable organizational results (Xanthopoulou et al., 2009). Furthermore, workplace assets can mitigate the undesirable consequences of job strains and, in particular, when job demands are high, can result in positive outcomes (Hakanen & Roodt, 2010). As a result, job crafting might have a meaningful impact on job engagement.

**Increasing Challenging Job Demands.** The second aspect of job crafting is to increase the number of rigorous work demands. A job that isn't stimulating enough might lead to boredom, which can lead to absence and unhappiness (Kass et al., 2001). Employees must consequently be open to a sufficient quantity of difficult job demands in order to be motivated at work. Employees are motivated to improve their knowledge and abilities by having increasingly challenging targets to achieve (LePine et al., 2005). Competent perspectives are generated by proficient demands which can result in satisfaction and a strong sense of self (Gorgievski & Hobfoll, 2008).

**Decreasing Hindering Job Demands.** The third component of job crafting is pulling down the degree of work expectations that are obstructive. When employees believe their workload has gotten too much for them, they may take proactive steps to reduce their workload. Long-term disclosure to high demands collective with limited job resources might result in unfavorable well-being outcomes, for example, exhaustion

(Schaufeli et al., 2009) as well as destructive administrative repercussions like employee turnover (Kulik et al., 1987). Employees' expenses of dealing with obstructive requirements might be a motivator for intentionally eliminating them.

To summarize, when workers believe their job expectations and resources are out of balance, they might be motivated to lessen the mismatch by adopting one of three complementing job crafting tactics. To put it another way, if the job does not satisfy the abilities or requirements of the employees, they will be encouraged to alter aspects of the employment (Wrzesniewski & Dutton, 2001).

### **Psychological Empowerment**

Psychological empowerment has been defined as a mental condition having a sense of self-control, capability, and aim internalization. Psychological empowerment is therefore considered as a psychological integration of personal control conceptions, a constructive strategy for people's lives, and a better analysis of the cultural surroundings, all of which are strongly entrenched in a social reform approach that takes new initiatives, institutional strengthening, and collectivity, it is conceived as a multi-faceted concept that reflects the various levels of perceived capability. (Oladipo, 2009). Employees that are psychologically empowered see themselves as capable, and they have the power to shape their workplace and employment in a way that promotes employees' creative work habits (Parker et al., 2010). Here are the components of psychological empowerment:

#### **Meaning**

The value individuals ascribe to their employment founded on their opinions and ideals, and also a fit between the parameters of the institution for a duty or work objective and their own standards or ideas is characterized as meaning (Quinn & Spreitzer, 1997). The worth of a work's aim

or purpose is determined by a person's ideas or values (Thomas & Velthouse, 1990). A link between a job's demands and one's values, beliefs, and behaviors are characterized as meaning (Brief & Nord, 1990).

#### **Competence**

Employees' beliefs in their ability to complete tasks are characterized as competence (Quiones et al., 2013). When workers feel confident in their skills to accomplish all job responsibilities successfully, they regard themselves as competent (Quinn & Spreitzer, 1997).

It recounts an individual's valuation of the skills needed to deal with various job scenarios (Spreitzer, 2008). Competence, also known as Self-efficacy is the conviction that one can accomplish goals (Gist, 1987). Competence is similar to autonomy assumptions, leadership effectiveness, or expectation of initiative (Bandura, 1989). This component is called competence rather than self-esteem because it focuses on effectiveness particular to a job role instead of overall efficacy.

#### **Self-Determination**

The definition of self-determination is a person's sense of independence in making decisions about their jobs without being constantly monitored (Spreitzer, 1995). Workers with a strong sense of self-determination are more adaptable, and innovative, entrepreneurial spirit, and enduring, as well as possessing greater self-control (Thomas & Velthouse, 1990). Self-determination is a person's awareness of taking the option in beginning and managing behaviors, whereas competence is a mastery of conduct (Deci et al., 1989). Making decisions about work approaches, pace, and concentration is one example of self-determination in the beginning and continuation of workplace practices and attitudes (Bell & Staw. 1989; Spector, 1986).

### ***Impact***

The impact is characterized as a worker's amount of impact on the company's achievements (Spreitzer, 1995), and functional unit, as well as the ability to convince others to share their viewpoints (Quinn & Spreitzer, 1997). Self-determination is the control of an individual's behavior, whereas impact is the control of a person's occupational setting (Thomas & Velthouse, 1990). Impact in education denotes a person's capacity to detect opportunities to influence proceedings in the organization (Shapira-Lishchinsky & Tsemach, 2014). Employees that have a poor feeling of influence are less committed to achieving established objectives (Taylor, 2013).

In conclusion, psychological empowerment is a motivating factor that takes the form of four thought patterns: meaning, competence, self-determination, and impact. These four thought patterns constitute a proactive, instead of an inactive orientation to a job function when considered collectively. By vigorous alignment, a person aspires to alter his or her work role and setting and feels capable of doing so. The four dimensions are said to interact additively to form a psychological empowerment concept. To put it differently, the lack of any particular trait will diminish, but not eliminate, the overall sensation of strength. As a consequence, the four components are defined as follows: a "roughly full or adequate collection of cognitions" to understand psychological empowerment (Thomas & Velthouse, 1990).

### ***Work Engagement***

Workers' work engagement is characterized as a feeling of enthusiasm and operational link to occupational behaviors, as well as the ability to handle the requirements of their employment. Job engagement is described as "the positive, fulfilling, and work-related state of mind that is characterized by vigor,

dedication, and absorption" (Schaufeli & Bakker, 2004).

### ***Components of Work Engagement***

**Vigor.** Whenever it concerns employment, vigor denotes a high level of motivation and mental resilience.

**Dedication.** Dedication is defined as being fully absorbed in one's profession and gaining a feeling of importance, passion, and struggle.

**Absorption.** Being completely focused and enthralled in one's task, which causes time to fly by, is referred to as absorption.

In conclusion, job engagement varies from motivation in that it comprises cognition (absorption) and affects (vigor) as well as enthusiasm (dedication) (Schaufeli and Bakker, 2004).

### ***Drivers of Work Engagement***

**Job Resources.** The former study has frequently originated that occupation assets such as public carefulness from colleagues, presentation appraisal, task diversity, independence, and chances to learn are favorably connected with work engagement (Albrecht, 2010).

Job resources are those somatic, public, or administrative features of a profession that really can (a) reduce working pressures and associated physiological and mental expenses; (b) assist in the achievement of the project objectives; or (c) promote self-improvement, knowledge, and growth (Schaufeli & Bakker, 2004). As a result, resources are not only essential to meet (high) work expectations, but they are also valuable in and of themselves. Job resources are seen to have either an inner or extrinsic motivating effect. They may encourage employees' development, knowledge, and advancement or serve as an external motivators by aiding them in accomplishing work goals.

**Personal Resources.** Personal resources are optimistic self-assessments linked to endurance, and they refer to individuals' perspectives of their own skills to effectively

regulate and affect the circumstances (Hobfoll et al., 2003). It's been proven that positive self-assessment predicts clear objectives, ambition, creativity, career and personal happiness, and other desirable results (Judge & Piccolo, 2004). The motive for this is that the greater a person's resources are, the further constructive their self-esteem is and the additional self-awareness of one's own objectives, they are likely to have. Individuals who have self-awareness of their own objectives are naturally driven to achieve their own objectives, which leads to improved performance and satisfaction.

### **Affective Well-being**

The frequency and intensity with which people feel positive affect (PA) and negative affect (NA) is mentioned to as affective well-being. Both individual emotions and broad attitude states are covered by positive and negative affect (Diener & Larsen, 1993).

Measuring psychological well-being has been challenged in two ways. To begin with, some organizational research metrics conflate happiness with mental courses that impact well-being (Newton et al., 1989). Instant, job contentment has been cast off to narrowly define occupational psychological well-being (Clegg & Wall, 1981). Assessing affective well-being is one method for overcoming these flaws. Affective well-being is considered as a high frequency of favorable impacts and a low frequency of adverse consequences (Diener & Larsen, 1993).

### **Factors of Affective Well-Being**

Affective well-being is the sum of one's affective experiences (Diener & Larsen, 1993), and evaluations usually last for a few weeks (Warr, 1990). Continuous experiences of effects like boredom or exhaustion can become unpleasant with time, increasing connections among these and further morbidly depressed components of affective well-being. As a result, the variables are predicted to be related. A related claim may

be made for emotions like joy, preference, and luxury. This idea is reinforced by research showing that individuals value hedonic valence more when judging their effects (Feldman, 1995), as well as theoretical assertions stating that assessing affective well-being necessitates emphasizing the psychological polarity of repeated affective experiences (Warr, 1990).

### **Theoretical Framework**

#### ***Job Demands-Resources Theory (JD-R Theory)***

There are two groups in which all work qualities may be classified; work demands and work resources. Work demands are components of an occupation that need struggle and have emotional effects. Job resources are those components of employment that support you attain your objectives. As a result, that may be utilized to lessen the influence of employment strains and the costs that come with them. Two distinct psychological processes are elicited by the workplace; fitness damage procedure and motivational procedure (Bakker & Demerouti, 2014).

The process of fitness damage begins with great employment expectations, which can drain individuals' energetic resources, resulting in weariness and health issues. On the other side, the motivational procedure occurs with workplace assets that should have the motivating capacity to contribute to a higher amount of job engagement.

Scholars in the area of organizational psychology were increasingly involved in the helpful elements of the workplace as the twenty-first century progressed, rather than focusing solely on negative aspects such as workplace strain and exhaustion. The positive psychology drive sparked the development of new models and theories all across the world, including the JD-R theory (Bakker & Demerouti, 2014).

## Literature Review

Wingerdon et al. (2017) carried out research on the longitudinal influence of job crafting. The intervention was constructed on the job demand-resource (JD-R) theory. They conducted a quasi-experimental approach with both experimental and control groups. The teachers were taken as participants and the first measurement was taken 2 weeks before the intervention. The intervention period was 5 weeks. After 2 weeks of intervention, the 2nd measurement was taken. And after that, the 3rd measurement was taken after a 1-year gap. The outcomes of the intervention exposed a positive and significant enhancement in presentation feedback and many other positive outcomes. There is another similar study conducted by Wingerdon et al. (2017) using the intervention. The study aimed to foster employee well-being through job crafting intervention. The whole process of training was centered on the work-demand-resource (JD-R) theory. They conducted a quasi-experimental approach including both an experimental group and a control group. They took all of the assessments again, before and after the intervention. Employees' work engagement increased significantly as a consequence of the findings. Following the job crafting training or intervention, the amount of job crafting activity and basic need fulfillment improved dramatically. It would be the first study to demonstrate that a job crafting intervention significantly boosted work engagement.

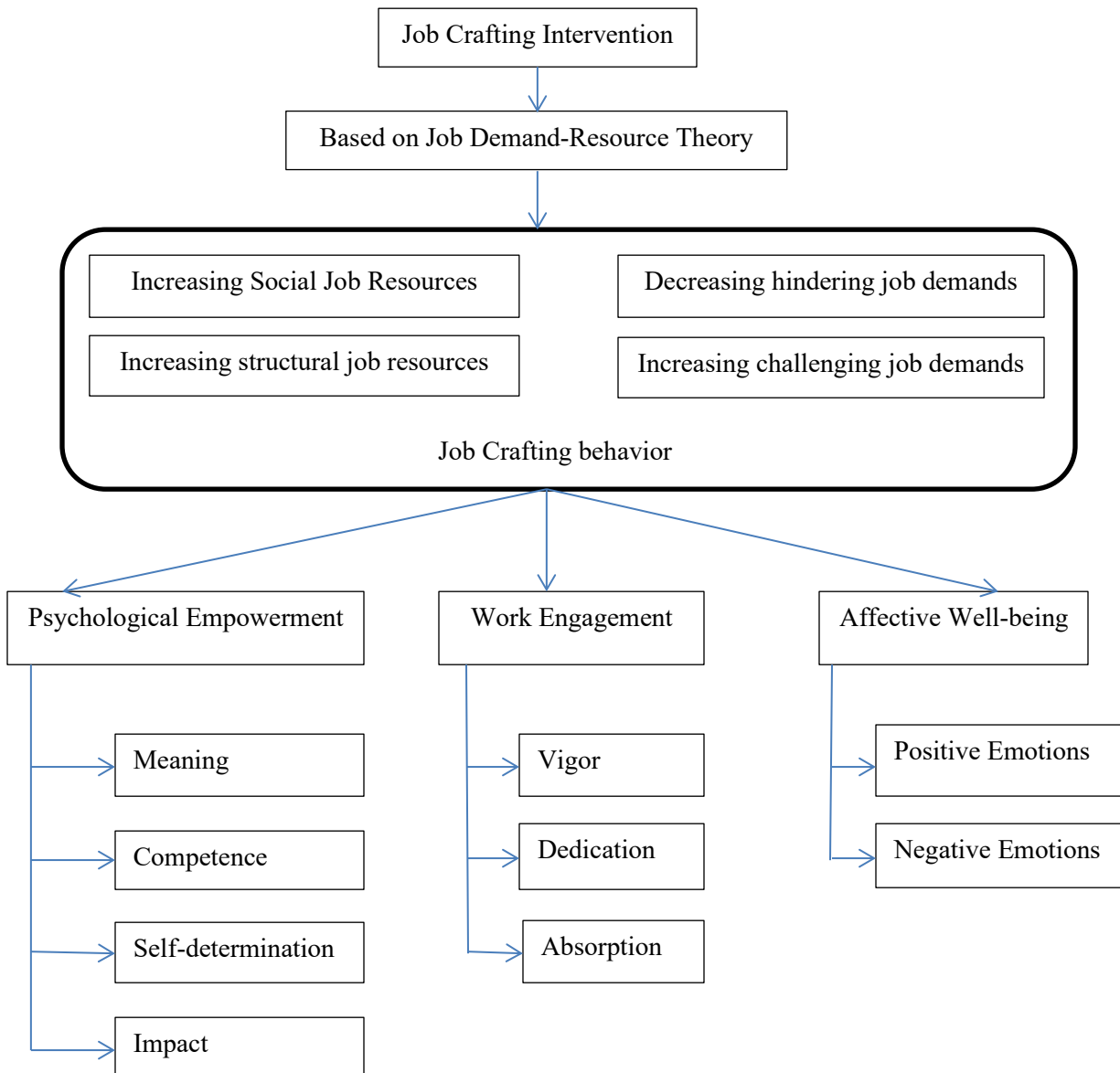
Sakuraya et al. (2020) did another investigation. The study's main goal was to see how successful job crafting intervention was in refining work engagement as a major result and job crafting as a subordinate result among Japanese workers. There was a

control group in this quasi-experiment. The email was used to provide the intervention program to the intervention group. Three-month and six-month follow-ups were used to evaluate the results. The findings revealed that the whole intervention process put no noteworthy effect on job crafting itself but did have a substantial impact on work engagement.

Gordon et al. (2018) carried out research using work crafting intervention. They conducted two studies for two samples, medical specialists and nurses. The study's major goal was to evaluate how a general and specialized job crafting intervention affected the well-being of employees and the job performance of healthcare professionals. It was a quasi-experimental study. Both groups received instruction before setting three-week personal job crafting objectives. The intervention was a success, according to the findings. The intervention group's participants reported improved job crafting habits, well-being, and job performance. Job crafting is an effective job redesign intervention technique that all workers may utilize to enhance their well-being and job performance, according to the findings.

Similarly, Khan et al. (2018) conducted a study. The major goal of the study was to look into the influence of job crafting on faculty members' employment happiness and performance in higher education. The data was acquired from 182 respondents in this explanatory study. The findings suggest that overall job crafting has an influence on job performance, with well-being acting like a moderator between job crafting and performance. Task extension and connection extension, two distinct extents of work building, had been proven to be important estimators of job performance.

**Figure 1**  
*Conceptual Framework of the Study*



### Rationale

The study's main objective is to see how job crafting behavior might improve psychological empowerment, work engagement, and affective well-being. The researchers have studied it via intervention for the fostering of many different factors. The current study is about those factors that are not still studied with this combination. The influence of job crafting training on

psychological empowerment, affective well-being, and work engagement will be investigated in this study. The intervention used in the present study has not been used for many constructs. There is limited literature on this intervention. The studies that have used this intervention but they are assessing different variables. One of them is a longitudinal study (Van Wingerden et al.,

2017) and the other is a quasi-experimental study (Van Wingerden et al., 2017).

The same authors also did comparable research on a different population that was teachers in special education schools (Wingerdon et al., 2017). All the other studies related to this context are using different interventions. So, the literature gap will be filled by using this intervention with the present study variables. The previous study highlighted that further research is needed because job crafting research is now in its inception (Demerouti, 2014).

In the framework of the current study, the mainstream of indigenous research has been exploratory and has not involved any type of job-crafting training or intervention. The present study is using intervention to see its effect on enhancing psychological empowerment, work engagement, and affective well-being. So, in this way, the gap in the literature is being filled.

### **Objectives**

The objective of the study was to assess the effect of job crafting intervention in enhancing the psychological empowerment, work engagement, and affective well-being of employees.

- To explore the effect of job crafting intervention on psychological empowerment, work engagement, and affective well-being.
- To investigate the link between job crafting and psychological empowerment, work engagement, and affective well-being.

### **Hypotheses**

**H1.** Job crafting training will enhance the workers' job-crafting behaviors.

**H2.** Job crafting training will enhance the employees' psychological empowerment.

**H3.** Job crafting training will increase the employees' work engagement.

**H4.** Job crafting training will enhance the employees' affective well-being.

**H5.** There will be positive relationship between job crafting and psychological empowerment.

**H6.** There will be positive relationship between job crafting and work engagement.

**H7.** There will be positive relationship between job crafting and affective well-being.

## **Method**

### **Research Design**

The quasi-experimental design was used to apply job crafting intervention to employees. The primary goal of the research was to see the effect of job crafting intervention on psychological empowerment, work engagement, and the affective well-being of employees. The goal of the study was to observe how the experimental and control groups differed. The study required taking two measurements pre-testing and post-testing. To fulfill these requirements, the quasi-experimental study design was chosen.

### **Sample**

The sample for the study was collected through non-probability purposive sampling. For this purpose, a high school was selected. A sample of teachers was collected from this organization. The sample was divided into two groups, the experimental and the control group. For teachers, the number of participants was  $N = 42$ , including the experimental ( $N = 21$ ) and control groups ( $N = 21$ ). The employees with more than 1 year of experience were included with an age range was 25 to 50. Only employees with full-time job were included. The participants with less than 1-year experience were excluded.

### **Measures**

#### ***Job Crafting Scale (JCS)***

Tims et al. (2012) created a validated Job Crafting questionnaire that was used to assess job crafting. It was measured on a 5-point Likert scale. It has 21 items comprising 4



sub-scales The scores were derived by taking the sum of responses for all the sub-scales separately. The reliability of the sub-scales is .82, .79, .77, and .75 respectively.

#### ***Psychological Empowerment Scale (PES)***

Spreitzer created the scale to assess psychological empowerment (Spreitzer, 1995). There are 12 items on the scale, divided into four subscales. Every subscale is comprised of 3 items. A seven-point Likert scale was used to measure the scale, the scores were calculated by adding all of the replies together for all the sub-scales separately and also as a whole. The reliability of the scale was .72.

#### ***Utrecht Work Engagement Scale (UWES)***

The nine-item scale was used to measure work engagement (UWES; Schaufeli et al., 2006). It was measured on a seven-point Likert scale. It consists of 9 items comprising 3 sub-scales. The scores were derived by adding the responses from all of the sub-scales. The reliability of the scale was .92.

#### ***Job-related Affective Well-being Scale (JAWS)***

It is a tool for assessing an individual's emotive responses to the jobs. It enquires participants to rate how often they have experienced all 30 sentiments (20 emotions in the shorter version) in the last 30 days (Van Katwyk et al., 2000). It was measured on a five-point Likert scale. It consists of 4 sub-scales with two dimensions: pleasurable ness and arousal (intensity).

#### ***Procedure***

For intervention, a total of 42 teachers were chosen, with 21 being allocated to the experimental group and 21 being assigned to the control group.

In terms of time, there were two sets of measurements. The first measurement was taken one week prior to the intervention beginning, and One week after the intervention's conclusion, the second assessment was conducted. The contributors were willing to accomplish the

questionnaires in the course of their working hours. All 42 participants completed both questionnaires with a 100% response rate because it was done in an organized meeting. Before filling up the questionnaires, the participants were introduced to the study purposes and consent was taken from the participants. They were ensured of their anonymity and the use of data only for research purposes. The participants gave their time willingly and were not rewarded for their participation. One week after the intervention ended, the respondents had been requested to take a follow-up assessment.

#### ***Job Crafting Intervention***

The JD-R theory's assumptions were used to operationalize the job crafting training or intervention (Bakker & Demerouti, 2014). It involves activities and goal-setting focused on job demands and resources.

The proactive goal-setting methods was used in this job-crafting intervention (Parker et al., 2010). A practical aim is one that is set for the future. According to Parker et al. (2010), the motivation to accomplish a goal in proactive goal-setting is based on (a) the appraisal of one's ability to reach the upcoming aim, (b) the rationale or significance of achieving the objective, and (c) if one is motivated or inspired to reach the objective. Parker and colleagues (2010) go on to say that there are four phases to establishing and achieving pre-emptive objectives: visualizing a desired forthcoming job circumstances (envisioning); establishing tangible and clear objectives (target setting); describing how to attain the goal (planning) and attempting to pursue the aim (striving).

The job crafting intervention comprises three practice meetings spread out over six weeks: the first and second sittings were separated by one day, and the third half-day meeting was held after four weeks. The program comprised six key aspects and lasted a total of 12 hours split into three sessions over the course of six weeks.

**Session I.** The recruited participants in the job crafting training were conceded out through six phases in order. The first phase (person analysis) was to evaluate their skills, drives, relatedness, and team participation. The team members provided each other with comments on their job-related talents and traits. Furthermore, the individuals expressed their views well about the league's competencies. They reflected on their team's accomplishments and expressed what they were satisfied with.

The second phase (job analysis) entailed describing all of the participants' present chores/responsibilities and ranking them according to how much period they took, from slight to average to more time-taking tasks. The contributors organized their job duties into three categories: tasks that took up the majority of their time, chores that they had to perform most of the time, and things that they had to do occasionally. They also answered if they worked alone or with others on the assignment, as well as the urgency and relevance of their tasks. To depict their job overview, the participants scribbled the results on a sheet of paper.

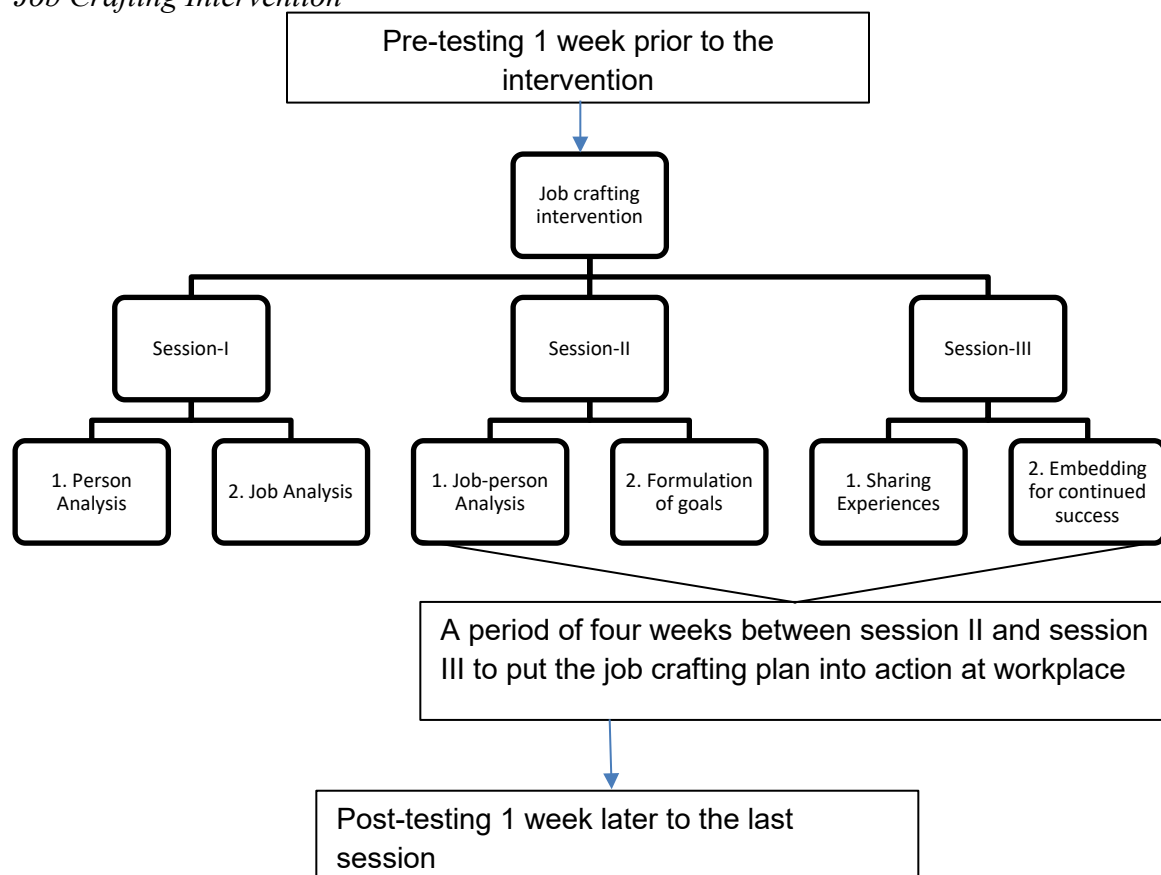
**Session II.** The participants' linked their abilities and reasons with their tasks/duties in the third phase (job and person analysis). The goal of the study was to raise awareness of work challenges the individuals that promote individual skills and motivations, allowing them to connect their skills with what they enjoy doing at work. The participants were pushed in the fourth phase to think about how they could make substantial improvements in their workplaces. Participants were invited to

describe what they might alter at the job to boost their job resources.

**Action Plan.** The participants' self-formulated job-crafting tasks were then preserved in their job-crafting achievement plan as a consequence of their analysis and debate. Participants work crafting objectives and the steps they planned to perform to boost their resources and challenges were included in the job crafting plan. Contributors were instructed to maintain this action plan with them at all times. In the following four weeks, they put their job-creating strategy into action at work.

**Session III.** In this meeting, participants evaluated how successful their self-accelerated employment changes throughout a four-week period (step 5). These evaluations of the performance of contributors' actions provided the chance to explore the advantages of successful activities as well as the impediments to job crafting in the last step (step 6). This assessment was done through the action plan which was made by the participants.

The participants communicated what they had learned by specifically describing which job crafting actions bring about which advantages, as well as which administrative or private impediments they encountered by job crafting. The contributors also spoke about what they'd want in the coming time period and make their talents, interests, and jobs in sync. The participants had observed and understood what they could do to boost their workplace resources and difficulties by the end of the intervention.

**Figure 2***Job Crafting Intervention***Results****Table 1***Frequency of Demographic Variables of the Experimental and Control Groups (N=42)*

Demographics		Experimental group (N=21)	Control group (N=21)
Gender	Female	21	21
	Male	0	0
Age	Range	24-42	24-48
	M	33.38	34.76
	SD	6.11	7.63
Education	Bachelors	19	16
	MPhil	2	6
Experience (Years)	Range	1-15	1-21
	M	7.42	9.61
Marital Status	Married	17	17
	Unmarried	4	4

*Note: M = Mean, SD = Standard Deviation*

Table 1 summarizes the demographic description of the study sample Group II (Teachers). Gender, age, education, job experience, and marital status are among the demographic characteristics provided by each participant. Only females were included in this group. The age range for the

experimental group was 24-42 and for the control group, it was 24-48. The experimental group included 19 participants with Bachelor's degrees and 2 participants with MPhil in a relevant subject. The control group included 16 participants with Bachelor's degrees and 6 participants with MPhil in a relevant subject.

**Table2**

*Descriptive Statistics of Research Variables and Reliability Coefficients of the Scales used in the Current Study (N=42)*

Scales	K	$\alpha$	M	SD	Range	
					Potential	Actual
JCS ISTJR	5	.67	18.42	2.54	5-25	13-23
JCS DHJD	6	.69	22.79	2.64	6-30	16-28
JCS ISOJR	5	.74	15.88	2.88	5-25	13-25
JCS ICJD	5	.80	19.61	2.91	5-25	14-25
PES Meaning	3	.71	16.38	2.11	3-21	12-20
PES Competence	3	.79	16.01	2.85	3-21	10-20
PES Self-determination	3	.87	14.71	3.17	3-21	8-21
PES Impact	3	.93	16.83	2.98	3-21	9-21
UWES	9	.90	40.74	6.53	0-54	25-51
JAWS	20	.87	80.81	8.49	20-100	62-92
JAWS Positive Emotions	11	.76	45.53	3.99	11-55	36-52
JAWS Negative Emotions	9	.84	18.72	5.53	9-45	12-36

*Note:* k = No. of items,  $\alpha$  = Chronbach's alpha, M = Mean, SD = Standard Deviation, JCS = Job Crafting Scale, ISTJR = Increasing Structural Job Resources, DHJD = Decreasing Hindering Job Demands, ISOJR = Increasing Social Job Resources, ICJD = Increasing Challenging JOB Demands, PES = Psychological Empowerment Scale, UWES = Utrecht Work Engagement Scale, JAWS = Job-related Affective Well-being Scale

Table 2 depicts the alpha reliabilities of all the sub-scales of job crafting scale, psychological empowerment scale, work engagement scale and job-related affective well-being scale. Except for the two sub-scales of the job crafting scale, practically all

of the scales' alpha reliabilities were found to be within the acceptable range of .70 to .91. Their alpha reliabilities are slightly smaller than .70 and the reason is the less number of items.

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**Table3***Inter-correlation among All Study Variables (N = 42)*

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1 JCS ISTJR	-	0.21	-0.14	0.07	.41**	0.11	0.30	0.14	.39*	0.15	-.33*	.32*
2 DHJD		-	.59**	.44**	.42**	0.16	.39*	0.14	0.23	0.20	-.31*	.34*
3 ISOJR			-	.54**	0.19	0.02	0.17	0.12	0.04	0.22	-0.25	0.30
4 ICJD				-	0.03	-0.02	0.15	0.28	0.15	.31*	-0.05	0.21
5 PES Meaning					-	0.23	.38*	0.28	.44**	0.19	-0.23	0.28
6 PES Competence						-	.37*	.43**	0.21	0.14	-0.07	0.14
7 PES Self-determination							-	.50**	.45**	0.13	-0.23	0.24
8 PES Impact								-	.46**	0.12	-0.15	0.17
9 Total WES									-	0.14	-.39*	.36*
10 JAWS Positive										-	-0.19	.69**
11 JAWS Negative											-	-.84**
12 Total JAWS												-

\*\* $p < .01$ , \* $p < .05$ 

Note: JCS = Job Crafting Scale, ISTJR = Increasing Structural Job Resources, DHJD = Decreasing Hindering Job Demands, ISOJR = Increasing Social Job Resources, ICJD = Increasing Challenging Job Demands, PES = Psychological Empowerment Scale, UWES = Utrecht Work Engagement Scale, JAWS = Job-related Affective Well-being Scale

Table 3 shows that there was a positive relationship among job crafting, work engagement, psychological empowerment and affective well-being.

**Table 4***Pre and Post Paired Sample t Test (N = 42)*

	Variables	Pre		Post		<i>t</i> (20)	<i>P</i>	95%CI		Cohen's <i>d</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Experimental Group	ISTJR	15.43	1.16	19.52	1.75	-8.49	.00	-5.10	-3.09	-2.75
	DHJD	19.52	1.78	23.33	1.92	8.09	.00	-4.79	-2.83	-2.06
	ISOJR	15.43	3.98	19.71	2.17	-4.55	.00	-6.25	-2.32	-1.34
	ICJD	16.46	2.40	20.10	2.68	-5.67	.00	-4.95	-2.29	-1.43
	Meaning	14.24	1.61	17.19	2.02	-5.21	.00	-4.13	-1.77	-1.62
	Competence	13.33	1.59	16.62	2.06	-5.65	.00	-4.50	-2.07	-1.79
	self-determination	11.67	3.01	15.90	2.32	-5.45	.00	-4.86	-2.62	-1.57
	Impact	12.71	2.33	18.14	1.85	-9.05	.00	-6.68	-4.18	-2.58
	Work Engagement	33.95	3.87	42.48	5.75	-5.71	.00	-11.64	-5.41	-1.74
	JAWS Positive	42.43	2.73	47.10	2.90	-7.45	.00	-5.97	-3.36	-1.66
	JAWS Negative	21.19	2.20	17.48	5.85	3.22	.00	1.31	6.12	0.84
	JAWS Total	75.24	3.35	83.62	7.92	-5.51	.00	-11.56	-5.21	-1.38
Control Group	ISTJR	16.67	1.59	17.57	2.06	-1.45	.16	-2.21	.39	-0.49
	DHJD	20.86	1.49	22.85	2.46	-3.68	.00	-3.13	-.87	-0.96
	ISOJR	17.00	1.90	18.29	2.00	-2.07	.05	-2.58	.01	-0.66
	ICJD	17.38	1.50	19.00	2.19	-2.60	.02	-2.92	-.32	-0.86
	Meaning	15.24	1.34	15.38	1.83	-.35	.73	-1.00	.71	-0.09
	Competence	14.00	1.87	15.95	2.54	-2.35	.03	-3.68	-.22	-0.87
	self-determination	14.14	1.96	14.33	2.90	-.26	.80	-1.70	1.31	-0.08
	Impact	14.43	1.40	15.86	2.37	-2.02	.06	-2.91	.05	-0.73
	Work Engagement	38.05	3.77	40.52	4.58	-1.94	.07	-5.13	.18	-0.59
	JAWS Positive	43.00	2.59	44.76	3.11	-1.87	.08	-3.72	.20	-0.61
	JAWS Negative	17.62	3.72	16.62	3.01	.97	.35	-1.16	3.16	0.30
	JAWS Total	79.38	5.19	82.14	4.85	-1.70	.10	-6.15	.62	-0.55

*Note:* *CI* = Confidence Interval, *LL* = Lower Limit, *UL* = Upper Limit, JCS = Job Crafting Scale, ISTJR = Increasing Structural Job Resources, DHJD = Decreasing Hindering Job Demands, ISOJR = Increasing Social Job Resources, ICJD = Increasing Challenging Job Demands, JAWS = Job-related Affective Well-being

Table 4 depicts that a paired sample *t*-test was run to explore the impact of job crafting intervention on job crafting, psychological empowerment, work engagement, and affective well-being in teachers. For the experimental group, the findings showed that the mean differences are extremely significant between scores of pre and post-assessment. For all study cases, Post-test has higher scores than the pre-test which means

## Discussion

The aim of this study was to examine how a job crafting intervention affected psychological empowerment, work engagement, and affective well-being. The first hypothesis was that the job crafting intervention will lead to more workers engaging in job crafting. Employees' job crafting attitude was boosted as a consequence of the job crafting training or intervention, according to the conclusions. This is in line with the findings of a job crafting intervention research founded on the work demand-resource hypothesis (Wingerdon et al., 2017). It was discovered that job crafting training/intervention boosted workers' proactive behavior. Employees' job crafting habits increased significantly as a result of their findings.

The second hypothesis was that the job crafting intervention would boost workers' psychological empowerment. According to the findings, the job crafting intervention boosted employees' psychological empowerment. A study was conducted to help the employees not decrease their empowerment and work engagement at the time of organizational change. They were given the job crafting training/intervention and the results were positive for the experimental group while the empowerment was decreased in the employees included in the control group (Hulshof et al., 2020).

The third hypothesis was that the job crafting intervention will boost employee job

that progress is happened and job crafting intervention increased the employees' job crafting behaviors, psychological empowerment, work engagement, and affective well-being.

For the control group, results indicated that all variables showed non-significant results which means that no change in pre-test and post-test scores.

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satisfaction. There was a study that demonstrated an increase in employee job engagement. The study's major goal was to prevent employees from losing interest in their jobs as a result of organizational changes. The results demonstrated that the job crafting intervention increased or maintained work engagement in the experimental group (Hulshof et al., 2020). Sakuraya et al. (2020) did another investigation. The study's major goal was to see how successful job-crafting intervention programs are at increasing job engagement. The findings revealed that intervention had no significant influence on job crafting but did have a substantial impact on work engagement. In conclusion, the results of the present research are consistent with past research.

The study's fourth hypothesis was that job crafting training/intervention would enhance workers' affective well-being. The study's results demonstrated that the job crafting training/intervention enhanced workers' affective well-being. According to the literature, a study was conducted with the goal of improving employees' affective well-being by job crafting intervention grounded on job demands- resource theory (JD-R) (van den Heuvel et al., 2015). The intervention seemed to boost the effective well-being of employees. So, these results support the current study outcomes.

The study's fifth hypothesis was that job crafting and psychological empowerment

will have a positive relationship. The study's findings revealed that job crafting was considerably and positively correlated with employees' psychological empowerment. Kiliç et al. (2020) did research to find if there was a connection between job crafting and employee psychological empowerment. The findings revealed that job crafting and psychological empowerment had a significant and positive link. Employees that are psychologically authorized grow crafting habits additional than other people, according to the findings. As a result, the current study's outcomes are reliable to those of the prior research body.

For teachers, the results were significant after the intervention. After job crafting, training/intervention, psychological empowerment, work engagement, and affective well-being were positively significant. The participants reported increased job crafting behaviors after the job crafting intervention.

### **Limitations and Suggestions**

First of all, all of the individuals were working in the same organization, which might lead to socially acceptable conduct and social conformity. Furthermore, due to anonymity, people from other companies may be less affected by other individuals and may feel more confident revealing their susceptibility. Furthermore, the sample was limited to teachers. Our results are therefore limited in their applicability. Future research should attempt to reproduce our findings amongst workers from a variety of different industrial sectors.

Limited sample size may result in inadequate statistical power, resulting in misleading effect size predictions. One major downside of this strategy is that any intervention impact might be due to the group's differences at the beginning instead of changing at the end due to the intervention. As a result, the research purpose included a control group and a pre-test.

### **Implications of the Study**

- This study suggests that it may be beneficial to spend money on effective organizational interventions.
- It was also concluded that time and money on organizational training can have a favorable effect on employees' work engagement.
- The job crafting intervention might encourage workers to take the initiative in their work and engage in job crafting.
- Senior management should recognize the value of assisting and motivating staff to make the most of their resources and to meet the challenging demands.

### **Contribution of Authors**

Asma Mushtaq: Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Writing – Original Draft  
Haziq Mehmood: Methodology, Writing - Reviewing & Editing, Supervision

### **Conflict of Interest**

There is no conflict of interest declared by authors.

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### **Data Availability Statement**

The datasets of the current study are not available publicly due to ethical reasons but are available from the corresponding author [H.M.] upon the reasonable request.

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