



Examining the Relationship Between Job Crafting and the Psychological Well-being of Teachers in Punjab

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ARTICLE INFO	ABSTRACT
Submission: July 14, 2026 Revised: July 29, 2026 Accepted: August 13, 2026 Available Online: August 27, 2026 Keywords: Job Crafting, Psychological Well-being, Teachers, Punjab, Task Crafting, Relational Crafting, Cognitive Crafting, Organizational Psychology Corresponding author: Ain Fatima Email: ain.libran@gmail.com	<i>Job crafting is a phenomenon that has gained much attention in organizational psychology because it shows how workers modify their roles, relationships, and thoughts to make work more meaningful. Teachers, as important figures of educational development, have to face with many professional tasks which affect their psychological life. The present study is an attempt to explore the correlation between job crafting and psychological well-being of teachers in Punjab. The study investigates if teaching job crafting practices are associated with greater psychological well-being among teachers. Quantitative research approach is followed and data are collected from teachers of educational institutions across Punjab through predetermined questionnaires. The study aims are to increase the understanding of the relationships between the three dimensions of job crafting (task, relational, cognitive) and psychological well-being indicators. The results offer insights into the relationship between job crafting and teacher personal and professional satisfaction, as well as strategies for educational institutions to foster teacher well-being. The findings of this research also add to the body of knowledge by emphasizing the positive side of the work behaviors and their association with mental and emotional wellbeing of teachers.</i>

Introduction

Teachers have a major impact on intellectual, social and emotional growth of their students and the profession is recognized as one of the most influential and challenging occupations. The pressure on teachers has been growing in recent years, resulting from overwork, administrative duties, curriculum changes, and changing expectations in the field of education. These problems may impact the mental health, job satisfaction and quality of life of teachers. The study of psychological well-being is a significant topic of research due to the fact that it is the ability of the individual to experience positive emotions, build meaningful relationships, manage the stressors in the work environment, and personal growth. Evidence suggests that teachers' wellbeing is a critical factor in enhancing teaching quality, teacher commitment and educational outcomes (Dreer, 2022; Kush et al., 2021). Job crafting is a proactive strategy in which individuals actively engage in changing aspects of their job to increase its meaning, satisfaction, and congruence with their personal strengths and values. It's about altering work roles, work relationships and attitudes to work roles. The notion of job crafting is grounded in the belief that workers do more than acquiesce to the environment of their jobs; they are active beings capable of influencing their job. Employees can enhance job resources by task crafting, relational crafting, and cognitive crafting, as well as manage job demands, and strengthen relationships with their jobs. Job crafting has been found to be related to positive work outcomes such as job satisfaction, motivation, psychological well-being, and engagement at work (Bakker et al., 2019; Rudolph et al., 2021). In education, job crafting has been growing in significance as teachers typically have some flexibility in how they teach, interact in the classroom, and conduct professional tasks. Job crafting can help teachers: develop innovative teaching skills, build relationships with students and colleagues, and have a stronger sense of purpose in their job. These actions could enable

teachers to manage and reduce occupational stress and improve their psychological state. Wang et al. (2022) proposed that job crafting has a positive effect on teachers' occupational well-being by boosting their personal resources and positive work experiences. Likewise, studies have demonstrated that supportive environments and proactive work behavior can play a significant role in decreasing the burning out phenomenon and increasing teacher professional satisfaction (Toyama et al., 2022).

Professional issues of teachers are related to their increased workload, restricted institutional resources, examination pressure, and varying demands of education in Punjab. Such factors can affect their mental health and academic performance in their learning environments. While earlier research has investigated job crafting and employee well-being in other work settings, few studies have investigated the link between job crafting and psychological well-being of teachers in Punjab. The existing literature suggests that proactive workplace behaviours can assist teachers in dealing with stress, enhancing positive work experiences and ensuring positive psychological outcomes (Mushtaq & Mehmood, 2023; Zheng, 2024).

Background of the Study

The role of teachers is vital in an education system as they are considered its backbone because they have a great influence on students' academic performance, personality development, and socialization. The main condition of the effectiveness of educational institutions is the professional competence, motivation, emotional stability and responsibility of the teachers of the school. But the teaching profession is becoming more demanding because of several factors such as a growing workload, administration, and changing curriculum, advancement of technology, and the varying needs of students. These professional demands could possibly affect teachers' psyche and their performance in the educational arena.

Teacher psychological well-being has become an important topic in recent years because of the close connection between the psychological well-being of teachers and teaching quality, professional satisfaction, and educational outcomes. Psychological wellness is the capacity to function positively, to meet life demands, to build and sustain healthy relationships and to grow and change. High psychological well-being can be correlated with teachers' resilience, creativity and positive teacher behaviors in the classroom, while low psychological well-being can be correlated with stress, burnout, emotional exhaustion and low professional commitment (Dreer 2022).

Researchers have also been studying proactive behaviors in the workplace that help workers enhance their work experiences. A key idea in this area is that of job crafting, which is the positive adjustments people make to their job, relationships and work perceptions in order to increase meaning and satisfaction. Job crafting is the process by which people can actively mold their jobs to fit their abilities, interests, and personal values. Research indicates that when employees engage in job crafting, they tend to be more work engaged, motivated, and psychologically well (Bakker et al., 2019).

Teaching is especially an example of a profession that offers opportunities for creativity, autonomy and personal decision-making, thereby making the concept of job crafting relevant for this profession. Teaching practices can be changed with a stronger relationship with students and colleagues and with more meaningful interpretations of their roles. These proactive behaviors can assist teachers in coping with the demands of the workplace and their psychological well-being. Research shows that job crafting can help teachers create positive work experiences and mitigate the negative impacts of occupational stress (Wang et al., 2022).

Statement of the Problem

The role of teacher in students' development and the enhancement of educational systems is very important, these demands have given the teachers a great deal of difficulties in their psychological development. Constant demands on workload, administrative duties, classroom management difficulties, and shifting education needs can have a negative impact on teachers' emotional well-being and satisfaction. Teachers' psychological well-being can impact their teaching quality, commitment, and capacity to provide positive learning environments.

Research Objectives

1. To explore the job crafting level among teachers in Punjab.
2. To understand psychological well-being of the teachers of Punjab.
3. To examine the correlation between psychological well-being and job crafting in teachers.

4. To find out if job crafting can significantly predict well-being of teachers from Punjab.

Research Questions

1. To what extent teachers are job crafting in the Punjab?
2. How psychologically healthy are the teachers in Punjab?
3. Do there seem to be significant relationships between job crafting and psychological well-being of teachers?
4. What role do the various aspects of job crafting play in teachers' psychological well-being?

Scope and Limitations

Scope of the Study

The present study aims to explore the association between job crafting and psychological well-being of teachers in Punjab. The scope of the research is restricted to the understanding of the relationship between proactive behaviours of teachers (task crafting, relational crafting, and cognitive crafting) and psychological health and the teaching experiences of the teachers. The study center is the teachers who are working in educational institutes in Punjab and study their perceptions about job crafting practices and psychological well-being. The research offers teachers suggestions for actively changing their work context to enhance satisfaction, motivation, and emotional balance. The study advances the field of educational psychology and organizational behavior by emphasizing the role of proactive behaviors in the work environment in supporting teacher wellbeing. The results could help teachers' leaders, policy makers, and researchers in enhancing teacher working conditions.

Limitations of the Study

The results of this study need to be viewed with some limitations in mind. First, the research is limited to the teachers of Punjab so the results can not be extrapolated to teachers in other provinces or countries. Second, the study is self-reported; the participants' perceptions and responses could affect the data.

Significance of the Study

The study is important as it helps to understand the role of job crafting on psychological well-being of teachers in Punjab. The research findings are relevant to how the relationship between proactive work behaviors and psychological outcomes can help enhance teacher experiences and mental well-being. A study by the NAGA group shows that for teachers, it is important that they affect their work space and make plans that can boost their job satisfaction and emotional health. The knowledge of job crafting behaviors can prompt teachers to take a positive perspective in addressing workplace challenges. The results can guide educational institutions and administrators to create supportive policies and practices to foster teacher autonomy, professional development, and psychological well-being. This understanding can be applied in schools and educational institutions to foster a sense of motivation, value and support for teachers.

Literature Review

Job crafting is a widely discussed proactive technique in which individuals negotiate and/or redesign their jobs to make them more personally fulfilling, engaging, and enjoyable. Job crafting is different from traditional job design, which focuses on the organizational structure, because it enables employees to influence their own job design by bending it to their personal strengths, interests, and values. The concept is based on the assumption that employees are not passive players in the workplace but are active agents who can shape their workplace experiences. Evidence indicates that job crafting allows employees to enhance job resources, regulate demands in the workplace, and boost psychological responses. Job crafting is essential for job-personalization and has a significant contribution to make to employee's engagement and motivation as explained by Bakker et al. (2019).

There are 3 dimensions to job crafting: task, relational, and cognitive. Task crafting refers to altering the nature, quantity or manner in which tasks are conducted, whereas relational crafting refers to altering the relationships and work interactions within the workplace. Cognitive crafting is the modification of the meaning and significance of the work in the according to individual experience. These dimensions provide opportunities for staff to have more autonomy and to have purpose in their

work. Rudolph et al. (2021) noted that job crafting is linked to positive outcomes in the workplace such as job satisfaction, work engagement, and employee well-being. The results showed that employees who proactively restructure their working lives are more likely to have positive attitudes towards their working lives and function psychologically better.

Teacher jobs are becoming more complex due to the demands of the job in the education field, and this makes job crafting more relevant in this context. Teachers are not only expected to teach knowledge but also to handle or maintain classroom settings, help students deal with their emotional issues, and adjust learning programs in response to the changing demands of education. Job crafting enables teachers to adapt teaching, build positive relationships with students and colleagues, and increase the meaning of their work. Wang et al. (2022) found that job crafting would help teachers' occupational well-being by enhancing their personal resources and coping skills for occupational challenges.

Another key factor in the teachers' professional experiences is psychological well-being. It is defined as positive psychological functioning, with emotional balance, personal growth, self-acceptance, autonomy, meaningful relationships and managing environmental demands. Psychological wellness is not defined as not having mental health issues, but as being able to reach personal/ professional fulfillment. Ryff (2018) highlighted that psychological well-being has many dimensions which demonstrate the individual's capacity to build strengths, to sustain positive relationships, and to establish meaningful life goals.

Because of the impact of teachers' psychological and mental states on teaching effectiveness, teacher-student relationships and student performance, the psychological well-being of teachers has been the subject of a considerable amount of research. The emotional interaction, work-duties and pressures involved in teaching can have a negative impact on teachers' psychological health if they are not managed. Teachers are constantly involved in emotional interaction, in their work duties, in their work pressure and these can impact on their psychological health if they are not managed. Students are more likely to have positive psychological well-being when teachers also have them. Positive psychological well-being is correlated with teachers' enthusiasm, creativity, resilience, and commitment in their profession. Conversely, poor psychological health can lead to stress, burnout, emotional fatigue, and decreased work productivity. Hascher and Waber (2021) note that teacher well-being is closely linked to working conditions, professional experiences, and educational environments that support teachers.

The connection between Job Crafting and psychological well-being can be viewed from the lens of positive work behavior. If teachers actively change their work activities, their working relationship with one another and their role's meaning, they can have feeling confidence and pleasure. Job crafting empowers teachers to have more control over their work environments and less impact of workplace stress. Workers who feel more empowered and more meaningful in their work are more likely to have positive psychological responses. In Dreer's (2022) study, job crafting among teachers is related to greater well-being as it enables teachers to build more robust professional identities and manage occupational demands effectively.

Theoretical Perspective of Job Crafting

Job crafting is an organizational psychology theory, which suggests that workers actively change and restructure their jobs to improve the connection between oneself and their position. The theoretical basis for job crafting suggests that workers are not merely recipients of their jobs, but can actively shape them and their significance. The basic theories on job design primarily emphasized the organization of work and tasks to enhance job performance. But, the theory of job crafting focuses on the part that workers play in making the job more suitable for themselves based on their skills, interests and psychological needs.

Dimensions of Job Crafting

Job crafting is a multidimensional phenomenon that accounts for employee's efforts to instrumentally change various dimensions of their job to positively influence their personal and professional experiences. The job crafting framework suggests that managers can modify their job in three main ways: task crafting, relational crafting and cognitive crafting. These dimensions illustrate various means by which individuals develop meaningful work experiences, enhance job satisfaction and psychological outcomes. Instead of taking their work as it is given, workers employ job crafting behaviors to improve their match of own desires and work requirements.

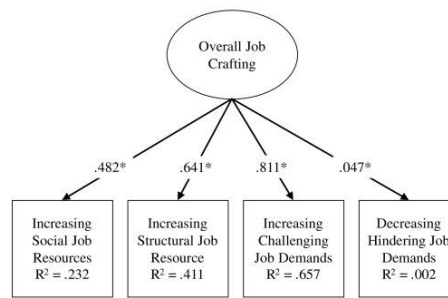


Fig 1 Dimensions of Job Crafting

The three aspects of job crafting are particularly relevant in the context of jobs that are flexible, creative, and involve frequent interactions with others. One such occupation is teaching, in which teachers often have to change their routines, relationships and perceptions to accommodate student needs and the demands of the educational process. Job crafting provides teachers with an opportunity to increase their sense of autonomy, build a deeper sense of professional identity, and gain greater capacity to deal with challenges in the workplace. Various aspects of job crafting have been shown to impact employee engagement, motivation, and psychological well being, as it enables employees to manage their own work experiences actively (Tims et al., 2022).

Dimensions of Psychological Well-being

Psychological well-being is a multi-dimensional phenomenon and it is defined as an individual's capacity to fulfill positive functioning, emotional balance, personal relationships and personal growth. It is not just about the lack of psychological issues, but it's also about what is going well in humans: personal growth, satisfaction with life, and their ability to adapt to the challenges. Psychological well-being in the workplace refers to how people feel about their job, how they cope with work pressures and their psychological functioning. Psychological wellbeing is especially important for teachers as their emotional state affects the quality and effectiveness of teaching, relationships in the classroom and the quality of the education that is provided.

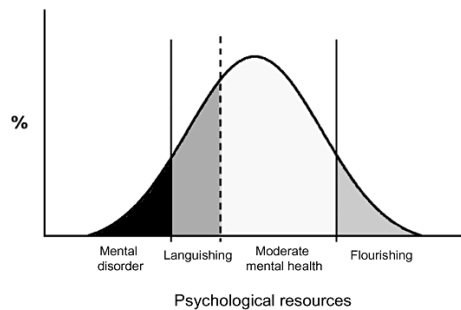


Fig 2 Dimensions of Psychological Well-being

Previous Studies on Job Crafting

The positive effects of job crafting on employees' work experiences, motivation and psychological outcomes have drawn a lot of attention to job crafting in recent years. Some past research has focused on job crafting as a proactive attitude of the employees to adapt their working situations to their needs, capacities and career aspirations. Research has shown that when people engage in job crafting, they attain greater work engagement, job satisfaction, and organizational commitment, likely due to their greater attachment to their work.

Growing interest in job crafting stems from the realization that workers can actively influence their jobs, rather than merely react to them. Research in various work environments has demonstrated that job crafting can lead to greater job resources, control of job demands, and personal meaning in a job. Bakker et al., 2019, noted that job crafting can enhance employee motivation and engagement by enabling them to customize the job based on their strengths and preferences.

Previous Studies on Teachers' Psychological Well-being

The involvement of teachers' psychological well-being as an important research area is driven by the fact that the mental/emotional state of a teacher can positively or negatively impact on teaching, the achievement of pupils and the quality of the education provided. It has been determined that teachers are faced with different occupational problems such as workload problems, emotional problems, management problems and administrative problems in previous studies. All of these can influence the mental wellbeing of teachers and can lead to stress, burnout and lack of job satisfaction.



Fig 3 Previous Studies on Teachers' Psychological Well-being

Positive psychological functioning has been shown to relate to teachers' ability to cope with the demands of teaching and commitment to the profession. High psychological wellbeing is associated with teachers' resilience, creativity, positive classroom behavior and relationship with students. Hascher and Waber (2021) highlighted that the impact on teacher wellbeing stems from the individual, the workplace and social interactions in schools.

A few studies have been published focusing on what factors are related to teachers' psychological wellbeing. Positive leadership, autonomy, school climate, and social support have been found to positively impact teacher well-being. If teachers feel valued and supported, they are more likely to have a positive attitude towards their work and to have job satisfaction. A correlation was established between job satisfaction and professional well-being on the one hand and working conditions and organizational support on the other by Toropova et al. (2021).

Relationship Between Job Crafting and Psychological Well-being

Job crafting and psychological well-being are linked because people who take an active role to craft their work experiences are more likely to experience positive psychological outcomes. Job crafting offers employees opportunities to gain autonomy, enhance job relationships, and develop positive relationships with their jobs. These factors help to enhance emotional stability, satisfaction and psychological functioning.

The Job Demands-Resources model offers a significant explanation of the effects of job crafting on psychological health. From this lens, when employees have more resources to enhance their work life and fewer unnecessary demands, their work life will be better. Job crafting can be used to strengthen aspects of a job, like social support, professional autonomy or personal competence. These resources enable an individual to cope with stress at work and to keep balance in his or her psychological state. Bakker and Demerouti (2020) pointed out that proactivity, in the form of job crafting, is very important in enhancing the employee's well-being in challenging work contexts.

Research Methodology

Research methodology is a systematic process for conducting a study and elucidating the methodology of data collection, analysis, and interpretation in the process. It outlines the research design, population, sampling method, instruments, data collection and statistical techniques applied in the study to analyse the relationship between the variables. The methodology in this study aims to explore the association of job crafting and psychological well-being of teachers in Punjab. A structured research approach is used so that the findings that result are reliable, valid and in line with the study's objectives.

Research Design

The design of the research in this study is a quantitative type because the goal of the study was to measure the relationship between Job Crafting and psychological well-being among teachers. In Quantitative research, researchers can gather numerical data and use statistical methods to analyze the relationships between variables. The research is done in this way

because the study is to find the degree of job crafting possessed by teachers and whether job crafting significantly affects the psychological well-being of teachers or not.

The study is conducted using a correlational research design because the study is designed to find out the relationship between two major variables, namely job crafting (IV) and psychological well-being (DV). The correlational approach can be used to decide if changes in one variable are related to changes in another variable in a research setting without altering the setting. When researchers are interested in examining the relationships between variables and testing the research hypotheses based on statistical analysis, quantitative correlational research is appropriate (Creswell and Creswell, 2023).

Research Approach

The research method employed in this study is deductive research which starts with theories and previous studies to formulate hypotheses that will then be tested with the data obtained. The theoretical background of job crafting and psychological well-being is used as a basis for analyzing the expected relationship between the variables.

The deductive approach is used because the study is to test the significant relationship between job crafting with psychological well-being of teachers. The research is based on existing concepts and scales for gathering information from the participants and assessing the hypotheses.

Population of the Study

The population of this study are teachers of educational institutions in Punjab. In the population there are teachers at various levels of education including schools, colleges and other educational institutions. Teachers chosen as target population due to multiple professional demands and opportunities for job crafting behaviors in job context.

The sample of teachers from Punjab offers a particular cultural and educational background to the subject of job crafting and psychology well-being. The experiences of teachers could vary in accordance with the institutional setting they work in, their workloads and the educational environment, thus studying such a population offers meaningful insights into their psychological and occupational experiences.

Sample and Sampling Technique

A sample of teachers is taken from the target population to represent the larger population of all teachers. It would have been impossible to gather the data from all the teachers of Punjab due to practical constraints including time limits and access. Thus, the proper sampling method is employed in selecting the samples of the study.

Research Instruments

Data is collected using a structured questionnaire with standardized measurement scales. The questionnaire has parts dedicated to demographic data, job crafting and psychological well-being.

The study employs a Job Crafting Scale to measure job crafting, which assesses the various dimensions of job crafting, such as:

- Task crafting
- Relational crafting
- Cognitive crafting

The Psychological Well-being Scale, which was adapted from dimensions such as

- Self-acceptance
- Positive relations with others
- Autonomy

- Purpose in life
- Environmental mastery
- Personal growth

The standardized instruments are chosen because they have been applied to many studies in the past and they are reliable and valid in assessing the psychological and work variables.

Validity and Reliability of Instruments

Validity is the degree of accuracy of a research instrument for measuring the variables intended in the research. The questionnaire items are carefully chosen from validated measurement scales which have been developed and tested in the past. Opinions of experts can also be taken to ensure that the items are relevant to the research objectives and are appropriate for the context of education in Punjab.

Reliability is the stability and consistency of the measurements. The statistical tests used to evaluate the reliability of the instruments are Cronbach's alpha coefficient. The higher the reliability value, the more consistent the questionnaire items are in measuring the concepts they are intended to measure. Validity and reliability is linked with accuracy and credibility of the research results.

Data Collection Procedure

The data is collected using a structured questionnaire and sent out to selected teachers in Punjab. Participants are briefed on the purpose of the study and that participation is voluntary prior to collecting responses. Participants' information is kept confidential and private all through the research procedure.

Participants are given ample time to fill out the questionnaire. Responses collected, then organized and prepared for statistical analysis. All partially completed answers are checked for data quality prior to final analysis.

Data Analysis Techniques

Data collected is analysed by using the relevant statistical techniques. Descriptive and inferential statistics are used to analyze the research variables and test hypotheses.

The demographic characteristics and overall levels of job crafting and teachers' psychological well-being are described using descriptive statistics (frequency, percentage, mean, and standard deviation).

Inferential statistical procedures are used in studies to investigate relationships between variables. The Pearson's correlation method is used to identify the relationship between job crafting and psychological well-being. To investigate if job crafting is related to psychological well-being among teachers, regression analysis was conducted.

Appropriate software such as Statistical Package for the Social Sciences (SPSS) are used in the statistical analysis. The interpretations are based on the research objectives and hypotheses.

Results and Findings

The results and findings section shows the analysis of the data gathered from teachers in order to assess the relationship between job crafting and psychological well-being. This section interprets the findings in the light of the research objectives and hypotheses based on the statistical results of the responses received. The aim of this analysis is to explore the extent of job crafting being performed among the teachers, the psychological well-being of the teachers, and whether they show a significant relationship with job crafting and psychological well-being.

Demographic Characteristics of Participants

The demographic information of participants gives useful information regarding the background of the teachers who were taken up into the study. The demographic variables can be gender, age, teaching experience, educational qualification and

type of educational institution. These features will enable us to appreciate the diversity of the sample and to get a better idea of the people who were included in the research.

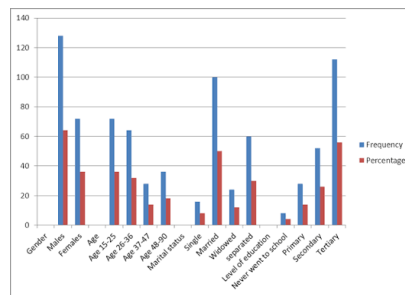


Fig 4 Demographic Characteristics of Participants

Table 1 Demographic Characteristics of Participants

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	92	46.0
	Female	108	54.0
Age	20–30 Years	58	29.0
	31–40 Years	76	38.0
	41–50 Years	44	22.0
	Above 50 Years	22	11.0
Teaching Experience	Less than 5 Years	64	32.0
	5–10 Years	78	39.0
	More than 10 Years	58	29.0
Institution Type	Public Sector	112	56.0
	Private Sector	88	44.0

The results indicate variations among teachers in terms of their professional and personal characteristics. The diversity of teachers with different backgrounds contributes to a broad understanding of job crafting behaviors and psychological well-being of teachers from various groups. Demographic analysis is helpful in seeing if there are any differences between participants in terms of their personal and professional characteristics.

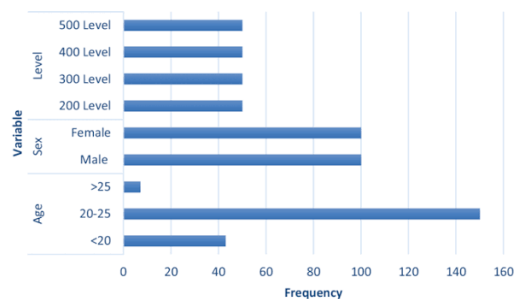
Descriptive Analysis of Study Variables

Job crafting and psychological well-being of teachers are analyzed using descriptive analysis. The mean scores and standard deviations are computed to gain an understanding of how extensively teachers engage in job crafting behaviors and how psychologically healthy they are.

Table 2 Descriptive Analysis of Study Variables

Variables	Mean (M)	Standard Deviation (SD)	Level
Job Crafting	3.84	0.56	High
Task Crafting	3.91	0.61	High
Relational Crafting	3.79	0.64	High
Cognitive Crafting	3.82	0.59	High
Psychological Well-being	3.76	0.58	High
Self-Acceptance	3.81	0.62	High
Positive Relations	3.85	0.60	High
Autonomy	3.69	0.66	Moderate
Purpose in Life	3.72	0.63	High

The findings show that teachers have a moderate to high level of job crafting, meaning that most teachers actively change their job tasks, build professional relationships with others, and make meaningful interpretations of their job. Job crafting behaviors are a reflection of teachers' adaptation and enhancement to workplace challenges and their professional experience.

**Fig 5 Descriptive Analysis of Study Variables**

Reliability Analysis

Reliability analysis is carried out to check the internal consistency of the research instruments used for measuring job crafting and psychological well-being. Cronbach's alpha coefficient is used to determine the reliability of the scales.

Table 3 Reliability Analysis

Scale	Number of Items	Cronbach's Alpha (α)	Reliability
Job Crafting Scale	15	0.87	Good
Task Crafting	5	0.81	Good
Relational Crafting	5	0.84	Good

Cognitive Crafting	5	0.82	Good
Psychological Well-being Scale	18	0.89	Excellent
Self-Acceptance	4	0.83	Good
Positive Relations	5	0.85	Good
Autonomy	4	0.80	Good
Purpose in Life	5	0.86	Good

The reliability results show that the two measurement tools show acceptable internal consistency. The Job Crafting Scale and the Psychological Well-being Scale have good measurement properties, indicating that the items consistently measure the constructs they intend to measure. The results of this study indicate that the instruments can be used to analyze the relationship of job crafting and psychological well-being of teachers.

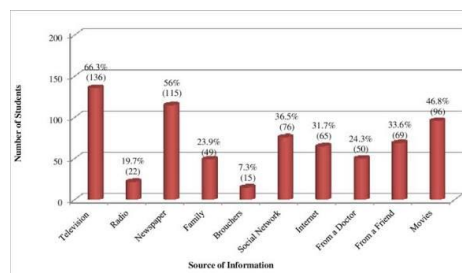


Fig 6 Reliability Analysis

Correlation Analysis

Correlation analysis is used for an examination of the relationship between job crafting and psychological well-being of teachers. Pearson correlation analysis is used to determine the strength and direction of the relationship between the independent variable (job crafting) and dependent variable (psychological well-being).

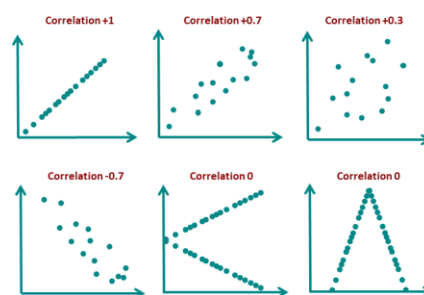


Fig 7 Correlation Analysis

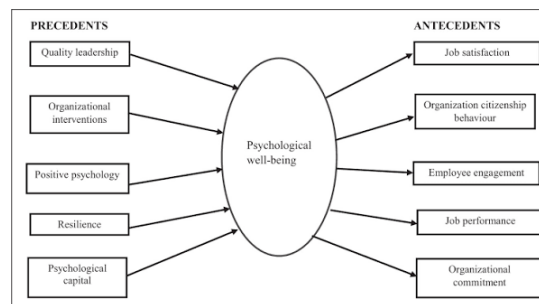
Table 4 Correlation Analysis

Variables	Job Crafting	Psychological Well-being
Job Crafting	1	
Psychological Well-being	0.62**	1

The results show that there is a positive relationship between job crafting and psychological well-being, meaning that teachers with higher levels of job crafting behaviors also have higher levels of psychological well-being. Teachers who actively change their work tasks, enhance workplace relationships, and engage in meaningful thoughts about their profession are more likely to have positive psychological outcomes.

Relationship Between Dimensions of Job Crafting and Psychological Well-being

The association between different aspects of job crafting and psychological well-being is also explored. The results show that task crafting, relational crafting, cognitive crafting are positively related to psychological well-being.

**Fig 8 Relationship Between Dimensions of Job Crafting and Psychological Well-being****Table 5 Relationship Between Dimensions of Job Crafting and Psychological Well-being**

Dimensions of Job Crafting	Correlation (r)	p-value	Relationship
Task Crafting	0.54	<0.01	Positive Significant
Relational Crafting	0.59	<0.01	Positive Significant
Cognitive Crafting	0.57	<0.01	Positive Significant

The results for task crafting indicate that teachers who change their professional activities and use creative methods in their teaching have higher professional satisfaction and motivation. There is a relational crafting effect, which suggests that students' positive relationships with teachers and colleagues are associated with teachers' emotional support and job satisfaction. A relational crafting effect is found, meaning that the positive relationships that teachers build with their students and colleagues are related to teachers' emotional support and job satisfaction. According to cognitive crafting, teachers who think that their jobs are the experience of meaning have more psychological fulfillment.

Regression Analysis

A regression analysis is performed to see if job crafting has a significant relationship with psychological well-being of teachers. The results showed that job crafting is a significant positive influence on psychological well-being, implying that teachers' proactive behaviors in job crafting positively affect their psychological results.

Table 6 Regression Analysis

Predictor Variable	B	Beta (β)	t-value	p-value	Result
Job Crafting	0.48	0.62	10.24	<0.001	Significant
Task Crafting	0.21	0.25	4.31	<0.001	Significant
Relational Crafting	0.29	0.33	5.62	<0.001	Significant
Cognitive Crafting	0.24	0.28	4.87	<0.001	Significant

The results show that job crafting accounts for a large amount of variance in psychological well-being of teachers. It suggests that those teachers who are actively involved in job crafting strategies also have better emotional health, professional satisfaction and positive workplace experiences.

The regression results lend credence to the idea that job crafting is a contributing psychological resource that can assist teachers to address the demands of the workplace and enhance their general well-being.

Summary of Findings

The findings of the study offer a body of evidence that would suggest that job crafting has a significant role to play in enhancing teachers' psychological well-being. These findings showed active change in the professional roles, relationships, and perceptions of teachers to make job experiences more meaningful. The study shows that job crafting is positively correlated with psychological well-being, and that job crafting is an important antecedent to the psychological well-being and job satisfaction of teachers. The results suggest the significance of nurturing job crafting practices in schools to foster a positive school climate for teachers.

Discussion

In the discussion, the interpretation of the results of the research is given, and the results are correlated with the theory and previous research. This section decodes the effect of job crafting on teachers' psychological well-being in the context of Punjab and its implications on educational psychology and job behaviors. The focus of the discussion is on gaining insight of the role of proactive job behaviors in creating better teacher professional experience and psychological well-being.

Interpretation of Major Findings

The study results show that job crafting positively and significantly relates to psychological well-being of teachers in Punjab. The findings indicate that teachers who proactively adapt their work task, enhance professional relationships, and construct positive attitudes toward their teaching profession have higher psychological wellbeing. This suggests that proactive efforts by teachers towards the development of positive working conditions are more correlated with positive emotions, higher satisfaction with teaching and psychological functioning. Job crafting's relationship with psychological well-being is positive, which can be understood by the theories that employees who are more in control over their job experiences are able to manage the challenges in the workplace better. The field of teaching is a career that requires constant duties, emotional needs and the engagement with various people. Job crafting by teachers helps them to find new opportunities to make changes to their jobs that will enable them to have more autonomy, to have better relationships with others at their workplace, and to have a stronger sense of purpose. All these factors help to promote better psychological well-being and work satisfaction. The results further indicate that various facets of job crafting are associated with teachers' psychological health. Task crafting enables teachers to restructure their tasks to change to creative teaching approaches as per students' needs. This can boost teachers' professional self-confidence and satisfaction. Relationships between teacher and student, teacher and teacher, and teacher and administrator are developed through relational crafting, offering emotional and professional support. The cognition expansion of crafting helps teachers be aware of the value and significance of their profession, thereby enhancing teachers' motivation and dedication.

The findings also show that psychological well-being is related to teachers' abilities to actively manage their professional experiences. When teachers feel like their work has purpose and they can have an impact on the workplace, they are more likely to have good psychological results. The results of this study emphasize the need to encourage proactive behaviors of teachers to increase their emotional stability and professional effectiveness.

Comparison with Previous Studies

The results of the present study are consistent with earlier studies which highlighted the positive impact of job crafting on employee well-being. Previous research has shown that workers who proactively shape their experiences at work are more likely to be engaged, satisfied and psychologically functioning. Employees can do job crafting to augment resources at their job, align their personal strengths to the demands of their job, and thereby positively influence work outcomes, as explained by Bakker et al. (2019). The findings are also consistent with those obtained in the study conducted by Rudolph et al. (2021) which revealed that job crafting is positively related to employee attitudes, motivation and psychological outcomes in various occupational groups. The present study builds on these findings by investigating job crafting specifically for teachers, finding that it is also a key component for psychological well-being of teachers.

The results are also similar to previous studies conducted in educational settings. According to Wang et al. (2022), job crafting is a strategy that helps teachers utilize their resources to cope with work difficulties and enhances their well-being. The results of the present study confirm this view, revealing a positive relationship between psychological outcomes and favourable teacher experiences of their own work. Concerning psychological health of teachers, the results corroborate studies that emphasize the need for positive work setting, autonomy and meaningful professional experiences. The study by Toropova et al. (2021) revealed that teachers' work environment and professional experiences have a significant impact on their job satisfaction and health. Likewise, the current study shows that psychological health is significantly related to teachers' positive work experiences.

Implications of the Study

This study has theoretical, practical and educational significance. The study has theoretical implications for the use of job crafting theory and the Job Demands-Resources model, since it has shown that employees have the potential to actively shape their work experiences and psychological outcomes. The results support the idea that job crafting is not only a workplace behavior because of its potential impact on employees' well-being, but also a psychological resource.

From a practical perspective, the study provides valuable insights for educational administrators and policymakers. Schools and schools can foster job crafting by affording teachers more autonomy, opportunities to be creative, and supportive leadership. Decisions for teaching methods, classroom activities, and professional development are more likely to be made by teachers and teachers feel more motivated and psychologically satisfied when this occurs. The study also emphasizes the need of establishing positive organizational environments. Schools may create initiatives that encourage collegiality, communication and emotional support among educators. Positive relationships between staff can support relational crafting and support the well-being of teachers.

Conclusion and Recommendations

The concluding section summarizes the overall findings of the study and give some practical recommendations based on the outcomes of the study. This section focuses on the significance of job crafting for teachers' psychological well-being and explores the implications of the study results for educational institutions, teachers, and future studies. It also describes the constraints of the present study and directions for future studies.

Conclusion

The current study explored the correlation between job crafting and psychological well-being of teachers in Punjab. The research involved in this issue aimed to shed light on the effect of teachers' proactive behaviours in changing their work task, establishing professional relationships and forming meaningful perceptions of their roles on their psychological health. The results suggest that job crafting has a positive correlation with psychological well-being, meaning that teachers who actively mold their job experiences are more likely to have psychological functioning in a more favorable state, professional satisfaction, and psychological stability. It can be seen from the study that the teaching profession is a profession characterized by continuous challenges or pressures such as workload, classroom responsibilities, administrative duties and changing educational demands. Teachers can enhance their job experiences by engaging in job crafting behaviors, however, in

spite of these hurdles. Teachers will gain increased motivation and resilience by adapting their teaching practices, improving their working relationships with fellow teachers and pupils, and appreciating the value of their role. The results further indicate that the three dimensions of job crafting (task, relational, and cognitive) are important to teachers' psychological health. Task crafting techniques enable the teacher to provide creativity and flexibility in teaching; Relational crafting techniques enhance the teacher's social support and professional connections; and Cognitive crafting techniques help the teacher feel more purposeful and meaningful in his/her teaching.

The study adds to the literature by focusing on teachers' work in the context of Punjab, where the link between job crafting and teacher's psychological well-being has been a little studied. The results indicate that proactive behaviors in the workplace can be seen as valuable resources in promoting teachers' mental and emotional well-being. Promoting job crafting in the educational system could support the development of positive work contexts in which teachers feel more empowered, fulfilled and develop professionally.

Recommendations

Findings from this study provide some recommendations for improving teachers' psychological well-being using job crafting practices.

The educational institutions need to offer the teachers more autonomy and flexibility in the execution of duties. Providing teachers with opportunities to develop creative teaching strategies, to introduce innovative classroom activities and to be involved in decision making can promote teachers' task crafting and enhance teacher satisfaction. Professional development within schools/educational authorities is needed to raise teachers' awareness of job crafting strategies. Workshops can assist teachers to gain an understanding of the ways they can adapt tasks, enhance teacher interactions in various contexts, and gain a more positive attitude towards their roles.

School leaders need to prioritise the development of work environments that foster teachers' sense of being valued, respected and supported. Positive leadership practices, effective communication, and recognition of teachers' effort can boost relational crafting and help to enhance psychological well-being.

Teachers should be encouraged to build positive relationships with colleagues and students as they build positive relationships with colleagues and students, they will receive emotional and practical supports from the positive relationships. Through team working, teachers can help to lower stress levels and build a greater sense of belonging in the workplace.

Educational institutions should also take teachers' psychology into account as one of the factors that can enhance educational quality. Teachers can be supported with counseling, stress management programs, and professional development opportunities to balance their emotions and commitment to their profession.

Limitations of the Study

This study offers useful insights into the linkage between Job Crafting and psychological well-being among teachers of Punjab, but there are certain limitations that are worth consideration. First, the study was conducted only in teachers from Punjab so findings cannot be extrapolated to teachers working in other parts of the world or in other regions of Pakistan having different educational system and cultural environment. Second, the study is quantitative research and it is done self-reported questionnaires. Answers given by the participants may be affected by their own opinions, feelings and/or social desirability, and can thus impact the validity of the data collected. Thirdly, the current study focuses on the relationship between job crafting and psychological well-being only. The research model does not include other factors that might affect teachers' psychological health, including organisation support, leadership style, personality traits, workload and work-life balance. Fourth, this study has a cross-sectional research design that is data collected at one time. Thus, it does not provide a complete understanding of how teachers' psychological well-being and job crafting behaviors change over a more extended time. Despite the limitations, the study offers helpful insights into the significance of job crafting for psychological wellbeing of teachers, and offers a basis for future study.

Recommendations for further studies

The study can be extended in future in the study of job crafting and psychological well-being of teachers across various provinces, regions and educational systems. Comparative studies across geographical areas may yield a wider picture of the interaction of these variables from a cultural and institutional perspective. The current researchers can also conduct further

studies by introducing other factors of teachers' psychological well-being such as organizational support, transformational leadership, teacher motivation, work engagement, burnout, and work-life balance into the model of teacher psychological well-being. Longitudinal research designs are advised to be used when investigating changes over time in job crafting behaviours and psychological well-being. These studies could give more insight into the long-term effects of ongoing involvement in job crafting on teachers' psychological health. Future research can also incorporate mixed methods design, survey data and interviews. Interviews with teachers can help gain a deeper understanding of their personal experiences, problems, and solutions regarding job crafting.

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