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High Demands, Low Crafting: Why Teachers Don't Modify Their Work

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High Demands, Low Crafting: Why Teachers Don't Modify Their Work

Abstract

Purpose

The primary objective of this study was to investigate the relationship between job demands, job crafting, and school support among primary school teachers in Bandung, Indonesia. By understanding how schools in Bandung can empower teachers to navigate these challenges, this study aims to contribute to a broader understanding of teacher empowerment and job crafting in an Asian context.

Design/methodology/approach

Using purposive sampling, data were collected from 278 teachers in Bandung, Indonesia. A direct pen-and-paper survey was conducted.

Findings

This study found that teachers face high demands and exhibit moderate job-crafting behavior. Despite perceived autonomy and organizational support, teachers seemed hesitant to modify their work. Potential explanations include fear of repercussions, practical constraints due to high demands (e.g., maintaining productivity), or limitations in resources or training that hinder effective job crafting.

Research limitations/implications

This study used self-report measures, which could have led to common bias. Moreover, this study focuses solely on job autonomy and perceived organizational support as mediating variables, and further research should identify alternative mediators that could better explain the relationship.

Practical implications

To promote a positive job crafting culture, educational institutions should extend their autonomy and support by efficiently managing job demands through workload management. Leveraging digital tools can also significantly reduce the paperwork burden, freeing time for teachers, and alleviating stress.

Social implications

By prioritizing workload management and leveraging digital tools, educational institutions can create a supportive working environment that not only reduces teacher workload, but also fosters a culture of engagement and innovation, ultimately benefiting students and the broader educational community.

Originality/value

This study explored the relationship between job demands and job crafting within the unique educational context of Asia, where teachers still need to encounter distinct challenges.

Keywords

Job demands, job crafting, perceived organizational support, Teachers, Job autonomy, and job resources.

Introduction

Teachers' work demands are escalating globally, particularly in the context of modern and progressive curricula (Bottiani et al., 2019; Stacey et al., 2024). The current curriculum emphasizes the Science, Technology, Engineering, and Mathematics (STEM) fields and requires the seamless integration of digital tools into lessons while staying current with new technology (Chandra, 2021; Sokal et al., 2020). To meet these demands, teachers must adopt innovative approaches to instruction, catering to diverse learning styles and moving beyond rote memorization. However, teachers face significant challenges. International benchmarking and standardized testing have raised expectations for student achievement, while non-academic factors, such as managing student behavior, parental engagement, and administrative burdens, can further strain teachers (Chen et al., 2020; Mäkelä et al., 2015). Consequently, teaching has become a highly demanding role (Hlado & Harvankova, 2024), requiring teachers to be agile, innovative, and adaptable to the needs of 21st-century learners.

According to a research report by UNESCO (2015), in the Asia-Pacific region, teachers face specific challenges, including large class sizes, diverse student populations, longer work hours (over and above the hours contracted), low salaries, limited resources, and personal development. These challenges, coupled with the increasing demand for modern curricula, can lead to teacher burnout and job dissatisfaction (Bottiani et al., 2019; Sokal et al., 2020). However, proactive teachers might utilize job-crafting strategies to redesign their work and create a more meaningful role in teaching (De Beer et al., 2016). Proactive teachers embrace challenges as opportunities to grow and innovate. By strategically allocating time, seeking support from colleagues, and leveraging technology, they can navigate the complexities of modern classrooms and maintain a sense of purpose (Oubibi et al., 2022).

However, the success of job crafting is contingent upon both the employee's personality and the level of autonomy and support provided by the organization. Job autonomy for teachers refers to the extent to which they can independently design lessons, choose teaching strategies, and make decisions for their students (Bottiani et al., 2019). When schools grant teachers control over lesson planning, they can tailor lessons according to their students' specific needs and learning styles. This ownership fosters creativity and allows students to experiment with new approaches, leading to more engaging in learning activities (Oubibi et al., 2022). Moreover, when schools provide access to professional development opportunities and foster a collaborative environment, teachers are empowered to effectively craft their jobs. This, in turn, can lead to increased innovation, improved student outcomes, and a fostered sense of community and support, boosting morale and problem-solving abilities.

Given the broader challenges faced by teachers in the Asian region, a crucial question arises: How can schools in Bandung, Indonesia empower teachers to navigate these complex challenges and craft their work effectively? This study aimed to examine the association between job demands, job crafting, and school support in the Asian school context. By examining the specific strategies schools employ to foster teacher autonomy and provide necessary support, this research seeks to contribute to a deeper understanding of how schools can empower teachers to face job demands while fostering job-crafting behavior that benefits both educators and students in the Asian context.

Literature Review
Job Demand and Job Crafting

The job demands–resources (JD-R) model offers a valuable framework for understanding the interplay between the pressures and supports present in a work environment. According to this model, job aspects fit into two categories: job demands and resources (Bakker et al., 2016; Tims et al., 2016). Job demands encompass various job elements that require sustained physical or mental exertion. This exertion can manifest in several ways, including physical, emotional, and social strain. Job demands are inherently linked to employees' potential to incur specific physiological and psychological costs. These costs can encompass factors such as fatigue, stress, and burnout (e.g., exhaustion). Excessive job demands, while not inherently detrimental, can become potent stressors when they require an unreasonable level of exertion from employees who have not been afforded sufficient time or resources (Crawford et al., 2010; Fernandez de Henestrosa et al., 2023). Job resources are potent tools that empower employees to thrive in their roles. These resources encompass a diverse range of elements, including physical aspects, such as ergonomic workstations; psychological resources, such as clear communication and autonomy; social support from colleagues and supervisors; and organizational structures that promote growth. By strategically providing these resources, organizations can achieve a threefold benefit: first, bolstering employee capacity to effectively achieve work goals; second, mitigating the negative impacts of job demands and the associated physiological and psychological costs; and third, fostering an environment that ignites personal growth, learning, and development. This holistic approach to work design not only benefits employees' well-being but also fuels organizational success (Bakker & Demerouti, 2007; Blustein et al., 2023).

According to Fernandez de Henestrosa et al. (2023), job demands can be either "facilitating" or "hindrance." Facilitating demands are those that are necessary for job performance, while hindrance demands are those that are excessive and interfere with job performance. For instance, employees assigned unreasonable and unnecessary tasks can perceive them as stressors in the work context. This can lead to frustration, demotivation, and reduced job satisfaction. By contrast, job demands can stimulate innovation and promote self-actualization and proactiveness (Adler & Koch, 2017). For example, Han et al. (2021) found that stimulating workload was positively related to fatigue, but negatively related to work engagement. When job demands are perceived as challenges, they can have a meaningful difference in employee engagement and motivation, because they consider them an important part of their job (Blustein et al., 2023b; Demerouti, 2014).

When employees face high demands, there is an indication that they might cope by modifying or changing some aspects of their jobs. This coping mechanism is known as job crafting (Mäkikangas, 2018; Rudolph et al., 2017; Tims et al., 2014). Wrzesniewski & Dutton (2001) proposed the concept of job crafting, which empowers individuals to reshape their work environment actively. This proactive approach involves strategically modifying both the physical and cognitive aspects of tasks and relational dynamics within their roles. Tims et al. (2015) introduced job crafting as a powerful approach, in which employees take the initiative to adjust their job resources and demands. This tailoring allows them to leverage their strengths and preferences, ultimately leading to more fulfilling work experience. Tims et al. (2015) developed three dimensions to capture job crafting based on the JD–R model: (1) increasing job resources, (2) increasing challenging job demands, and (3) decreasing hindering job demands. When employees are facing a high-demand job, they might increase their job resources, for example, by asking for help from supervisors or colleagues, which in turn would buffer the pressure from highly demanding work.

When stimulating work, breed boredom is a potent catalyst for absenteeism and job dissatisfaction. This demotivation can lead to a significant decline in employee engagement and organizational productivity. To cope with this situation, employees may increase their job demands to keep them motivated (Adler & Koch, 2017; Duan et al., 2024). The third dimension, decreasing the level of hindering job demands, is predicted to occur when employees perceive that their demands have become overwhelming, and proactively reduce them. For example, customer service may attempt to avoid talking to difficult customers. In conclusion, job crafting as a self-initiated approach can enhance job satisfaction, engagement, and overall well-being by allowing individuals to create meaningful and fulfilling work experiences. However, it also carries potential risks, such as increased job demands and burnout, if not managed properly. Balancing job crafting with adequate resources and organizational support is crucial to maximize positive outcomes and minimize negative effects.

Job Autonomy as a moderator variable

Prior research has shown that job demands influence employee well-being and engagement through various mechanisms. Emphasizing this causal relationship, Han et al. (2020) found that challenging job demands directly contributed to increased emotional exhaustion among employees. Excessive job demands may surpass employees' capacities, thereby impairing their accomplishments, goal realization, and workplace ingenuity (Adler & Koch, 2017; Rana et al., 2014). While a number of studies have proven that job demands can trigger job crafting, job autonomy plays a crucial role in determining whether employees have the power to redesign their work and make it more manageable and align with their skills, abilities, and preferences. When demand is high, and employees have high autonomy, they are more likely to engage in job crafting. On the other hand, when demands are high and employees are only granted little control, employees may feel powerless and less motivated to make changes.

POS as a moderator variable

While excessive job demands may demonstrably stimulate employee engagement in job crafting behaviors (positive effect), we posit that this relationship is likely moderated by the intervening situational factor of perceived organizational support (POS). POS is a multidimensional construct that captures employees' beliefs and perceptions concerning the degree to which they recognize, prioritize, and demonstrate genuine care (Bonaiuto et al., 2022; Eisenberger et al., 2016). It has been conceived as a powerful driver in meeting employees' core psychological needs for respect, recognition, belonging, and emotional security. This robust support system fosters a work environment in which employees feel valued, empowered, and ultimately, more engaged in their roles (Khajuria & Khan, 2021; Ramaci et al., 2024). Prior research has linked POS to positive work outcomes such as job satisfaction (Oubibi et al., 2022; Ramaci et al., 2024) and lower stress (Hsieh et al., 2019), especially for highly demanding work, such as healthcare workers (Ramaci et al., 2024), teachers (Ingusci et al., 2016; Zeng et al., 2024). They hypothesized that a high POS could act as a buffer to protect employees from the negative effects of job demands. On the other hand, low POS may leave employees feeling unsupported and vulnerable to burnout.

Given the assumptions of the JD-R model (Fila et al., 2017; van Wingerden et al., 2017), and based on the evidence provided in the prior literature, we hypothesized the following:

H1   Job demands positively predict job crafting.

H2   Job autonomy moderates the relationship between job demands and crafting.

H3   Perceived organizational support moderates the relationship between job demands and job crafting.

Methodology
Sample and data collection

The participants in our study were primary school teachers in Bandung, Indonesia. Primary teachers face a unique situation that fits in this study because modern curricula that foster innovative teaching methods place a significant burden on teachers. Teachers have an inherent autonomy in their classrooms. This allows them to leverage job crafting strategies, such as adjusting lesson plans, utilizing technology creatively, and seeking collaborative learning opportunities to meet the demands of the modern curriculum. Studying this dynamic can provide valuable insights into supporting teachers and providing positive working experience. A total of 350 questionnaires were distributed, and 278 were returned. In this study, the response rate was 79%.   The study primarily involved female educators (88.7%), with a significant proportion of teaching at the elementary level (29.8%). The age distribution leaned towards those above 43 years (16.3%) and those between 23 and 28 years (12.9%). In terms of education and employment, the majority held bachelor's degrees (46.9%) and permanent positions (37.2%). Additionally, a substantial number of the participants had over 10 years of teaching experience (35.6%). Weekly teaching hours typically fell within the 10-25 range (45.4%), with class sizes averaging–15-25 students (63.2%).

Measure
The measurement scales used in this study possessed well-established validity, ensuring the accuracy and reliability of our findings. All the items used the same five-point Likert scale (1 = strongly disagree, 5 = strongly agree). Job crafting was assessed using a 21 items scale developed by Tims et al. (2012). As an example, the measurement included questions: Learning from my supervisor inspired me. To measure job autonomy, we adopted the instrument developed by Breaugh (1999) consisting of nine questions. The sample items are I have some control over the sequencing of my work activities (when I do what).   This measure has a relatively good dependability, ranging from $\alpha = 0.85\text{-}0.93$. In this study, a reliability of 0.84 was estimated. This study assessed the level of job demands experienced by employees using the measurement set developed by Van Veldhoven et al. (2005). Job demands were divided into three main dimensions: the amount of work required, mental demands, and emotional challenges faced at work (emotional demands). For example, some of the questions included statements like "I have too much to do." This study used a questionnaire developed by Rhoades & Eisenberger (2002) to understand the extent to which support employees felt they received from their organizations. The measurement set consisted of only eight questions. Examples of the questions include statements like "This organization throws its full weight behind me, ensuring I have everything I need to excel."

Data analysis
The structural equation modeling (SEM) technique of Smart PLS was used to analyze the data. Data analysis in Smart PLS was conducted in two stages. The first stage comprises evaluation of the measurement model, also known as the outer model,

whereas the second stage consists of evaluating the structural model, also known as the inner model (Ringle et al., 2022)

Results

Evaluation of the measurement (outer) model

Hair et al. (2022) proposed a four-pronged measurability analysis method for evaluating the quality of a measurement model. This analysis encompassed indicator reliability (outer loadings), composite reliability, average variance extracted (AVE), and discriminant validity. The four assessments of the measurement model are discussed below. Table 1 summarizes the convergent validity test results, in which each item's factor loading value ranges from 0.514 to 0.866, which exceeds the threshold value of 0.50 (Hair, Joseph & Hult, G. Tomas M. & Ringle, Christian & Sarstedt, 2022). This demonstrates that all the items were significant, provoking the convergent validity of the measurement model.

Table 1: Validity and Reliability Test

Construct	Items	Standardized Factor Loading	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Job Demands	JD1	0.716	0.822	0.826	0,484
	JD10	0.671			
	JD2	0.729			
	JD4	0.618			
	JD6	0.742			
	JD7	0.655			
	JD9	0.730			
Job Crafting	JC1	0.866	0.845	0.865	0,536
	JC16	0.514			
	JC18	0.594			
	JC2	0.885			
	JC21	0.561			
	JC3	0.831			
	JC4	0.774			
Perceived Organizational Support	D02	0.775	0,822	0.854	0,55
	D04	0.785			
	D05	0.775			
	D06	0.743			
	D07	0.720			
	DO1	0.643			
Job Autonomy	JA1	0.779	0.843	0.843	0,501
	JA2	0.729			
	JA3	0.809			
	JA4	0.740			
	JA5	0.669			
	JA8	0.602			
	JA9	0.600			

The Cronbach's alpha for all variables ranged from 0,822 to 0.845, which is above the acceptable level of 0.60 (Hair et al., 2022). The composite reliability value also ranged from 0.826 to 0.865, which is higher than 0.70, as recommended by Sarstedt et al. (2022). Moreover, all AVE (average variance extracted) values for job demands, job crafting, perceived organizational support, and job autonomy were 0,484; 0,536; 0,55; and 0,501 respectively, which outstripped the acceptable level of 0.40 (Lam et al., 2012). Discriminant validity was examined using the Fornell-Larcker criterion. Discriminant validity test values must be greater than 0.7084 (Henseler et al., 2015). The results of discriminant validity tests are listed in Table 2. As shown in Table 2, the study variables were valid because the resulting Fornell-Larcker criterion value was greater than 0.708. Based on the above examination, it is considered that the measurement model validates convergent and discriminant validity.

Table 2: Fornell-Larcker Criteria

	Aut	JCraf	JDem	POSup
Aut	**0.708**			
JCraf	0.543	**0.732**		
JDem	0.311	0.563	**0.696**	
POSup	0.291	0.236	0.200	**0.742**

Evaluation of the structural (inner) model

The subsequent stage of the Smart PLS data analysis focused on evaluating the structural model. This evaluation centers on the path coefficients (β), t-statistics, and p-values obtained using the Smart PLS bootstrapping method. These metrics collectively assess the strength and significance of the relationships between variables, ultimately revealing whether the hypothesized relationships hold true. The acceptable value of t-statistics and p values are 1,96 and 0,05 respectively, as suggested by Hair et al. (2022).
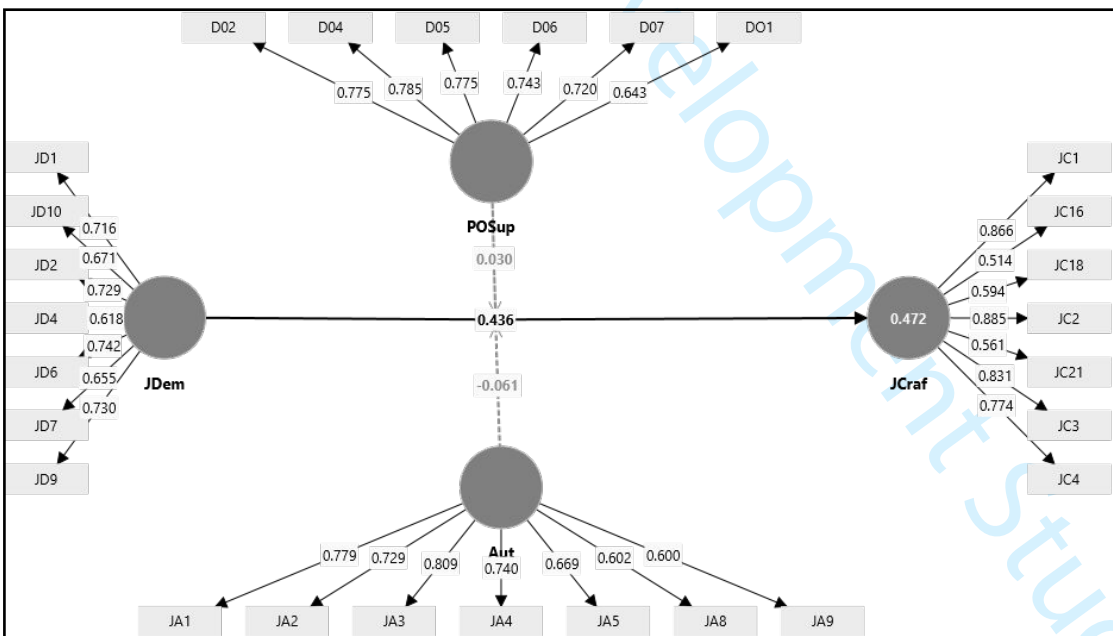

Figure 1: Research Model Analysis

Table 3 presents the results of the structural model analysis used to test all hypotheses in this study. This includes both the direct and moderating effects. The first hypothesis (H1) was used to measure the impact of job demands on job crafting. The results showed that the relationship between job demands, and job crafting suggests a

positive, moderate-strength relationship (R-Square: 0,472). This result supports those of previous studies conducted (e.g., Han et al., 2020; Schaufeli, 2017). Meanwhile, this study found no statistically significant effect of the moderating role of job autonomy on job demands or job crafting (β = -0.061, p = 0.192). The results also showed that there was no statistically significant effect of the moderating role of perceived organizational support on job demands and job crafting (β = 0.03, p = 0.543). These results indicate that job autonomy and perceived organizational support do not moderate the relationship between job demands and job crafting among teachers.

Table 3: Hypotheses Testing Result

Hypotheses	Path Coefficients	P-value	95% confidence level	
			lower limits	Upper limits
H1	Jdem -> Jcraf	0,436	0	0.295
H2	Jdem x JAu -> Jcraf	-0,061	0,192	-0.151
H3	Jdem x Psup -> Jcraf	0,03	0,543	-0.068

Note: JDem = job demand; JCraf = job crafting; Jau = job autonomy; Psup = perceived organizational support

Discussion

The primary objective of this study was to examine the direct effects of job demands on job crafting among primary schoolteachers in Bandung, Indonesia. The roles of job autonomy and perceived organizational support in mediating this relationship were also examined. The results of this study found that high job demands can push employees to modify their jobs; however, this modification (job crafting) can be a double-edged sword. According to Tims et al. (2015), job crafting comprises three key dimensions: (1) enhancing job resources, (2) optimizing job challenges, and (3) mitigating hindering demands. These dimensions were evident in the responses of the teachers in this study. Conversely, in low-demand situations, boredom may occur, which in turn may lead to job dissatisfaction and prompt teachers to seek out more challenging tasks. The proactive crafting of challenges into work is a powerful strategy to ignite personal growth and fuel job contentment (Bruning & Campion, 2019; Knight et al., 2021). By embracing stimulating tasks and pushing personal boundaries, individuals can unlock a world of possibilities. The last dimension, mitigating hindering demands, may appear when employees face a mountain of tasks, and they recognize the need for balance and shift gear to prioritize well-being. Thus, when employees perceive a mismatch between demanding tasks and available resources, they become empowered agents of change. By strategically employing the three complementary job crafting strategies, employees can actively reshape their work environment to achieve a more optimal and fulfilling fit.

However, the study revealed that despite their autonomy, teachers often hesitate to modify their work. This may be due to several factors, including the necessary resources, training, and support to meaningfully modify their work. As mentioned in Chang et al. (2014) and Felicia & Ramli (2017), Indonesian teachers often face resource constraints and limited training opportunities. These limitations hinder teachers from implementing job-crafting behaviors. Modifying certain tasks might require additional skills and resources, and if teachers are not sure of their availability, this would limit the possibility of job-crafting behavior. Additionally, teachers might often have tight deadlines over the workload and make them hesitant to modify their work if the change requires significant time investment, potentially jeopardizing meeting deadlines. The same finding was found with perceived organizational

support; even though teachers perceived support from the organization, they tended not to modify their job. There are several possible reasons for this finding. First, teachers might be hesitant to modify their work because of fear of negative consequences. Changing some aspects of work may create unintended consequences or delays in high-pressure environments. Second, teachers might have practical considerations that make it difficult to modify their work, such as an emphasis on stability and established procedures. They may hesitate to suggest changes if they fear being seen as disruptive or creating unnecessary work for team members.

Finally, we can conclude that teachers comprise a population of workers who are exposed to high job demands and challenges. The results of the present study support the need for school institutions to manage job demands to ensure that the job crafting culture is demonstrated in a positive way. This study also uncovered the role of job autonomy and perceived organizational support in the relationship between job demands and job crafting. Remarkably, this study offers a fresh perspective on how the characteristics of a working situation (high/low job autonomy and organizational support) are not key drivers of job crafting behavior. Job crafting is a multifaceted process that involves a broad range of factors that influence employees' decisions to modify their work.

Managerial Implication
The findings highlight the importance of job crafting in enhancing teachers' performance and well-being. To foster a positive job-crafting culture and enhance teachers' well-being, educational institutions in Asia should go beyond providing autonomy and support by effectively managing their job demands. This involves implementing strategies to manage workloads, prioritizing tasks, and delegating responsibilities to ensure that teachers are not overwhelmed. Additionally, leveraging digital tools in educational institutions can significantly reduce the burden of paperwork, freeing up valuable time and reducing teacher stress. Second, the multifaceted nature of job crafting suggests that factors other than autonomy and support influence teachers' decisions to modify their work. Therefore, schools should consider various factors such as job resources, challenging job demands, and hindering job demands when designing job crafting strategies. In terms of facing highly demanding tasks for teachers, educational institutional leaders should provide training that equips teachers to manage workload and prioritize and delegate tasks to ensure that teachers are not overwhelmed.

Limitation and further research
Job demands have received attention because of increased work pressure in modern workplaces, including schools. Prior findings reflect that when employees receive a high demand, it leads to job-crafting behaviors as a coping mechanism to deal with intense work pressure. This research then added literature on job demands, particularly in teacher-work situations. We also included job autonomy and perceived organization support as moderators. Excessive job demands tend to enhance the possibility of modifying jobs when employees grant authority over their work and satisfactory support from supervisors and organizations. However, this study did not find any significant effects of these moderators; it does not necessarily negate their importance. Future research should explore these moderators in various industries. For organizations, it is important to be aware that excessive job demands might lead to issues, such as modifying work to a lower standard and increasing job stress. Thus, organizations should offer workshops or training to equip teachers to improve their jobs and redefine their daily tasks to be more creative in accomplishing their tasks.

It is important to acknowledge that this study had limitations. Although these findings offer valuable insights, several aspects warrant further exploration in future research. First, we used self-report measures, which could lead to common methodological bias. The next investigation could incorporate a multi-source collection of data (i.e., job crafting reported by a direct supervisor) to minimize the problem of common method bias. Second, it relates to the research sample, which is relatively limited in types of occupation (primary school teachers). Thus, to further generalize the results, examining their applicability to diverse occupational contexts could be a valuable avenue for future research. Third, the insignificant role of the moderating variables implies that certain moderators may exist. Therefore, future research should consider other moderating variables such as individual characteristics or specific school cultures.

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Table 1: Validity and Reliability Test

Construct	Items	Standardized Factor Loading	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Job Demands	JD1	0.716	0.822	0.826	0,484
	JD10	0.671			
	JD2	0.729			
	JD4	0.618			
	JD6	0.742			
	JD7	0.655			
	JD9	0.730			
Job Crafting	JC1	0.866	0.845	0.865	0,536
	JC16	0.514			
	JC18	0.594			
	JC2	0.885			
	JC21	0.561			
	JC3	0.831			
	JC4	0.774			
Perceived Organizational Support	D02	0.775	0,822	0.854	0,55
	D04	0.785			
	D05	0.775			
	D06	0.743			
	D07	0.720			
	DO1	0.643			
Job Autonomy	JA1	0.779	0.843	0.843	0,501
	JA2	0.729			
	JA3	0.809			
	JA4	0.740			
	JA5	0.669			
	JA8	0.602			
	JA9	0.600			

Table 2: Fornell-Larcker Criteria

	Aut	JCraf	JDem	POSup
Aut	**0.708**			
JCraf	0.543	**0.732**		
JDem	0.311	0.563	**0.696**	
POSup	0.291	0.236	0.200	**0.742**

Table 3: Hypotheses Testing Result

Hypotheses	Path Coefficients	P-value	95% confidence level	
			lower limits	Upper limits
H1	Jdem -> Jcraf	0,436	0	0.295
H2	Jdem x JAu -> Jcraf	-0,061	0,192	-0.151

| H3 | Jdem x Psup -> Jcraf | 0,03 | 0,543 | -0.068 |

Note: JDem = job demand; JCraf = job crafting; Jau = job autonomy; Psup = perceived organizational support

Figure 1: Research Model Analysis

Outlook

Asian Education and Development Studies - Author update

From Asian Education and Development Studies <onbehalfof@manuscriptcentral.com>
Date Fri 6/12/2024 12:00 AM
To Susanti Saragih <susanti.saragih@eco.maranatha.edu>

05-Dec-2024

Dear Author(s)

It is a pleasure to inform you that your manuscript titled High Demands, Low Crafting: Why Teachers Don't Modify Their Work (AEDS-12-2024-0291) has passed initial screening and is now awaiting reviewer selection. The manuscript was submitted by Mrs. Susanti Saragih with you listed as a co-author. As you are listed as a co-author please log in to https://mc.manuscriptcentral.com/aeds and check that your account details are complete and correct, these details will be used should the paper be accepted for publication.

Yours sincerely,

Jason James Turner
Editorial Assistant, Asian Education and Development Studies
J.J.Turner@soton.ac.uk

Outlook

PERMINTAAN REVIEW (TAHAP 1): 30 JANUARI 2025

Asian Education and Development Studies - Decision on Manuscript ID AEDS-12-2024-0291

From Asian Education and Development Studies <onbehalfof@manuscriptcentral.com>
Date Thu 30/01/2025 1:26 PM
To Susanti Saragih <susanti.saragih@eco.maranatha.edu>

30th January 2025

Dear Mrs. Saragih,

Manuscript ID AEDS-12-2024-0291 entitled "High Demands, Low Crafting: Why Teachers Don't Modify Their Work" which you submitted to the Asian Education and Development Studies, has been reviewed. The comments of the reviewer(s) are included at the bottom of this letter.

The reviewer(s) suggest some revisions to your manuscript. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript.

To revise your manuscript, log into https://mc.manuscriptcentral.com/aeds and enter your Author Centre, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision.

You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Please also highlight the changes to your manuscript within the document by using the track changes mode in MS Word or by using bold or coloured text.

Once the revised manuscript is prepared, you can upload it and submit it through your Author Centre.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to the Asian Education and Development Studies, your revised manuscript should be uploaded as soon as possible. If your revision deadline expires please contact the editorial team to discuss an extension.

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If your article has been rejected or revisions have been requested, you may benefit from Editage's services. For a full list of services, visit: authorservices.emeraldpublishing.com/
Please note that there is no obligation to use Editage and using this service does not guarantee publication.

Once again, thank you for submitting your manuscript to the Asian Education and Development Studies and I look forward to receiving your revision.

Yours sincerely,
Prof. Jason Turner
Editor, Asian Education and Development Studies
j.j.turner@soton.ac.uk, j.j.turner@soton.ac.uk

Reviewer(s)' and Managing Editor Comments to Author:

Reviewer: 1

Recommendation: Reject

Comments:
Problems regarding job crafting on the research object must be given in the introduction in the form of numerical data and direct explanations from the research object and must be explained from which research areas, schools from which areas. A clear job crafting standardization related to the results of this study must also be provided so that it is clear whether the teachers have problems or not related to job crafting. The implications must provide clear solutions and provide clear suggestions and impacts and provide solutions for the research object.

Additional Questions:
1. Originality: Does the paper contain new and significant information adequate to justify publication?: This article does not explain the actual situation on the issue of what kind of job demands should be for employees to teachers can have good performance. This research article generalizes the entire sample, does not divide into clusters or groups of teachers who are currently having problems. Bandung is very large, divided into several regions. Regarding the characteristics of the school, information was also not provided on where the teachers worked, so the results of this study were biased.

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: In fact, the literature to support discussing research problems is sufficient but does not yet answer the research results due to the bias of the data available.

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: Data collection techniques and sampling methods have not been explained and the reasons for using data collection techniques and sampling methods must be accompanied by strong academic reasons. Actually, the reason for building a concept in this study is quite strong regarding the research problem but is not balanced with the right method in using data techniques and methods so that it becomes biased. This also

includes a sample of teachers from the Bandung area which is not explained. Are there measurement standards for employee personality and the level of autonomy and support provided by the organization?

4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: The results of this study have not answered the research problem. The results of this study only discuss the comparison of studies, so there is no innovation in this study.

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: The implications of the results of this study do not provide solutions related to the research problems which are also unclear due to biased data.

6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: The problem of this study is less clear regarding job crafting on the research object because it is not supported by unclear problem data and does not map the research area and there is no numerical data from the research object area directly.

Reviewer: 2

Recommendation: Minor Revision

Comments:
Consider adding relevant teacher-specific studies:
• Slemp et al. (2023) – Examines how teachers engage in job crafting and its impact on well-being.
• Taris et al. (2021) – Discusses constraints on teacher job
crafting due to institutional policies.
• Kooij et al. (2020) – Explores individual differences in job crafting, including teachers.
• Hakanen et al. (2006) – Looks at teacher burnout in the JD-R framework.
• Skaalvik & Skaalvik (2018) – Investigates teacher stress and lack of autonomy.

Self-report surveys can suffer from CMB (common method bias), leading to inflated correlations. Did you check for Harman's single-factor test or marker variables?

Additional Questions:
1. Originality: Does the paper contain new and significant information adequate to justify publication?: The paper is publishable with revisions.
- new findings in job crafting in Indonesian Primary School
- analysis of the findings is rigorously done (SEM, SmartPLS)
- findings from this study challenges previous studies on job crafting.

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: The paper covers adequate understanding of core theories, but it needs more focus on teaching-specific literature. Since the paper is about teachers, there should be more studies on teachers specifically on job crafting behavior or the lack of it. Additional discussion on why teachers may not craft their work and more emphasis on how job crafting looks in teaching (and how it's restricted) would improve the paper.

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: There is a clear justification of the sample size. The study used validated measurements. Use of PLS-Sem is a good choice for data analysis.

Recommendations: Add more justification on why Bandung? 88% of respondents are female teachers? expound more on this - this may result to questions on gender biases. More details on schools (type) is recommended.

The paper should justify why PLS-SEM was chosen

4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: The results are well explained and linked to prior researchers.
Statistical presentation needs improvement (β values, p-values, mediation effects)
May I suggest that the discussion should clearly confirm or reject the hypotheses presented.
Conclusion Needs a Stronger Tie to Study Contributions

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: the paper recognizes practical ways to improve job crafting in schools.

Recommendations: Needs clearer alignment with findings (why are teachers hesitant to modify work?)
Expand implications to include policy, economy, and societal impact.

6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: The paper used established theories and citations. There exist a logical flow of ideas. The paper is well-structured and appropriate for an academic audience

Recommendations:
Simplification of complex sentences.
Introduce technical terms and acronyms with brief discussion or explanation. (SmartPLS (used in data analysis) is mentioned, but its purpose is not briefly explained for non-specialist readers) • JD-R model (Job Demands-Resources Model) is referenced but not clearly introduced.Some technical terms (e.g., "convergent validity," "structural equation modeling") are used without brief definitions or explanations.
Reduce redundancy and improve sentence clarity.

Managing Editor

Comments to the Author:

Thank you for your submission. Please review the comments carefully and address each one in turn. In your revised manuscript please clearly highlight the revisions that have been made. Good luck with your revisions.

Reviewer(s)' and Managing Editor Comments to Author:

Reviewer: 1

Recommendation: Reject

Comments:	Author's comment and response
Problems regarding job crafting on the research object must be given in the introduction in the form of numerical data and direct explanations from the research object and must be explained from which research areas, schools from which areas. A clear job crafting standardization related to the results of this study must also be provided so that it is clear whether the teachers have problems or not related to job crafting. The implications must provide clear solutions and provide clear suggestions and impacts and provide solutions for the research object.	Job crafting among teachers in Indonesia has been identified as a significant issue, particularly in addressing excessive workloads and burnout. Thus, in the introduction, I have added a recent study by Khairunnisa & Sartika (2023) involving Indonesian high school teachers demonstrated that job crafting. I also added analysis about job crafting standardization related to the results on the discussion. I added pivot test to analyse respondent who have high/low/moderate based on their working experiance.
Additional Questions: 1. Originality: Does the paper contain new and significant information adequate to justify publication? This article does not explain the actual situation on the issue of what kind of job demands should be for employees to teachers can have good performance. This research article generalizes the entire sample, does not divide into clusters or groups of teachers who are currently having problems. Bandung is very large, divided into several regions. Regarding the characteristics of the school, information was also not provided on where the teachers worked, so the results of this study were biased.	I have added the information about the school on the methodology section **(page 5)**. All respondents are from 30 registered schools in Bandung, which exhibit a diverse distribution across different regions of the city. Specifically, there are 18 schools located in North Bandung, 6 in South Bandung, and 4 in East Bandung.
2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: In fact, the literature to support discussing research problems is sufficient but does not yet answer the research results due to the bias of the data available.	Thank you for highlighting this important point. I have revised the problem statement in the research **(see page 3)** and addressed it in the discussion section **(see page 10)**. In light of this feedback, I also adjusted the title of the manuscript to better align with the purpose, discussion, and overall focus of the work.
3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: Data collection techniques and sampling methods have not been explained and the reasons for using data collection techniques and sampling methods must be accompanied by strong academic reasons. Actually, the reason for building a concept in this study is quite strong regarding the research problem but is not balanced with the right method in using data techniques and methods so that it becomes biased. This also includes a sample of teachers from the Bandung area which is not explained. Are there measurement standards for employee personality and the level of autonomy and support provided by the organization?	The sample has been explained in term of their geographical distribution. In this study, the primary focus was on examining job crafting behaviors among teachers, particularly in relation to perceived organizational support and other contextual factors. While employee personality is important factor that could influence job crafting behavior, this factor is not include in this recent study. Thus, it has been added in the suggestion for further research **(page 12)**
4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: The results of this study have not answered the research problem. The results of this study only discuss the comparison of studies, so there is no innovation in this study.	I have revised the discussion section to clarify the hypotheses tested (see page 10). Additionally, I included relevant literature on job crafting among teachers, particularly in the Asian context, referencing works such as Chang et al. (2014), Felicia and Ramli (2017), and Khairunnisa & Sartika (2023). Rather than merely comparing my current study with previous research, I have elaborated on the reasons for any discrepancies in findings.

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: The implications of the results of this study do not provide solutions related to the research problems which are also unclear due to biased data.	In the managerial implications **(page 11)**, I have revised some parts to enhance the clarity of managerial implication. This involves implementing strategies to manage workloads, prioritizing tasks, and delegating responsibilities to ensure that teachers are not overwhelmed. Additionally, leveraging digital tools in educational institutions can significantly reduce the burden of paperwork, freeing up valuable time and reducing teacher stress
6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: The problem of this study is less clear regarding job crafting on the research object because it is not supported by unclear problem data and does not map the research area and there is no numerical data from the research object area directly.	In the introduction, it has been added a problem on job crafting in Asia context supporting by recent study from Indonesia. ….......Supporting this, a recent study by Khairunnisa & Sartika (2023) involving Indonesian high school teachers demonstrated that job crafting significantly enhances work engagement. This is achieved through behaviors such as increasing job resources; balancing job demands and effectively managing emotional labor. These findings underscore the transformative potential of job crafting in empowering teachers to thrive despite challenging conditions. Furthermore, according to research highlighted in The Conversation (Slemp et al., 2023), job crafting can be a valuable strategy for teachers to manage stress and find greater enjoyment in their work.

Reviewer: 2

Recommendation: Minor Revision

Comments:	Author's comment and response
Consider adding relevant teacher-specific studies: • Slemp et al. (2023) – Examines how teachers engage in job crafting and its impact on well-being. • Taris et al. (2021) – Discusses constraints on teacher job crafting due to institutional policies. • Kooij et al. (2020) – Explores individual differences in job crafting, including teachers. • Hakanen et al. (2006) – Looks at teacher burnout in the JD-R framework. • Skaalvik & Skaalvik (2018) – Investigates teacher stress and lack of autonomy.	Thank you for the recommendation. I have added two of them in this manuscripts.
Self-report surveys can suffer from CMB (common method bias), leading to inflated correlations. Did you check for Harman's single-factor test or marker variables?	I have added Harman's Single-Factor Test to ensure there is no inflated correlations **(page 7).**
Additional Questions: 1. Originality: Does the paper contain new and significant information adequate to justify publication?: The paper is publishable with revisions. - new findings in job crafting in Indonesian Primary School	I have added a recent study by Khairunnisa & Sartika (2023) involving Indonesian high school teachers demonstrated that job crafting. I also added analysis about job crafting standardization related to the results on the discussion. I added pivot test to analyse respondent who have high/low/moderate based on their working experiance.
- analysis of the findings is rigorously done (SEM, SmartPLS) - findings from this study challenges previous studies on job crafting.	I have revised the discussion section to clarify the hypotheses tested (see page 10). Additionally, I included relevant literature on job crafting among teachers, particularly in the Asian context, referencing works such as Chang et al. (2014), Felicia and Ramli (2017), and Khairunnisa & Sartika (2023). Rather than merely comparing my current study with previous research, I have elaborated on the reasons for any discrepancies in findings.

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: The paper covers adequate understanding of core theories, but it needs more focus on teaching-specific literature. Since the paper is about teachers, there should be more studies on teachers specifically on job crafting behavior or the lack of it. Additional discussion on why teachers may not craft their work and more emphasis on how job crafting looks in teaching (and how it's restricted) would improve the paper.

I have added prior studies on job crafting:
Khairunnisa & Sartika (2023)
Skaalvik & Skaalvik (2018)
Slempt et al (2023)

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: There is a clear justification of the sample size. The study used validated measurements. Use of PLS-Sem is a good choice for data analysis.

Thank you.

Recommendations: Add more justification on why Bandung? 88% of respondents are female teachers? expound more on this - this may result to questions on gender biases. More details on schools (type) is recommended.

I have added explanation about the phenomena of majority teacher in Indonesia based on World Bank (2025), in 2023, women make up nearly 72% of primary school teachers in Indonesia **(page 5).**
More details of the schools is also explained **(page 6).**
All respondents are from 30 registered schools in Bandung, which exhibit a diverse distribution across different regions of the city. Specifically, there are 18 schools located in North Bandung, 6 in South Bandung, and 4 in East Bandung.

The paper should justify why PLS-SEM was chosen

Have been added.

4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: The results are well explained and linked to prior researchers.
Statistical presentation needs improvement (β values, p-values, mediation effects)
May I suggest that the discussion should clearly confirm or reject the hypotheses presented. Conclusion Needs a Stronger Tie to Study Contributions

The discusion and the explanation about the hypotesis tested has been displayed on Table 5.

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: the paper recognizes practical ways to improve job crafting in schools.

The implication has been address in policy and social effect **(page 11).**
By supporting educators in this way, educational institutions can not only enhance teacher well-being but also improve public perceptions of teaching as a responsive and dynamic profession. Additionally, equipping teachers with training to manage workloads, prioritize tasks, and delegate responsibilities can empower them to handle highly demanding tasks more effectively. This approach aligns with the objectives of the Sustainable Development Goals (SDGs), particularly in promoting quality education and ensuring the well-being of educators.

Recommendations: Needs clearer alignment with findings (why are teachers hesitant to modify work?)	In response to reviewers comments, I have revised the problem statement in the research (see **page 3**) and addressed it in the discussion section (see **page 10**). In light of this feedback, I also adjusted the title of the manuscript to better align with the purpose, discussion, and overall focus of the work. therefore, in the discussion I also added some explanation to answer the research problem. The finding shows that job demand will lead to job crafting, regardless the support and the level of autonomy. This is an insightful finding because prior study found that ability and willingness to modify work depend on the perceived organization support and the degree of auton-omy. This may be because, under intense workload pressure, the immediate need to complete tasks outweigh the perceived value of organizational support. As men-tioned in Chang et al. (2014) and Felicia and Ramli (2017), teachers in Indonesia of-ten face resource constraints and limited training opportunities. Job crafting then becomes the primary means of managing workload and stress. Thus, job demand will lead to job crafting even though teachers do not perceive organizational support. Second, high level of autonomy might provide more opportunities for teachers to modify them, however in the challenging situations teachers might do not have choices, unless they craft their work to accomplish them. Modifying certain tasks often requires room for creativity and innovation. However, many teaching tasks are inherently flexible by nature. As a result, job autonomy may naturally be perceived as an intrinsic aspect of the teaching profession, rather than a variable that actively drives or accelerates proactive behaviors such as job crafting.
Expand implications to include policy, economy, and societal impact.	The implication has been address in policy and social effect (page 11).
6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: The paper used established theories and citations. There exist a logical flow of ideas. The paper is well-structured and appropriate for an academic audience	Thank you
Recommendations: Simplification of complex sentences. Introduce technical terms and acronyms with brief discussion or explanation. (SmartPLS (used in data analysis) is mentioned, but its purpose is not briefly explained for non-specialist readers) • JD-R model (Job Demands-Resources Model) is referenced but not clearly introduced. Some technical terms (e.g., "convergent validity," "structural equation modeling") are used without brief definitions or explanations. Reduce redundancy and improve sentence clarity.	The manusccript has been recheck. All the term and acronym have been explained in details.
Managing Editor Comments to the Author: Thank you for your submission. Please review the comments carefully and address each one in turn. In your revised manuscript please clearly highlight the revisions that have been made. Good luck with your revisions.	

Job Crafting in Education: Teachers' Responses to High Demands

Job Crafting in Education: Teachers' Responses to High Demands

Abstract

Purpose
The primary objective of this research is to explore the relationship between job demands, job crafting, and school support among primary school teachers. By examining how teachers adapt to complex job demands through job crafting, this study aims to provide valuable insights that can inform school policies, particularly within the Indonesian context.

Design/methodology/approach
Using a purposive sampling method, data were collected on a sample of 278 primary school teachers in Bandung, Indonesia. The direct survey was conducted using a pen-and-paper survey.

Findings
This study found that teachers face high demands and exhibit moderate job-crafting behaviors. However, job demands and job crafting were not moderated by perceived organizational support or the level of job autonomy. Therefore, job crafting emerges as a vital coping mechanism that enables teachers to manage their workloads effectively.

Research limitations/implications
This study used self-report measures, which could lead to common bias. Moreover, this study focuses solely on job autonomy and perceived organizational support as mediating variables, and further research should identify alternative mediators that could explore the mechanisms of the relationship.

Practical implications
To promote a positive job-crafting culture, educational institutions should focus on workload management programs by utilizing digital tools to reduce paperwork. Additionally, promoting collaborative teaching practices can enhance social learning and facilitate effective feedback sessions among educators.

Social implications
By prioritizing workload management, educational institutions can create a supportive working environment that not only reduces teacher workload but also fosters culture innovation. This approach aligns with the objectives of the Sustainable Development Goals (SDGs), particularly in promoting quality education and ensuring the well-being of educators.

Originality/value
This study investigates the relationship between job demands and job crafting within the unique educational context of Indonesia, where the concept of job crafting has not yet been thoroughly explored in the education system.

Keywords
Job demands, Job crafting, Perceived organizational support, Teachers, Job autonomy, Job resources.

Introduction

Teachers' work demands are escalating globally, particularly in the context of modern and progressive curricula (Bottiani et al., 2019; Stacey et al., 2024). The current curriculum emphasizes the Science, Technology, Engineering, and Mathematics (STEM) fields and requires seamless integration of digital tools into lessons while staying motivated to adopt new technologies (Sokal et al., 2020). To meet these demands, teachers must adopt innovative approaches to instruction, catering to diverse learning styles and moving beyond rote memorization. In addition, teachers are also confronted with other significant challenges. For example, international benchmarking and standardized testing have raised expectations for student achievement, while non-academic factors such as managing student behavior, parental engagement, and administrative burdens can further strain teachers (Chen et al., 2020; Mäkelä et al., 2015). As a result, teaching has become a highly demanding role (Hlado & Harvankova, 2024), requiring teachers to be agile, innovative, and adaptable to the needs of 21st-century learners.

According to a research report by UNESCO (2015), in the Asia Pacific, teachers face specific challenges, including large class sizes, diverse student populations, longer work hours (over and above the hours contracted), low salaries, and limited resources and personal development. These challenges, coupled with the increasing demand of modern curricula, can lead to teacher burnout and job dissatisfaction (Bottiani et al., 2019; Sokal et al., 2020). Thus, a comprehensive strategy must be designed to help teachers manage complex job demands while staying motivated in their work. For instance, proactive teachers might utilize job-crafting strategies to redesign their work and create more meaningful roles in teaching (De Beer et al., 2016). Proactive teachers embrace the challenges as an opportunity to growth and innovate. By strategically allocating time, seeking support from colleagues, and leveraging technology, they can navigate the complexities of the modern classroom and maintain a sense of purpose (Oubibi et al., 2022). Supporting this, a recent study by Khairunnisa and Sartika (2023) involving Indonesian high school teachers demonstrated that job crafting enhances work engagement. This attitude is achieved through behaviors such as increasing job resources, balancing job demands, and effectively managing emotional labor. These findings underscore the transformative potential of job crafting in empowering teachers to thrive despite challenging conditions. Furthermore, according to research highlighted in The Conversation (Slemp et al., 2023), job crafting can be a valuable strategy for teachers to manage stress and find greater enjoyment in their work.

However, the success of job crafting is contingent upon both the employee's personality and the level of autonomy and support provided by the organization. Job autonomy for teachers refers to the extent to which they can independently design their lessons, choose teaching strategies, and make decisions for their students (Bottiani et al., 2019). When schools grant teachers control over their lesson planning, they can tailor lessons according to their student's specific needs and learning styles. This ownership fosters creativity and allows students to experiment with new approaches, leading to more engaging learning activities (Oubibi et al., 2022). Moreover, when schools provide access to professional development opportunities and foster a collaborative environment, teachers are empowered to craft their jobs effectively. This, in turn, can lead to increased innovation, improved student outcomes, and a fostered sense of community and support, boosting morale and problem-solving abilities.

Given the broader challenges faced by teachers in the Indonesian context, a crucial question arises: how do workloads influence job-crafting behaviors among teachers, and what role do organizational support and autonomy play in this relationship? This research is both academically and practically urgent. From an academic perspective, it addresses a gap in understanding how teachers adapt to increasingly complex demands through job crafting—a concept that has not been sufficiently explored in the context of Indonesia's education system. Practically, the findings are vital for shaping school policies to align with Sustainable Development Goal (SDG) 4, which emphasizes ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

Literature Review
Job Demand and Job Crafting

The job demands-resources (JD-R) model offers a valuable framework for understanding the interplay between the pressures and supports present within a work environment. According to this model, job aspects fit into two categories: job demands and resources (Bakker et al., 2020; Tims et al., 2016). Job demands encompass various elements of a job that require sustained physical or mental exertion. This exertion can manifest in several ways, including physical, emotional, and social strain. Job demands are inherently linked to the potential to incur specific physiological and psychological costs for employees. These costs can encompass factors such as fatigue, stress, and burnout (e.g., exhaustion). Excessive job demands, while not inherently detrimental, can become potent stressors when they require an unreasonable level of exertion from employees who have not been afforded sufficient time or resources (Crawford et al., 2010; Fernandez de Henestrosa et al., 2023). Job resources act as potent tools that empower employees to thrive in their roles. These resources encompass a diverse range of elements, including physical aspects, such as ergonomic workstations; psychological resources, such as clear communication and autonomy; social support from colleagues and supervisors; and organizational structures that promote growth. By strategically providing these resources, organizations can achieve a threefold benefit: first, bolstering employee capacity to effectively achieve work goals; second, mitigating the negative impacts of job demands and the associated physiological and psychological costs; and finally, fostering an environment that ignites personal growth, learning, and development. This holistic approach to work design not only benefits employees' well-being, but also fuels organizational success (Bakker & Demerouti, 2007; Fernandez de Henestrosa et al., 2023; Slemp et al., 2021).

According to Fernandez de Henestrosa et al. (2023), job demands can be either "facilitating" or "hindrance." Facilitating demands are those that are necessary for job performance, while hindrance demands are those that are excessive and interfere with job performance. For instance, employees who are assigned unreasonable and unnecessary tasks can perceive them as stressors in the work context. This can lead to frustration, demotivation, and decreased job satisfaction. By contrast, job demands can stimulate innovation and promote self-actualization and proactiveness (Adler & Koch, 2017). For example, Han et al. (2020) found that stimulating workload was positively related to fatigue, but negatively related to work engagement. When job demands are perceived as challenges, they can have a meaningful difference in employee engagement and motivation because they consider them an important part of their job (Fernandez de Henestrosa et al., 2023; Haines et al., 2022).

When employees face high demands, they might cope with them by modifying or changing some aspects of their jobs. This coping mechanism is known as job crafting

(Rudolph et al., 2017; Tims et al., 2015; Wrzesniewski & Dutton, 2001). Supporting this, Skaalvik & Skaalvik (2021) identified five primary strategies that teachers employ in high-demand work situations: hard-working strategies, recovery strategies, workload reduction strategies, job crafting strategies, and help-seeking strategies. Wrzesniewski & Dutton (2001) proposed the concept of job crafting, empowering individuals to reshape their work environment actively. This proactive approach involves strategically modifying both the physical and cognitive aspects of tasks and relational dynamics within their roles. Meanwhile, Tims et al. (2015) introduced job crafting as a powerful approach in which employees take the initiative to adjust their job resources and demands. This tailoring allows them to leverage their strengths and preferences, ultimately leading to more fulfilling work experiences. Tims et al. (2016) developed three dimensions to capture job crafting based on the JD–R model: (1) increasing job resources, (2) increasing challenging job demands, and (3) decreasing hindering job demands. When employees are facing a high-demand job, they might increase their job resources, for example, asking for help from supervisors or colleagues, which in turn would buffer the pressure from highly demanding work. In the context of education, the implementation of collaborative teams has been identified as a strategy for enhancing job resources (Skaalvik & Skaalvik, 2021). This approach facilitates the sharing of responsibilities among educators and fosters an environment conducive to learning and growth. Meanwhile, when work is stimulating, it has been observed that boredom can play a role in absenteeism and job dissatisfaction. This demotivation can potentially lead to a decline in employee engagement and organizational productivity. In response, employees may increase their job demands to maintain their motivation (Adler & Koch, 2017; Fernandez de Henestrosa et al., 2023). For example, teachers might volunteer to lead an after-school math club to help students who are struggling to catch up on class material. The third dimension, decreasing the level of hindering job demands, is predicted to occur when employees perceive that their demands have become overwhelming and proactively reduce them. For example, customer services may attempt to avoid talking to difficult customers. In the teaching profession, a teacher might establish clear boundaries regarding after-hours communication with students, parents, and colleagues to reduce negative engagement.

In conclusion, job crafting as a self-initiated approach can enhance job satisfaction, engagement, and overall well-being by allowing individuals to create more meaningful and fulfilling work experiences. However, it also carries potential risks, such as increased job demands and burnout, if not properly managed. Balancing job crafting with adequate resources and organizational support is crucial for maximizing positive outcomes and minimizing negative effects.

Job Autonomy as a moderator variable

Prior research has shown that job demands influence employees' well-being and engagement through various mechanisms. Emphasizing this causal relationship, Han et al. (2020) found that challenging job demands directly contribute to increased emotional exhaustion among employees. Excessive job demands may surpass employees' capacities, thereby impairing their accomplishments, goal realization, and workplace ingenuity (Adler & Koch, 2017). While a number of studies have proven that job demands can be a trigger for job crafting, job autonomy plays a crucial role in determining whether employees have the power to redesign their work and make it more manageable and align with their skills, abilities, and preferences. When demand is high and employees have high autonomy, they are more likely to engage in job crafting. On the other hand, when demands are high and employees are only granted a little control, employees may feel powerless and less motivated to make changes.

POS as a moderator variable

While excessive job demands may stimulate employee engagement in job crafting behaviors (positive effect), this relationship is likely moderated by the intervening situational factor of perceived organizational support (POS). POS is a multidimensional construct that captures employees' beliefs and perceptions concerning the degree to which they recognize, prioritize, and demonstrate genuine care (Bonaiuto et al., 2022; Eisenberger et al., 2016). It has been conceived of as a powerful driver in meeting employees' core psychological needs for respect, recognition, belonging, and emotional security. This robust support system fosters a work environment in which employees feel valued, empowered, and ultimately more engaged in their roles (Khajuria & Khan, 2021; Ramaci et al., 2024). Prior research has linked POS to positive work outcomes, such as job satisfaction (Oubibi et al., 2022; Ramaci et al., 2024) and lower stress (Hsieh et al., 2019), especially for highly demanding work, such as healthcare workers (Ramaci et al., 2024), teachers (Ingusci et al., 2016; Zeng et al., 2024). They hypothesized that high POS can act as a buffer to protect employees from the negative effects of job demands. On the other hand, low POS might leave employees feeling unsupported and vulnerable to burnout.

Given the assumptions of the JD-R model (Fila et al., 2017; van Wingerden et al., 2017), and based on the evidence provided in the prior literature, we hypothesized the following:

H1 Job demands positively predict job crafting.

H2 Job autonomy moderates the relationship between job demands and job crafting.

H3 Perceived organizational support moderates the relationship between job demand and job crafting.

Methodology
Sample and data collection

The objective of this study is to investigate the job demands experienced by primary teachers in Bandung, Indonesia. Specifically, we focused on primary teachers who have been actively engaging with innovative teaching methods. Teachers have an inherent autonomy in their classrooms. This situation allows them to leverage job crafting strategies such as adjusting lesson plans, utilizing technology creatively, and seeking collaborative learning opportunities to meet the demands of the modern curriculum. Thus, teachers are considered well-suited for this study. We employed purposive sampling to ensure that our selected participants reflect the target population accurately. Our participant pool consisted of educators who have taught for at least one year and reside in Bandung. A total of 350 questionnaires were distributed, and 278 were returned. Thus, the response rate of this study is 79%. All respondents are from 30 registered schools in Bandung, which exhibit a diverse distribution across different regions of the city. Specifically, there are 18 schools located in North Bandung, 6 in South Bandung, and 4 in East Bandung.

The participants primarily involved female educators (88.7%). Based on Trading Economics (2025), the World Bank reported that in 2023, women make up nearly 72% of primary school teachers in Indonesia. This number highlights the significant representation of women in the teaching profession in Indonesia. The age distribution leaned towards those above 43 years (16.3%) and those between 23 and 28 years (12.9%). In terms of education and employment, the majority held bachelor's degrees

(46.9%) and permanent positions (37.2%). Additionally, a substantial number of participants had over 10 years of teaching experience (35.6%). Weekly teaching hours typically fell within the 10-25 range (45.4%), with class sizes averaging–15-25 students (63.2%).

Additional testing was conducted based on the characteristics of the respondents. A pivot table analysis was performed to determine whether respondents exhibiting high, moderate, or low job crafting were influenced by their work experience. The results indicate that among teachers with less than five years of experience, only 17.98% (16 respondents) engaged in high levels of job crafting, while 79.78% demonstrated moderate job crafting. In contrast, for teachers with more than ten years of experience, 25.23% actively modified their work, and 66.36% exhibited moderate job crafting. A similar trend was observed among teachers with five to ten years of experience, where the majority (84.15%) engaged in moderate job crafting. This finding suggests that the majority of respondents still demonstrate moderate job crafting, highlighting the need to promote a work environment that supports proactive behaviors, particularly for teachers with low experience, to foster innovation. These findings are presented in Table 1.

Table 1: Level of Job crafting based on working experience

Working experience/ Level of job crafting	Frequency	Percentage
< 5 years experience	**89**	
1. High job crafting	16	17,98%
2. Low job crafting	2	2,25%
3. Moderate job crafting	71	79,78%
> 5-10 years experience	**82**	
1. High job crafting	11	13,41%
2. Low job crafting	2	2,44%
3. Moderate job crafting	69	84,15%
> 10 years experience	**107**	
1. High job crafting	27	25,23%
2. Low job crafting	9	8,41%
3. Moderate job crafting	71	66,36%

Measure

The measurement scales used in this study possess well-established validity, ensuring the accuracy and reliability of our findings. All the items used the same five-point Likert scale (1 = strongly disagree, 5 = strongly agree). Job crafting was assessed using a 21 items scale developed by Tims et al. (2012). As an example, the measurement included questions: Learning from my supervisor inspired me. To measure job autonomy, we adopted the instrument developed by Breaugh (1999) consisting of nine questions. The sample items are I have some control over the sequencing of my work activities (when I do what). This measure has relatively good dependability, ranging from α = 0.85-0.93. In the present study, a reliability of 0.84 was estimated. This study assessed the level of job demands experienced by employees using a measurement set developed by Van Veldhoven et al. (2005). Job demands were divided into three main dimensions: the amount of work required, mental demand, and emotional challenges faced at work (emotional demand). For example, some of the questions included statements like "I have too much to do." The study used a questionnaire developed by Rhoades and Eisenberger (2002) to

understand how much support employees felt they received from their organizations. The measurement set contained only eight questions. Examples of the questions include statements like "This organization throws its full weight behind me, ensuring I have everything I need to excel."

Data analysis

The data were analyzed using the Structural Equation Modeling (SEM) technique with Smart Partial Least Square (Smart PLS) software. SEM is a sophisticated statistical approach that enables researchers to examine complex relationships between observed and latent variables, providing valuable insights into the underlying dynamics of the data (Gaskin & Lowry, 2014). In Smart PLS, data analysis was conducted in two stages. The first stage comprises the evaluation of the measurement model, also known as the outer model, whereas the second stage consists of evaluating the structural model, also known as the inner model (Ringle et al., 2022).

Results

Given that this research relies on self-reported data, the potential for common method bias (CMB) exists, which may lead to inflated correlations among the variables (Kock, 2021). To address this concern, Harman's Single Factor Test was conducted prior to analysing the structural model. The results (Table 2) indicated that the single factor extracted accounted for 18,12% of the total variance. Since this percentage is below the 50% threshold, it suggests that common method bias is not a significant issue in our data. This finding reinforces the validity of our analyses and supports the integrity of the relationships observed among the study variables.

Table 2: Harman's Single Factor Test

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,693	18,124	18,124	9,888	16,760	16,760
2	4,472	7,579	25,703			
3	3,523	5,970	31,674			
4	2,623	4,446	36,120			
5	2,165	3,669	39,789			

Evaluation of the measurement (outer) model

Hair et al. (2022) proposed a four-pronged measurability analysis method to evaluate the quality of a measurement model. This analysis encompassed indicator reliability (outer loadings), composite reliability, average variance extracted (AVE), and discriminant validity. Four assessments of the measurement model are discussed below. Table 3 summarizes the convergent validity test results, a type of construct validity that assesses whether two measures that are theoretically related actually correlate with each other (Henseler et al., 2015). The result shows that each item's factor loading value ranges from 0.514 to 0.866, which exceeds the threshold value of 0.50 (Hair et al., 2022). This demonstrates that all items were significant, provoking the convergent validity of the measurement model.

Table 3: Validity and Reliability Test

Construct	Items	Standardized Factor Loading	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Job Demands	JD1	0.716	0.822	0.826	0,484
	JD10	0.671			
	JD2	0.729			
	JD4	0.618			
	JD6	0.742			
	JD7	0.655			
	JD9	0.730			
Job Crafting	JC1	0.866	0.845	0.865	0,536
	JC16	0.514			
	JC18	0.594			
	JC2	0.885			
	JC21	0.561			
	JC3	0.831			
	JC4	0.774			
Perceived Organizational Support	D02	0.775	0,822	0.854	0,55
	D04	0.785			
	D05	0.775			
	D06	0.743			
	D07	0.720			
	DO1	0.643			
Job Autonomy	JA1	0.779	0.843	0.843	0,501
	JA2	0.729			
	JA3	0.809			
	JA4	0.740			
	JA5	0.669			
	JA8	0.602			
	JA9	0.600			

Cronbach's alpha for all variables ranged from 0,822 to 0.845, which is above the acceptable level of 0.60 (Hair et al., 2022). The composite reliability value also ranges from 0.826 to 0.865, which is higher than 0.70, as recommended by Sarstedt et al. (2022). Moreover, all AVE (average variance extracted) values for job demands, job crafting, perceived organizational support, and job autonomy were 0,484; 0,536; 0,55; and 0,501 respectively, which outstripped the acceptable level of 0.40 (Hair et al., 2012; Lam et al., 2012). Discriminant validity was examined using the Fornell-Larcker criterion. Discriminant validity test values must be greater than 0.7084 (Henseler et al., 2015). The results of the discriminant validity test are presented in Table 2. As shown in Table 4, the study variables are valid because the resulting Fornell-Larcker criterion value is greater than 0.708. Based on the above examination, it is considered that the measurement model validates convergent and discriminant validity.

Table 4: Fornell-Larcker Criteria

	About	JCraf	JDem	POSup
About	**0.708**			

8

JCraf	0.543	**0.732**	
JDem	0.311	0.563	**0.696**
POSup	0.291	0.236	0.200	**0.742**

Evaluation of the structural (inner) model

The subsequent stage of the Smart PLS data analysis focuses on evaluating the structural model. This evaluation centers on the path coefficients (β), t-statistics, and p-values obtained through the Smart PLS bootstrapping method. These metrics collectively assess the strength and significance of the relationships between variables, ultimately revealing whether the hypothesized relationships hold. The acceptable value of t-statistics and p values are 1,96 and 0,05 respectively, as suggested by Hair et al. (2022).
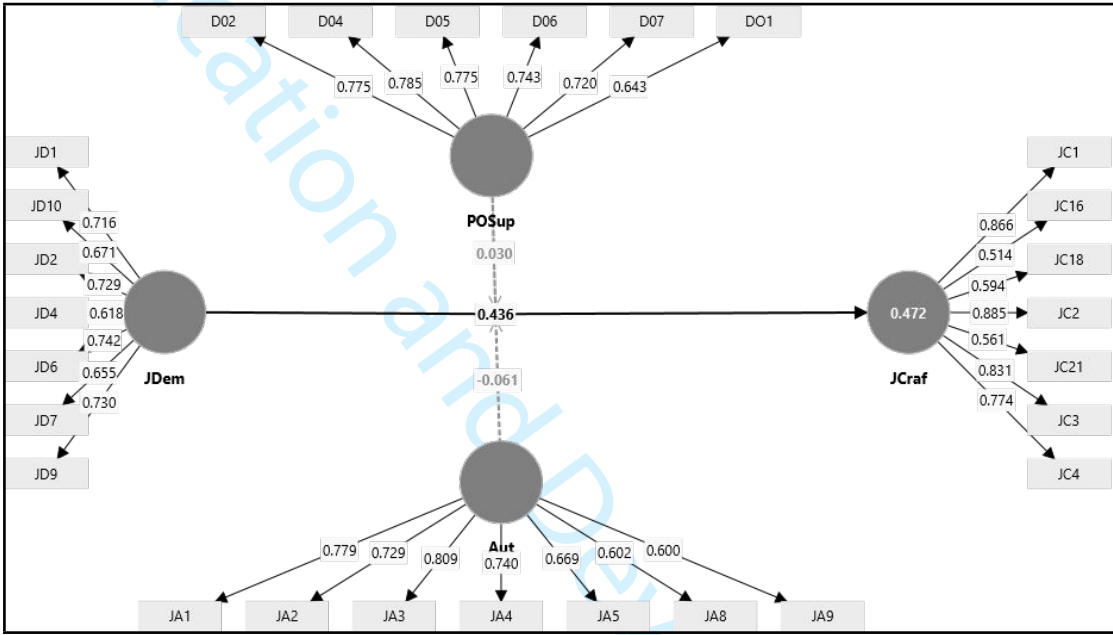

Figure 1: Research Model Analysis

Table 5 presents the results of the structural model analysis used to test all hypotheses in this study. This includes both the direct and moderating effects. The first hypothesis (H1) was used to measure the impact of job demands on job crafting. The results showed that the relationship between job demands and job crafting suggests a positive, moderate-strength relationship (R-Square: 0,472). This result supports those of earlier studies conducted (e.g. Han et al., 2020; Schaufeli, 2017). Meanwhile, this study found no statistically significant effect of the moderating role of job autonomy on job demands and job crafting (β = -0.061, p-value = 0.192). The results also showed that there was no statistically significant effect of the moderating role of perceived organizational support on job demands and job crafting (β = 0.03, p = 0.543). These results indicate that job autonomy and perceived organizational support do not moderate the relationship between job demands and job crafting among teachers. The research model analysis is presented in Figure 1.

Table 5: Hypotheses Testing Result

Hypotheses	Path Coefficients	P-value	95% confidence level

			lower limits	Upper limits
H1	Jdem -> Jcraf	0,436	0	0.295
H2	Jdem x JAu -> Jcraf	-0,061	0,192	-0.151
H3	Jdem x Psup -> Jcraf	0,03	0,543	-0.068

Note: JDem = job demand; JCraf = job crafting; Jau = job autonomy; Psup = perceived organizational support

Discussion

The primary objective of this study was to examine the direct effects of job demands on job crafting among primary school teachers in Bandung, Indonesia. The roles of job autonomy and perceived organizational support in mediating this relationship were also examined. The results of this study found that high job demands can push employees to modify their jobs. Faced with significant workloads, teachers in this study demonstrated a proactive approach to managing their work. They took the initiative to reshape their tasks, making them more manageable and meaningful, revealing both the pressures they face and their resourcefulness in coping with them. However, this proactive approach (job crafting) can be a double-edged sword. According to Tims et al. (2016), job crafting consists of three key dimensions: (1) enhancing job resources, (2) optimizing job challenges, and (3) mitigating hindering demands. Teachers who actively enhance their job resources by, for example, collaborating with colleagues to share best practices and improve their skill through social learning. Proactive teachers might also optimize job challenges by embracing new stimulating tasks. However, this behavior might also raise concerns about long-term sustainability. Teachers who are actively crafting their jobs might find it is overwhelming and leads to stress. Thus, demonstrating job crafting might be a powerful strategy to ignite personal growth and fuel job contentment (Bruning & Campion, 2019; Knight et al., 2021), it poses a significant risk to well-being if mismanaged. In conclusion, when employees perceive a mismatch between demanding tasks and available resources, they become empowered agents of change. By strategically employing the three complementary strategies of job crafting, employees can actively reshape their work environment to achieve a more optimal and fulfilling fit.

However, this study revealed that the willingness to demonstrate job crafting behavior does not depend on the availability of organizational support and job autonomy. The analysis shows that job autonomy and organizational support did not moderate the relationship between job demand and job crafting. This is an insightful finding because prior study found that ability and willingness to modify work depend on the perceived organization support and the degree of autonomy. This may be because, under intense workload pressure, the immediate need to complete tasks outweigh the perceived value of organizational support. As mentioned in Chang et al. (2014) and Felicia and Ramli (2017), teachers in Indonesia often face resource constraints and limited training opportunities. Job crafting then becomes the primary means of managing workload and stress. Thus, job demand will lead to job crafting even though teachers do not perceive organizational support. Second, a high level of autonomy might provide more opportunities for teachers to modify them; however, in challenging situations, teachers might not have choices unless they craft their work to accomplish them. Modifying certain tasks often requires room for creativity and innovation. However, many teaching tasks are inherently flexible by nature. As a result, job autonomy may naturally be perceived as an intrinsic aspect of the teaching profession rather than a variable that actively drives or accelerates proactive behaviors such as job crafting.

In conclusion, teachers represent a workforce that is consistently confronted with high job demands and numerous challenges. The findings of this study underscore the necessity for educational institutions to effectively manage these job demands to promote a positive culture of job crafting. This research reveals that the ability of employees to adapt is paramount, irrespective of the level of organizational support or autonomy they receive. Job crafting emerges as a vital coping mechanism that enables teachers to handle the uncertainties and frequent changes inherent in their work environments. It is a multifaceted process influenced by various factors that shape an employee's decision to modify their tasks, relationships, and perceptions of their roles. Ultimately, encouraging a workplace that encourages job crafting can not only enhance teachers' resilience but also improve their overall job satisfaction and effectiveness. As educators face increasingly complex demands, understanding and supporting their adaptive strategies becomes essential for promoting their well-being and sustaining a thriving educational ecosystem.

Managerial Implication

The findings of this study highlight that job crafting serves as a coping mechanism for teachers to deal with the current uncertain working situation. To foster a positive job-crafting culture, educational institutions in Indonesia should go beyond providing autonomy and support by effectively managing their job demands. This involves implementing strategies to manage workloads by leveraging digital tools to reduce the burden of paperwork, freeing up valuable time and reducing teacher stress over administrative works. Furthermore, while job crafting has been shown to be beneficial, it can also present risks if not approached strategically by serving as a double-edged sword. Therefore, it is essential to encourage teachers to engage in job crafting purposefully. For instance, volunteering to provide extra classes after school should be aligned with the school's strategic goals to ensure that such efforts are meaningful (Bruning & Campion, 2019; Knight et al., 2021) and contribute to organizational objectives. Without this alignment, embracing new challenges may lead to feelings of being overwhelmed or result in work that lacks purpose or value.

Some other practical approaches include creating opportunities for teachers to collaborate on projects or share best practices, conducting regular check-ins or feedback sessions, and facilitating activities such as mentoring or student-led initiatives. By supporting educators in this way, educational institutions can not only enhance teacher well-being but also improve public perceptions of teaching as a responsive and dynamic profession. Additionally, equipping teachers with training to manage workloads, prioritize tasks, and delegate responsibilities can empower them to handle highly demanding tasks more effectively. This approach aligns with the objectives of the Sustainable Development Goals (SDGs), particularly in promoting quality education and ensuring the well-being of educators.

Limitations and further research

Job demands have received attention because of increased work pressure in modern workplaces, including schools. Prior findings reflect that when employees receive a high demand, it leads to job crafting behaviors as a coping mechanism to deal with intense work pressure. This research then added literature on job demands, particularly in teacher-working situations. We also included job autonomy and perceived organization support as moderators. Excessive job demands tend to enhance the possibility of modifying jobs when employees grant authority over their work and satisfactory support from supervisors and organizations. Even though this study did not find any significant effect of these moderators, it does not necessarily negate their importance. Future research should explore these moderators in different industries.

For organizations, it is important to be aware that excessive job demands might lead to issues such as modifying work to a lower standard and increasing job stress. Thus, the organization should offer workshops or training to equip teachers to improve their jobs and redefine their daily tasks to be more creative in accomplishing their tasks.

It is important to acknowledge that this study is not without its limitations. Although the findings offer valuable insights, several aspects warrant further exploration in future research. First, we used self-report measures, which could lead to common methodological bias. Even though we have conducted Harman's single-factor test, the next investigation could incorporate a multi-source collection of data (i.e., job crafting reported by a direct supervisor) to minimize the problem of common method bias. Second, it relates to the research sample, which is relatively limited in types of occupation (primary school teachers). Thus, to further generalize the results, examining their applicability in diverse occupational contexts could be a valuable avenue for future research. Third, the insignificant role of moderating variables implies that certain moderators may exist. Therefore, future research should consider other moderating variables, such as individual characteristics (personality) or specific school cultures and levels.

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Table 1: Level of Job crafting based on working experience

Working experience/ Level of job crafting	Frequency	Percentage
< 5 years experience	**89**	
1. High job crafting	16	17,98%
2. Low job crafting	2	2,25%
3. Moderate job crafting	71	79,78%
> 5-10 years experience	**82**	
1. High job crafting	11	13,41%
2. Low job crafting	2	2,44%
3. Moderate job crafting	69	84,15%
> 10 years experience	**107**	
1. High job crafting	27	25,23%
2. Low job crafting	9	8,41%
3. Moderate job crafting	71	66,36%

Table 2: Harman's Single Factor Test

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,693	18,124	18,124	9,888	16,760	16,760
2	4,472	7,579	25,703			
3	3,523	5,970	31,674			
4	2,623	4,446	36,120			
5	2,165	3,669	39,789			

Table 3: Validity and Reliability Test

Construct	Items	Standardized Factor Loading	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Job Demands	JD1	0.716	0.822	0.826	0,484
	JD10	0.671			
	JD2	0.729			
	JD4	0.618			
	JD6	0.742			
	JD7	0.655			
	JD9	0.730			
Job Crafting	JC1	0.866	0.845	0.865	0,536

	JC16	0.514			
	JC18	0.594			
	JC2	0.885			
	JC21	0.561			
	JC3	0.831			
	JC4	0.774			
Perceived Organizational Support	D02	0.775	0,822	0.854	0,55
	D04	0.785			
	D05	0.775			
	D06	0.743			
	D07	0.720			
	DO1	0.643			
Job Autonomy	JA1	0.779	0.843	0.843	0,501
	JA2	0.729			
	JA3	0.809			
	JA4	0.740			
	JA5	0.669			
	JA8	0.602			
	JA9	0.600			

Table 4: Fornell-Larcker Criteria

	About	JCraf	JDem	POSup
About	**0.708**			
JCraf	0.543	**0.732**		
JDem	0.311	0.563	**0.696**	
POSup	0.291	0.236	0.200	**0.742**

Table 5: Hypotheses Testing Result

Hypotheses	Path Coefficients	P-value	95% confidence level	
			lower limits	Upper limits
H1	Jdem -> Jcraf	0,436	0	0.295
H2	Jdem x JAu -> Jcraf	-0,061	0,192	-0.151
H3	Jdem x Psup -> Jcraf	0,03	0,543	-0.068

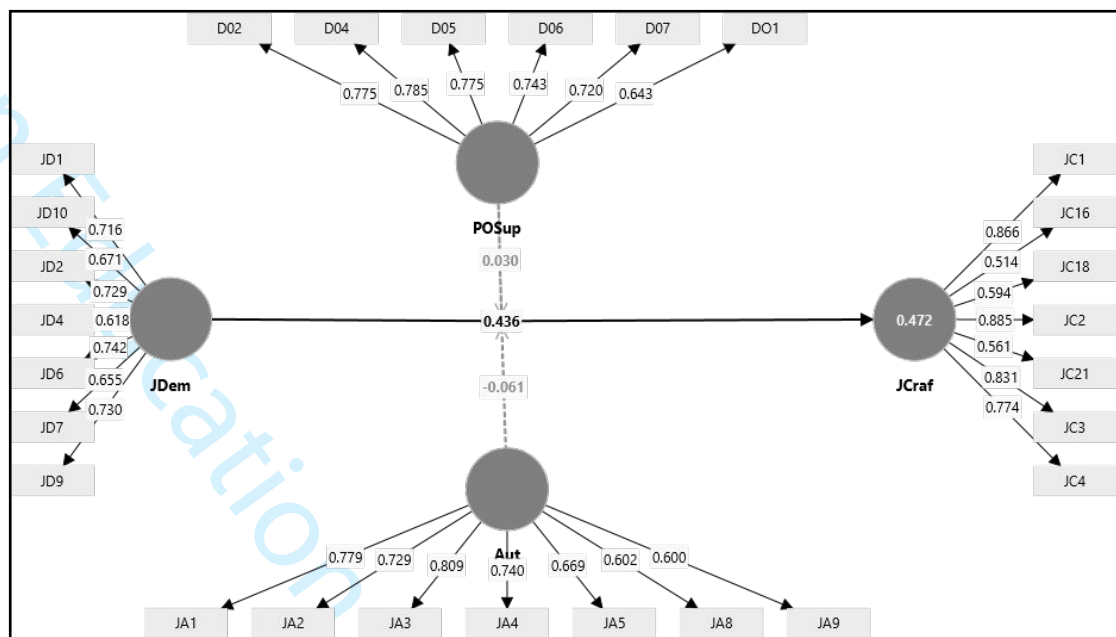Note: JDem = job demand; JCraf = job crafting; Jau = job autonomy; Psup = perceived organizational support

Figure 1: Research Model Analysis

Outlook

PENERIMAAN MANUSKRIP YANG DIREVISI: 4 FEB 2025

You've submitted your revised manuscript, here is what you can expect next

From Asian Education and Development Studies <onbehalfof@manuscriptcentral.com>
Date Tue 4/02/2025 12:10 PM
To Susanti Saragih <susanti.saragih@eco.maranatha.edu>

04-Feb-2025

Dear Mrs. Susanti Saragih,

Your manuscript entitled "Job Crafting in Education: Teachers' Responses to High Demands" has been successfully submitted online and is presently being given full consideration for publication in the Asian Education and Development Studies.

Your manuscript ID is AEDS-12-2024-0291.R1.

Please mention the above manuscript ID in all future correspondence or when calling the office for questions. If there are any changes in your address or e-mail address, please log in to ScholarOne Manuscripts at https://mc.manuscriptcentral.com/aeds and edit your user information as appropriate.

Here is what to expect next:
- Your manuscript will undergo initial screening by the Journal's Editorial team for suitability for another round of peer review.
- If your screening is successful, your manuscript will progress to peer review where two expert reviewers will once again review your manuscript before the handling Editor or Editor-in-Chief makes a final decision on your manuscript.
- If your manuscript is successful and is accepted, you will have your manuscript returned to you for a period of five days for final checks. Please use this time to check author names, institutional affiliations, and that your title, abstract and keywords are correct. Please also check that you have provided permissions and credit lines for all figures and tables including ones you have created yourself. These should be listed as "Source: Authors own work".

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Thank you for submitting your manuscript to the Asian Education and Development Studies.

Yours sincerely,
Asian Education and Development Studies Editorial Office

Outlook   AWAITING REVIEWER SELECTION: 67 FEB 2025

Asian Education and Development Studies - Author update

From Asian Education and Development Studies <onbehalfof@manuscriptcentral.com>

Date Fri 7/02/2025 7:02 PM

To Susanti Saragih <susanti.saragih@eco.maranatha.edu>

07-Feb-2025

Dear Author(s),

It is a pleasure to inform you that your manuscript titled Job Crafting in Education: Teachers' Responses to High Demands (AEDS-12-2024-0291.R1) has passed initial screening and is now awaiting reviewer invitation.

The manuscript was submitted by Mrs. Susanti Saragih with you listed as a co-author.

As you are listed as a co-author, if you have not already done so please log in to https://mc.manuscriptcentral.com/aeds and check that your account details are complete and correct, these details will be used should the paper be accepted for publication.

Yours sincerely,
Prof. Jason Turner
Editor, Asian Education and Development Studies

 Outlook   **PERMINTAAN REVIEW (TAHAP 2): 20 APRIL 2025**

Asian Education and Development Studies - Decision on Manuscript ID AEDS-12-2024-0291.R1

From Asian Education and Development Studies <onbehalfof@manuscriptcentral.com>
Date Sun 20/04/2025 2:50 PM
To Susanti Saragih <susanti.saragih@eco.maranatha.edu>

20th April 2025

Dear Mrs. Saragih,

Manuscript ID AEDS-12-2024-0291.R1 entitled "Job Crafting in Education: Teachers' Responses to High Demands" which you submitted to the Asian Education and Development Studies, has been reviewed. The comments of the reviewer(s) are included at the bottom of this letter.

The reviewer(s) have recommended publication, but also suggest some minor revisions to your manuscript. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript.

To revise your manuscript, log into https://mc.manuscriptcentral.com/aeds and enter your Author Centre, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision.

You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Please also highlight the changes to your manuscript within the document by using the track changes mode in MS Word or by using bold or coloured text.

Once the revised manuscript is prepared, you can upload it and submit it through your Author Centre.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

IMPORTANT: Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to the Asian Education and Development Studies, your revised manuscript should be uploaded as soon as possible. If your revision deadline expires please contact the editorial team to discuss an extension.

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Please note that there is no obligation to use Editage and using this service does not guarantee publication.

Once again, thank you for submitting your manuscript to the Asian Education and Development Studies and I look forward to receiving your revision.

Yours sincerely,
Prof. Jason Turner
Editor, Asian Education and Development Studies
j.j.turner@soton.ac.uk, j.j.turner@soton.ac.uk

Reviewer(s)' and Managing Editor Comments to Author:

Reviewer: 1

Recommendation: Minor Revision

Comments:
Articles should provide clear implications for academics/researchers.

Additional Questions:
1. Originality: Does the paper contain new and significant information adequate to justify publication?: Yes, the paper contains new and significant information adequate to justify publication.

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: Yes, the literature provided is quite adequate.

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: Yes, the method used is correct.

4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: Yes, the research results have been analyzed clearly.

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: Yes, the implications are visible through managerial implications but not for academics.

6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: Moderate.

Reviewer: 2

Recommendation: Minor Revision

Comments:
The study provides important insights to school support among primary school teachers in Indonesia, the paper would benefit from clearer articulation of its theoretical framework and more critical engagement with recent literature. Strengthening the discussion of practical implications and ensuring coherence across sections will be helpful.

Additional Questions:
1. Originality: Does the paper contain new and significant information adequate to justify publication?: The paper offers new and significant insights by examining job crafting among primary school teachers in Bandung, Indonesia, a context rarely explored. Its focus on job demands, coping mechanisms, and school support provides valuable contributions to educational psychology and organizational behavior, enhancing both its originality and practical relevance.

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: The paper shows a sufficient understanding of relevant literature and cites key sources on job demands, job crafting, and school support. However, it would benefit from deeper engagement with recent global studies on teacher well-being, especially in comparable low- and middle-income contexts, to strengthen its academic foundation and relevance.

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: The paper builds its argument on the Job Demands-Resources (JD-R) model, providing a suitable theoretical base for examining job demands, job crafting, and school support. The quantitative research design and survey methods are appropriate for the study's aims. However, greater clarity on the sampling process, sample size justification, and instrument validity would strengthen the methodological rigor.

4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: The results are presented clearly and analyzed appropriately, with relevant statistical methods used to support the study's findings. The conclusions effectively tie together the research objectives, literature, and results, reinforcing the study's contributions to understanding job crafting and school support among teachers.

5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: The paper effectively identifies practical and research implications, linking theory to practice by showing how job crafting and school support can reduce teacher stress and improve performance. Its findings can inform

school policies, teacher training, and future research, especially in similar low-resource settings, with potential societal benefits like better teacher retention and educational outcomes.

6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: The paper generally communicates its ideas clearly and uses appropriate technical language for the field. While the structure is logical and the terminology aligns with scholarly standards.

Managing Editor
Comments to the Author:
Thank you for your submission. Please review the comments carefully and address each one in turn. In your revised manuscript please clearly highlight the revisions that have been made. Good luck with your revisions.

Reviewer(s)' and Managing Editor Comments to Author:

Reviewer: 1

Recommendation: Minor Revision

Comments:	Authors Responses and Comment
Articles should provide clear implications for academics/researchers.	Thank you for the comment. I have add an implication for academics/researcher at the "Implications for theory and practice" section (page 11). Thus, I have change the sub section from **"Managerial implication" to "Implications for theory and practice"**
Additional Questions: 1. Originality: Does the paper contain new and significant information adequate to justify publication?: Yes, the paper contains new and significant information adequate to justify publication.	No revision needed
2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: Yes, the literature provided is quite adequate.	No revision needed
3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: Yes, the method used is	No revision needed
4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: Yes, the research results have been analyzed clearly.	No revision needed
5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: Yes, the implications are visible through managerial implications but not for academics.	No revision needed
6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: Moderate.	I have re-check the paper to ensure the readability.

Reviewer: 2

Recommendation: Minor Revision

Comments:
The study provides important insights to school support among primary school teachers in Indonesia, the paper would benefit from clearer articulation of its theoretical framework and more critical engagement with recent literature. Strengthening the discussion of practical implications and ensuring coherence across sections will be helpful.

I have add some points to strengthening the discussion (page 11-12).
...................However, while job crafting is beneficial, it can also present risks if not approached strategically; without alignment to school goals, additional efforts may lead to overload or reduced job satisfaction, effectively serving as a double-edged sword. Therefore, it is essential to encourage teachers to engage in job crafting purposefully.

and
Some other practical approaches include creating structured opportunities for teachers to collaborate on projects, sharing best practices, conducting regular check-ins or feedback sessions, and facilitating activities such as mentoring or student-led initiatives, which can enhance relational and cognitive aspects of job crafting.

Additional Questions:
1. Originality: Does the paper contain new and significant information adequate to justify publication?: The paper offers new and significant insights by examining job crafting among primary school teachers in Bandung, Indonesia, a context rarely explored. Its focus on job demands, coping mechanisms, and school support provides valuable contributions to educational psychology and organizational behavior, enhancing both its originality and practical relevance.

No revision needed

2. Relationship to Literature: Does the paper demonstrate an adequate understanding of the relevant literature in the field and cite an appropriate range of literature sources? Is any significant work ignored?: The paper shows a sufficient understanding of relevant literature and cites key sources on job demands, job crafting, and school support. However, it would benefit from deeper engagement with recent global studies on teacher well-being, especially in comparable low- and middle-income contexts, to strengthen its academic foundation and relevance.

I have added literature with recent global studies from UNESCO & International Task Force on Teachers for Education 2030. 2024. Global Report on Teachers: Addressing teacher shortages and transforming the profession. Paris: UNESCO.
And
Zahrah RF, Rakhmat C, Turmudi T, Prabawanto S, Syahril Sidik G. Bibliometric Analysis of Global Research Trends in Psychological Well-Being of Teacher: 2015–2024 Using VOSviewer. Salud, Ciencia y Tecnología. 2025; 5:1235. https://doi.org/10.56294/saludcyt20251235

3. Methodology: Is the paper's argument built on an appropriate base of theory, concepts, or other ideas? Has the research or equivalent intellectual work on which the paper is based been well designed? Are the methods employed appropriate?: The paper builds its argument on the Job Demands-Resources (JD-R) model, providing a suitable theoretical base for examining job demands, job crafting, and school support. The quantitative research design and survey methods are appropriate for the study's aims. However, greater clarity on the sampling process, sample size justification, and instrument validity would strengthen the methodological rigor.	I have modify the explanation on the sampling process (page 5). Using purposive sampling, this study selected participants who have taught for at least one year and currently reside in Bandung to accurately reflect the target population. A total of 350 questionnaires were distributed, and 278 were returned, resulting in a response rate of 79%. All respondents came from 30 registered primary schools across Bandung, representing a diverse geographic distribution: 18 schools in North Bandung, 6 in South Bandung, and 4 in East Bandung. This wide coverage ensures the findings are representative of the varied teaching environments within the city. I also provided the instrument validity from prior literature (page 7). This measure has relatively good dependability, ranging from α = 0.85-0.93. In the present study, a reliability of 0.84 was estimated. This study assessed the level of job demands experienced by employees using a measurement set developed by Van Veldhoven et al. (2005), which demonstrated a satisfactory Cronbach's alpha of 0.88. Job demands were divided into three main dimensions: the amount of work required, mental demand, and emotional challenges faced at work (emotional demand). For example, some of the questions included statements like "I have too much to do." The study used a questionnaire developed by Rhoades and Eisenberger (2002) to understand how much support employees felt they received from their organizations. The measurement set contained only eight questions, which have Cronbach's alpha values ranging from 0.71 to 0.84. Examples of the questions include statements like "This organization throws its full weight behind me, ensuring I have everything I need to excel."
4. Results: Are results presented clearly and analysed appropriately? Do the conclusions adequately tie together the other elements of the paper?: The results are presented clearly and analyzed appropriately, with relevant statistical methods used to support the study's findings. The conclusions effectively tie together the research objectives, literature, and results, reinforcing the study's contributions to understanding job crafting and school support among teachers.	No revision needed
5. Implications for research, practice and/or society: Does the paper identify clearly any implications for research, practice and/or society? Does the paper bridge the gap between theory and practice? How can the research be used in practice (economic and commercial impact), in teaching, to influence public policy, in research (contributing to the body of knowledge)? What is the impact upon society (influencing public attitudes, affecting quality of life)? Are these implications consistent with the findings and conclusions of the paper?: The paper effectively identifies practical and research implications, linking theory to practice by showing how job crafting and school support can reduce teacher stress and improve performance. Its findings can inform school policies, teacher training, and future research, especially in similar low-resource settings, with potential societal benefits like better teacher retention and educational outcomes.	No revision needed
6. Quality of Communication: Does the paper clearly express its case, measured against the technical language of the field and the expected knowledge of the journal's readership? Has attention been paid to the clarity of expression and readability, such as sentence structure, jargon use, acronyms, etc.: The paper generally communicates its ideas clearly and uses appropriate technical language for the field. While the structure is logical and the terminology aligns with scholarly standards.	No revision needed

Job Crafting in Education: Teachers' Responses to High Demands

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Table 1: Level of Job crafting based on working experience

Working experience/ Level of job crafting	Frequency	Percentage
< 5 years experience	**89**	
1. High job crafting	16	17,98%
2. Low job crafting	2	2,25%
3. Moderate job crafting	71	79,78%
> 5-10 years experience	**82**	
1. High job crafting	11	13,41%
2. Low job crafting	2	2,44%
3. Moderate job crafting	69	84,15%
> 10 years experience	**107**	
1. High job crafting	27	25,23%
2. Low job crafting	9	8,41%
3. Moderate job crafting	71	66,36%

Table 2: Harman's Single Factor Test

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,693	18,124	18,124	9,888	16,760	16,760
2	4,472	7,579	25,703			
3	3,523	5,970	31,674			
4	2,623	4,446	36,120			
5	2,165	3,669	39,789			

Table 3: Validity and Reliability Test

Construct	Items	Standardized Factor Loading	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Job Demands	JD1	0.716	0.822	0.826	0,484
	JD10	0.671			
	JD2	0.729			
	JD4	0.618			
	JD6	0.742			
	JD7	0.655			
	JD9	0.730			
Job Crafting	JC1	0.866	0.845	0.865	0,536

	JC16	0.514			
	JC18	0.594			
	JC2	0.885			
	JC21	0.561			
	JC3	0.831			
	JC4	0.774			
Perceived Organizational Support	D02	0.775	0,822	0.854	0,55
	D04	0.785			
	D05	0.775			
	D06	0.743			
	D07	0.720			
	DO1	0.643			
Job Autonomy	JA1	0.779	0.843	0.843	0,501
	JA2	0.729			
	JA3	0.809			
	JA4	0.740			
	JA5	0.669			
	JA8	0.602			
	JA9	0.600			

Table 4: Fornell-Larcker Criteria

	About	JCraf	JDem	POSup
About	**0.708**			
JCraf	0.543	**0.732**		
JDem	0.311	0.563	**0.696**	
POSup	0.291	0.236	0.200	**0.742**

Table 5: Hypotheses Testing Result

Hypotheses	Path Coefficients	P-value	95% confidence level	
			lower limits	Upper limits
H1	Jdem -> Jcraf	0,436	0	0.295
H2	Jdem x JAu -> Jcraf	-0,061	0,192	-0.151
H3	Jdem x Psup -> Jcraf	0,03	0,543	-0.068

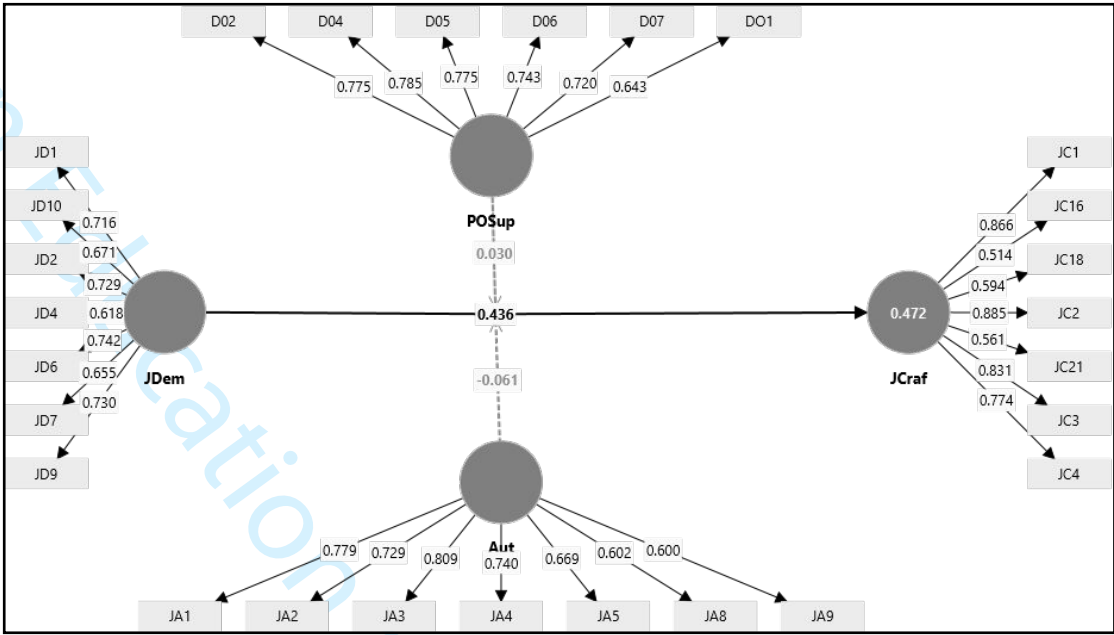Note: JDem = job demand; JCraf = job crafting; Jau = job autonomy; Psup = perceived organizational support

Figure 1: Research Model Analysis

Job Crafting in Education: Teachers' Responses to High Demands

Abstract

Purpose
This research aimed to explore the relationship between job demands, job crafting, and school support among primary school teachers in Indonesia. By examining how teachers adapt to complex demands through job crafting, the study seeks to provide valuable insights to inform school policies.

Design/methodology/approach
Data were collected via purposive sampling from 278 primary school teachers in Bandung, Indonesia, using a pen-and-paper survey.

Findings
Results indicate teachers face high job demands and engage in moderate job crafting. However, neither perceived organizational support nor job autonomy significantly moderates the relationship between job demands and job crafting. This suggests that job crafting acts as an essential coping mechanism enabling teachers to manage their workloads independently.

Research limitations/implications
This study relied on self-report measures, which may cause bias, and focused only on job autonomy and organizational support as mediators; future research should examine other mediators to clarify the relationship.

Practical implications
To promote a positive job-crafting culture, educational institutions should focus on workload management programs utilizing digital tools to reduce paperwork. Additionally, promoting collaborative teaching practices can enhance social learning and facilitate effective feedback sessions among educators.

Social implications
By prioritizing workload management, educational institutions can create a supportive environment that reduces teacher workload and fosters innovation. This approach aligns with the objectives of the Sustainable Development Goals (SDGs), particularly in promoting quality education and ensuring the well-being of educators.

Originality/value
This study contributes to limited research on job crafting in Indonesia's education sector, highlighting its importance in managing teacher job demands.

Keywords
Job demands, Job crafting, Perceived organizational support, Teachers, Job autonomy, Job resources.

Introduction

Teachers' work demands are escalating globally, particularly in the context of modern and progressive curricula (Bottiani et al., 2019; Stacey et al., 2024; UNESCO & International Task Force on Teachers for Education, 2024). The current curriculum emphasizes the Science, Technology, Engineering, and Mathematics (STEM) fields and requires seamless integration of digital tools into lessons while staying motivated to adopt new technologies (Sokal et al., 2020). To meet these demands, teachers must adopt innovative approaches to instruction, catering to diverse learning styles and moving beyond rote memorization. In addition, teachers are also confronted with other significant challenges. For example, international benchmarking and standardized testing have raised expectations for student achievement, while non-academic factors such as managing student behavior, parental engagement, and administrative burdens can further strain teachers (Chen et al., 2020; Mäkelä et al., 2015). As a result, teaching has become a highly demanding role (Hlado & Harvankova, 2024), requiring teachers to be agile, innovative, and adaptable to the needs of 21st-century learners.

Teacher wellbeing is a critical global issue, as educators face mounting pressures from underfunding, the ongoing consequences of the COVID-19 pandemic, and rapid technological change, all of which contribute to increased workloads and higher turnover rate, with a projected need for 44 million additional teachers by 2030 (UNESCO & International Task Force on Teachers for Education, 2024). These systemic pressures have made it increasingly difficult for schools to recruit and retain qualified teachers, further intensifying the workload for those who remain (Zahrah et al., 2025). As a result, teacher wellbeing has become a central focus for policymakers and education leaders worldwide. According to a research report by UNESCO (2015), in the Asia Pacific, teachers face specific challenges, including large class sizes, diverse student populations, longer work hours (over and above the hours contracted), low salaries, and limited resources and personal development. These challenges, coupled with the increasing demand of modern curricula, can lead to teacher burnout and job dissatisfaction (Bottiani et al., 2019; Sokal et al., 2020). Thus, a comprehensive strategy must be designed to help teachers manage complex job demands while staying motivated in their work. For instance, proactive teachers might utilize job-crafting strategies to redesign their work and create more meaningful roles in teaching (De Beer et al., 2016). Proactive teachers embrace the challenges as an opportunity to growth and innovate. By strategically allocating time, seeking support from colleagues, and leveraging technology, they can navigate the complexities of the modern classroom and maintain a sense of purpose (Oubibi et al., 2022). Supporting this, a recent study by Khairunnisa and Sartika (2023) involving Indonesian high school teachers demonstrated that job crafting enhances work engagement. This attitude is achieved through behaviors such as increasing job resources, balancing job demands and effectively managing emotional labor. These findings underscore the transformative potential of job crafting in empowering teachers to thrive despite challenging conditions. Furthermore, according to research highlighted in The Conversation (Slemp et al., 2023), job crafting can be a valuable strategy for teachers to manage stress and find greater enjoyment in their work.

However, the success of job crafting is contingent upon both the employee's personality and the level of autonomy and support provided by the organization. Job autonomy for teachers refers to the extent to which they can independently design their lessons, choose teaching strategies, and make decisions for their students (Bottiani et al., 2019; Zahrah et al., 2025). When schools grant teachers control over their lesson planning, they can tailor lessons according to their student's specific needs and learning styles. This ownership fosters creativity and allows students to experiment with new approaches, leading to more engaging learning activities

(Oubibi et al., 2022). Moreover, when schools provide access to professional development opportunities and foster a collaborative environment, teachers are empowered to craft their jobs effectively. This, in turn, can lead to increased innovation, improved student outcomes, and a fostered sense of community and support, boosting morale and problem-solving abilities.

Given the broader challenges faced by teachers in the Indonesian context, a crucial question arises: how do workloads influence job-crafting behaviors among teachers, and what role do organizational support and autonomy play in this relationship? This research is both academically and practically urgent. From an academic perspective, it addresses a gap in understanding how teachers adapt to increasingly complex demands through job crafting—a concept that has not been sufficiently explored in the context of Indonesia's education system. Practically, the findings are vital for shaping school policies to align with Sustainable Development Goal (SDG) 4, which emphasizes ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

Literature Review
Job Demand and Job Crafting

The job demands-resources (JD-R) model offers a valuable framework for understanding the interplay between the pressures and supports present within a work environment. According to this model, job aspects fit into two categories: job demands and resources (Bakker et al., 2020; Tims et al., 2016). Job demands encompass various elements of a job that require sustained physical or mental exertion. This exertion can manifest in several ways, including physical, emotional, and social strain. Job demands are inherently linked to the potential to incur specific physiological and psychological costs for employees. These costs can encompass factors such as fatigue, stress, and burnout (e.g., exhaustion). Excessive job demands, while not inherently detrimental, can become potent stressors when they require an unreasonable level of exertion from employees who have not been afforded sufficient time or resources (Crawford et al., 2010; Fernandez de Henestrosa et al., 2023). Job resources act as potent tools that empower employees to thrive in their roles. These resources encompass a diverse range of elements, including physical aspects, such as ergonomic workstations; psychological resources, such as clear communication and autonomy; social support from colleagues and supervisors; and organizational structures that promote growth. By strategically providing these resources, organizations can achieve a threefold benefit: first, bolstering employee capacity to effectively achieve work goals; second, mitigating the negative impacts of job demands and the associated physiological and psychological costs; and finally, fostering an environment that ignites personal growth, learning, and development. This holistic approach to work design not only benefits employees' well-being, but also fuels organizational success (Bakker & Demerouti, 2007; Fernandez de Henestrosa et al., 2023; Slemp et al., 2021).

According to Fernandez de Henestrosa et al. (2023), job demands can be either "facilitating" or "hindrance." Facilitating demands are those that are necessary for job performance, while hindrance demands are those that are excessive and interfere with job performance. For instance, employees who are assigned unreasonable and unnecessary tasks can perceive them as stressors in the work context. This can lead to frustration, demotivation, and decreased job satisfaction. By contrast, job demands can stimulate innovation and promote self-actualization and proactiveness (Adler & Koch, 2017). For example, Han et al. (2020) found that stimulating workload was positively related to fatigue, but negatively related to work engagement. When job

demands are perceived as challenges, they can have a meaningful difference in employee engagement and motivation because they consider them an important part of their job (Fernandez de Henestrosa et al., 2023; Haines et al., 2022).

When employees face high demands, they might cope with them by modifying or changing some aspects of their jobs. This coping mechanism is known as job crafting (Rudolph et al., 2017; Tims et al., 2015; Wrzesniewski & Dutton, 2001). Supporting this, Skaalvik & Skaalvik (2021) identified five primary strategies that teachers employ in high-demand work situations: hard-working strategies, recovery strategies, workload reduction strategies, job crafting strategies, and help-seeking strategies. Wrzesniewski & Dutton (2001) proposed the concept of job crafting, empowering individuals to reshape their work environment actively. This proactive approach involves strategically modifying both the physical and cognitive aspects of tasks and relational dynamics within their roles. Meanwhile, Tims et al. (2015) introduced job crafting as a powerful approach in which employees take the initiative to adjust their job resources and demands. This tailoring allows them to leverage their strengths and preferences, ultimately leading to more fulfilling work experiences. Tims et al. (2016) developed three dimensions to capture job crafting based on the JD–R model: (1) increasing job resources, (2) increasing challenging job demands, and (3) decreasing hindering job demands. When employees are facing a high-demand job, they might increase their job resources, for example, asking for help from supervisors or colleagues, which in turn would buffer the pressure from highly demanding work. In the context of education, the implementation of collaborative teams has been identified as a strategy for enhancing job resources (Skaalvik & Skaalvik, 2021). This approach facilitates the sharing of responsibilities among educators and fosters an environment conducive to learning and growth. Meanwhile, when work is stimulating, it has been observed that boredom can play a role in absenteeism and job dissatisfaction. This demotivation can potentially lead to a decline in employee engagement and organizational productivity. In response, employees may increase their job demands to maintain their motivation (Adler & Koch, 2017; Fernandez de Henestrosa et al., 2023). For example, teachers might volunteer to lead an after-school math club to help students who are struggling to catch up on class material. The third dimension, decreasing the level of hindering job demands, is predicted to occur when employees perceive that their demands have become overwhelming and proactively reduce them. For example, customer services may attempt to avoid talking to difficult customers. In the teaching profession, a teacher might establish clear boundaries regarding after-hours communication with students, parents, and colleagues to reduce negative engagement.

In conclusion, job crafting as a self-initiated approach can enhance job satisfaction, engagement, and overall well-being by allowing individuals to create more meaningful and fulfilling work experiences. However, it also carries potential risks, such as increased job demands and burnout, if not properly managed. Balancing job crafting with adequate resources and organizational support is crucial for maximizing positive outcomes and minimizing negative effects.

Job Autonomy as a moderator variable

Prior research has shown that job demands influence employees' well-being and engagement through various mechanisms. Emphasizing this causal relationship, Han et al. (2020) found that challenging job demands directly contribute to increased emotional exhaustion among employees. Excessive job demands may surpass employees' capacities, thereby impairing their accomplishments, goal realization, and workplace ingenuity (Adler & Koch, 2017). While a number of studies have proven that job demands can be a trigger for job crafting, job autonomy plays a crucial role in

determining whether employees have the power to redesign their work and make it more manageable and align with their skills, abilities, and preferences. When demand is high and employees have high autonomy, they are more likely to engage in job crafting. On the other hand, when demands are high and employees are only granted a little control, employees may feel powerless and less motivated to make changes.

POS as a moderator variable

While excessive job demands may stimulate employee engagement in job crafting behaviors (positive effect), this relationship is likely moderated by the intervening situational factor of perceived organizational support (POS). POS is a multidimensional construct that captures employees' beliefs and perceptions concerning the degree to which they recognize, prioritize, and demonstrate genuine care (Bonaiuto et al., 2022; Eisenberger et al., 2016). It has been conceived of as a powerful driver in meeting employees' core psychological needs for respect, recognition, belonging, and emotional security. This robust support system fosters a work environment in which employees feel valued, empowered, and ultimately more engaged in their roles (Khajuria & Khan, 2021; Ramaci et al., 2024; Zahrah et al., 2025). Prior research has linked POS to positive work outcomes, such as job satisfaction (Oubibi et al., 2022; Ramaci et al., 2024) and lower stress (Hsieh et al., 2019), especially for highly demanding work, such as healthcare workers (Ramaci et al., 2024), teachers (Ingusci et al., 2016; Zeng et al., 2024). They hypothesized that high POS can act as a buffer to protect employees from the negative effects of job demands. On the other hand, low POS might leave employees feeling unsupported and vulnerable to burnout.

Given the assumptions of the JD-R model (Fila et al., 2017; van Wingerden et al., 2017), and based on the evidence provided in the prior literature, we hypothesized the following:

H1 Job demands positively predict job crafting.

H2 Job autonomy moderates the relationship between job demands and job crafting.

H3 Perceived organizational support moderates the relationship between job demand and job crafting.

Methodology
Sample and data collection

The objective of this study is to investigate the job demands experienced by primary teachers in Bandung, Indonesia. Specifically, we focused on primary teachers who have been actively engaging with innovative teaching methods. Teachers have an inherent autonomy in their classrooms. This situation allows them to leverage job crafting strategies such as adjusting lesson plans, utilizing technology creatively, and seeking collaborative learning opportunities to meet the demands of the modern curriculum. Thus, teachers are considered well-suited for this study. Using purposive sampling, this study selected participants who have taught for at least one year and currently reside in Bandung to accurately reflect the target population. A total of 350 questionnaires were distributed, and 278 were returned, resulting in a response rate of 79%. All respondents came from 30 registered primary schools across Bandung, representing a diverse geographic distribution: 18 schools in North Bandung, 6 in

South Bandung, and 4 in East Bandung. This wide coverage ensures the findings are representative of the varied teaching environments within the city.

The participants primarily involved female educators (88.7%). Based on Trading Economics (2025), the World Bank reported that in 2023, women make up nearly 72% of primary school teachers in Indonesia. This number highlights the significant representation of women in the teaching profession in Indonesia. The age distribution leaned towards those above 43 years (16.3%) and those between 23 and 28 years (12.9%). In terms of education and employment, the majority held bachelor's degrees (46.9%) and permanent positions (37.2%). Additionally, a substantial number of participants had over 10 years of teaching experience (35.6%). Weekly teaching hours typically fell within the 10-25 range (45.4%), with class sizes averaging–15-25 students (63.2%).

Additional testing was conducted based on the characteristics of the respondents. A pivot table analysis was performed to determine whether respondents exhibiting high, moderate, or low job crafting were influenced by their work experience. The results indicate that among teachers with less than five years of experience, only 17.98% (16 respondents) engaged in high levels of job crafting, while 79.78% demonstrated moderate job crafting. In contrast, for teachers with more than ten years of experience, 25.23% actively modified their work, and 66.36% exhibited moderate job crafting. A similar trend was observed among teachers with five to ten years of experience, where the majority (84.15%) engaged in moderate job crafting. This finding suggests that the majority of respondents still demonstrate moderate job crafting, highlighting the need to promote a work environment that supports proactive behaviors, particularly for teachers with low experience, to foster innovation. These findings are presented in Table 1.

Table 1: Level of Job crafting based on working experience

Working experience/ Level of job crafting	Frequency	Percentage
< 5 years experience	**89**	
1. High job crafting	16	17,98%
2. Low job crafting	2	2,25%
3. Moderate job crafting	71	79,78%
> 5-10 years experience	**82**	
1. High job crafting	11	13,41%
2. Low job crafting	2	2,44%
3. Moderate job crafting	69	84,15%
> 10 years experience	**107**	
1. High job crafting	27	25,23%
2. Low job crafting	9	8,41%
3. Moderate job crafting	71	66,36%

Measure

The measurement scales used in this study possess well-established validity, ensuring the accuracy and reliability of our findings. All the items used the same five-point Likert scale (1 = strongly disagree, 5 = strongly agree). Job crafting was assessed using a 21 items scale developed by Tims et al. (2012). As an example, the measurement included questions: Learning from my supervisor inspired me. To measure job autonomy, we adopted the instrument developed by Breaugh (1999)

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consisting of nine questions. The sample items are I have some control over the sequencing of my work activities (when I do what). <mark>This measure has relatively good dependability, ranging from α = 0.85-0.93.</mark> In the present study, a reliability of 0.84 was estimated. This study assessed the level of job demands experienced by employees using a measurement set developed by Van Veldhoven et al. (2005), <mark>which demonstrated a satisfactory Cronbach's alpha of 0.88.</mark> Job demands were divided into three main dimensions: the amount of work required, mental demand, and emotional challenges faced at work (emotional demand). For example, some of the questions included statements like "I have too much to do." The study used a questionnaire developed by Rhoades and Eisenberger (2002) to understand how much support employees felt they received from their organizations. <mark>The measurement set contained only eight questions, which have Cronbach's alpha values ranging from 0.71 to 0.84.</mark> Examples of the questions include statements like "This organization throws its full weight behind me, ensuring I have everything I need to excel."

Data analysis

The data were analyzed using the Structural Equation Modeling (SEM) technique with Smart Partial Least Square (Smart PLS) software. SEM is a sophisticated statistical approach that enables researchers to examine complex relationships between observed and latent variables, providing valuable insights into the underlying dynamics of the data (Gaskin & Lowry, 2014). In Smart PLS, data analysis was conducted in two stages. The first stage comprises the evaluation of the measurement model, also known as the outer model, whereas the second stage consists of evaluating the structural model, also known as the inner model (Ringle et al., 2022).

Results

Given that this research relies on self-reported data, the potential for common method bias (CMB) exists, which may lead to inflated correlations among the variables (Kock, 2021). To address this concern, Harman's Single Factor Test was conducted prior to analysing the structural model. The results (Table 2) indicated that the single factor extracted accounted for 18,12% of the total variance. Since this percentage is below the 50% threshold, it suggests that common method bias is not a significant issue in our data. This finding reinforces the validity of our analyses and supports the integrity of the relationships observed among the study variables.

Table 2: Harman's Single Factor Test

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,693	18,124	18,124	9,888	16,760	16,760
2	4,472	7,579	25,703			
3	3,523	5,970	31,674			
4	2,623	4,446	36,120			
5	2,165	3,669	39,789			

Evaluation of the measurement (outer) model

Hair et al. (2022) proposed a four-pronged measurability analysis method to evaluate the quality of a measurement model. This analysis encompassed indicator reliability (outer loadings), composite reliability, average variance extracted (AVE), and discriminant validity. Four assessments of the measurement model are discussed below. Table 3 summarizes the convergent validity test results, a type of construct

validity that assesses whether two measures that are theoretically related actually correlate with each other (Henseler et al., 2015). The result shows that each item's factor loading value ranges from 0.514 to 0.866, which exceeds the threshold value of 0.50 (Hair et al., 2022). This demonstrates that all items were significant, provoking the convergent validity of the measurement model.

Table 3: Validity and Reliability Test

Construct	Items	Standardized Factor Loading	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Job Demands	JD1	0.716	0.822	0.826	0,484
	JD10	0.671			
	JD2	0.729			
	JD4	0.618			
	JD6	0.742			
	JD7	0.655			
	JD9	0.730			
Job Crafting	JC1	0.866	0.845	0.865	0,536
	JC16	0.514			
	JC18	0.594			
	JC2	0.885			
	JC21	0.561			
	JC3	0.831			
	JC4	0.774			
Perceived Organizational Support	D02	0.775	0,822	0.854	0,55
	D04	0.785			
	D05	0.775			
	D06	0.743			
	D07	0.720			
	DO1	0.643			
Job Autonomy	JA1	0.779	0.843	0.843	0,501
	JA2	0.729			
	JA3	0.809			
	JA4	0.740			
	JA5	0.669			
	JA8	0.602			
	JA9	0.600			

Cronbach's alpha for all variables ranged from 0,822 to 0.845, which is above the acceptable level of 0.60 (Hair et al., 2022). The composite reliability value also ranges from 0.826 to 0.865, which is higher than 0.70, as recommended by Sarstedt et al. (2022). Moreover, all AVE (average variance extracted) values for job demands, job crafting, perceived organizational support, and job autonomy were 0,484; 0,536; 0,55; and 0,501 respectively, which outstripped the acceptable level of 0.40 (Hair et al.,

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2012; Lam et al., 2012). Discriminant validity was examined using the Fornell-Larcker criterion. Discriminant validity test values must be greater than 0.7084 (Henseler et al., 2015). The results of the discriminant validity test are presented in Table 2. As shown in Table 4, the study variables are valid because the resulting Fornell-Larcker criterion value is greater than 0.708. Based on the above examination, it is considered that the measurement model validates convergent and discriminant validity.

Table 4: Fornell-Larcker Criteria

	About	JCraf	JDem	POSup
About	**0.708**			
JCraf	0.543	**0.732**		
JDem	0.311	0.563	**0.696**	
POSup	0.291	0.236	0.200	**0.742**

Evaluation of the structural (inner) model

The subsequent stage of the Smart PLS data analysis focuses on evaluating the structural model. This evaluation centers on the path coefficients (β), t-statistics, and p-values obtained through the Smart PLS bootstrapping method. These metrics collectively assess the strength and significance of the relationships between variables, ultimately revealing whether the hypothesized relationships hold. The acceptable value of t-statistics and p values are 1,96 and 0,05 respectively, as suggested by Hair et al. (2022).
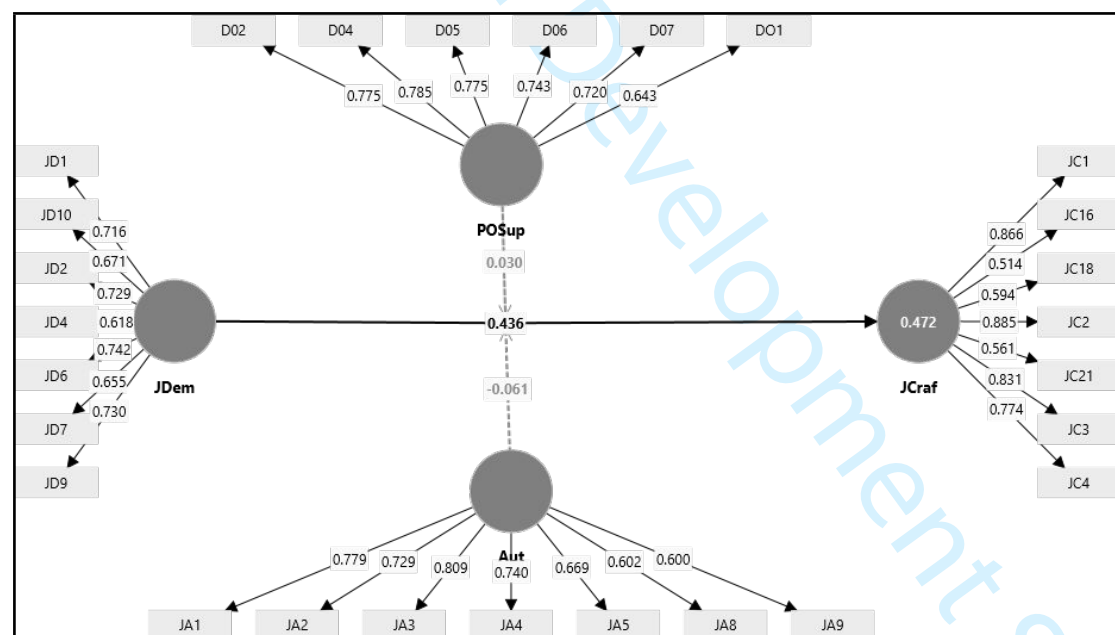

Figure 1: Research Model Analysis

Table 5 presents the results of the structural model analysis used to test all hypotheses in this study. This includes both the direct and moderating effects. The first hypothesis (H1) was used to measure the impact of job demands on job crafting. The results showed that the relationship between job demands, and job crafting suggests a positive, moderate-strength relationship (R-Square: 0,472). This result supports those of earlier studies conducted (e.g. Han et al., 2020; Schaufeli, 2017). Meanwhile, this study found no statistically significant effect of the moderating role of job autonomy on job demands and job crafting (β = -0.061, p-value = 0.192). The results also

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showed that there was no statistically significant effect of the moderating role of perceived organizational support on job demands and job crafting ($\beta = 0.03$, p = 0.543). These results indicate that job autonomy and perceived organizational support do not moderate the relationship between job demands and job crafting among teachers. The research model analysis is presented in Figure 1.

Table 5: Hypotheses Testing Result

Hypotheses	Path Coefficients	P-value	95% confidence level	
			lower limits	Upper limits
H1	Jdem -> Jcraf	0,436	0	0.295
H2	Jdem x JAu -> Jcraf	-0,061	0,192	-0.151
H3	Jdem x Psup -> Jcraf	0,03	0,543	-0.068

Note: JDem = job demand; JCraf = job crafting; Jau = job autonomy; Psup = perceived organizational support

Discussion

The primary objective of this study was to examine the direct effects of job demands on job crafting among primary school teachers in Bandung, Indonesia. The roles of job autonomy and perceived organizational support in mediating this relationship were also examined. The results of this study found that high job demands can push employees to modify their jobs. Faced with significant workloads, teachers in this study demonstrated a proactive approach to managing their work. They took the initiative to reshape their tasks, making them more manageable and meaningful, revealing both the pressures they face and their resourcefulness in coping with them. However, this proactive approach (job crafting) can be a double-edged sword. According to Tims et al. (2016), job crafting consists of three key dimensions: (1) enhancing job resources, (2) optimizing job challenges, and (3) mitigating hindering demands. Teachers who actively enhance their job resources by, for example, collaborating with colleagues to share best practices and improve their skill through social learning. Proactive teachers might also optimize job challenges by embracing new stimulating tasks. However, this behavior might also raise concerns about long-term sustainability. Teachers who are actively crafting their jobs might find it is overwhelming and leads to stress. Thus, demonstrating job crafting might be a powerful strategy to ignite personal growth and fuel job contentment (Bruning & Campion, 2019; Knight et al., 2021), it poses a significant risk to well-being if mismanaged. In conclusion, when employees perceive a mismatch between demanding tasks and available resources, they become empowered agents of change. By strategically employing the three complementary strategies of job crafting, employees can actively reshape their work environment to achieve a more optimal and fulfilling fit.

However, this study revealed that the willingness to demonstrate job crafting behavior does not depend on the availability of organizational support and job autonomy. The analysis shows that job autonomy and organizational support did not moderate the relationship between job demand and job crafting. This is an insightful finding because prior study found that ability and willingness to modify work depend on the perceived organization support and the degree of autonomy. This may be because, under intense workload pressure, the immediate need to complete tasks outweigh the

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perceived value of organizational support. As mentioned in Chang et al. (2014) and Felicia and Ramli (2017), teachers in Indonesia often face resource constraints and limited training opportunities. Job crafting then becomes the primary means of managing workload and stress. Thus, job demand will lead to job crafting even though teachers do not perceive organizational support. Second, a high level of autonomy might provide more opportunities for teachers to modify them; however, in challenging situations, teachers might not have choices unless they craft their work to accomplish them. Modifying certain tasks often requires room for creativity and innovation. However, many teaching tasks are inherently flexible by nature. As a result, job autonomy may naturally be perceived as an intrinsic aspect of the teaching profession rather than a variable that actively drives or accelerates proactive behaviors such as job crafting.

In conclusion, teachers represent a workforce that is consistently confronted with high job demands and numerous challenges. The findings of this study underscore the necessity for educational institutions to effectively manage these job demands to promote a positive culture of job crafting. This research reveals that the ability of employees to adapt is paramount, irrespective of the level of organizational support or autonomy they receive. Job crafting emerges as a vital coping mechanism that enables teachers to handle the uncertainties and frequent changes inherent in their work environments. It is a multifaceted process influenced by various factors that shape an employee's decision to modify their tasks, relationships, and perceptions of their roles. Ultimately, encouraging a workplace that encourages job crafting can not only enhance teachers' resilience but also improve their overall job satisfaction and effectiveness. As educators face increasingly complex demands, understanding and supporting their adaptive strategies becomes essential for promoting their well-being and sustaining a thriving educational ecosystem.

Implications for theory and practice

The findings of this study have theoretical implications by challenging previous research that emphasizes the significance of moderating organizations support and autonomy in these relationships. However, in this research context of Indonesian primary school teachers, job crafting may be more self-driven and less dependent on external factors. This finding calls for a re-examination of the boundary conditions of job crafting theory. Moreover, this theoretical implication invites a re-examination of the universality of established moderators within job crafting theory.

This study also highlights that job crafting serves as a coping mechanism for teachers to deal with the current uncertain working situation. To foster a positive job-crafting culture, educational institutions in Indonesia should go beyond providing autonomy and support by effectively managing their job demands. This involves implementing strategies to manage workloads by leveraging digital tools to reduce the burden of paperwork, freeing up valuable time and reducing teacher stress over administrative works. However, while job crafting is beneficial, it can also present risks if not approached strategically; without alignment to school goals, additional efforts may lead to overload or reduced job satisfaction, effectively serving as a double-edged sword. Therefore, it is essential to encourage teachers to engage in job crafting purposefully. For instance, volunteering to provide extra classes after school should be aligned with the school's strategic goals to ensure that such efforts are meaningful (Bruning & Campion, 2019; Knight et al., 2021) and contribute to organizational objectives. Without this alignment, embracing new challenges may lead to feelings of being overwhelmed or result in work that lacks purpose or value.

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Some other practical approaches include creating structured opportunities for teachers to collaborate on projects, sharing best practices, conducting regular check-ins or feedback sessions, and facilitating activities such as mentoring or student-led initiatives, which can enhance relational and cognitive aspects of job crafting. By supporting educators in this way, educational institutions can not only enhance teacher well-being but also improve public perceptions of teaching as a responsive and dynamic profession. Additionally, equipping teachers with training to manage workloads, prioritize tasks, and delegate responsibilities can empower them to handle highly demanding tasks more effectively. This approach aligns with the objectives of the Sustainable Development Goals (SDGs), particularly in promoting quality education and ensuring the well-being of educators.

Limitations and further research

Job demands have received attention because of increased work pressure in modern workplaces, including schools. Prior findings reflect that when employees receive a high demand, it leads to job crafting behaviors as a coping mechanism to deal with intense work pressure. This research then added literature on job demands, particularly in teacher-working situations. We also included job autonomy and perceived organization support as moderators. Excessive job demands tend to enhance the possibility of modifying jobs when employees grant authority over their work and satisfactory support from supervisors and organizations. Even though this study did not find any significant effect of these moderators, it does not necessarily negate their importance. Future research should explore these moderators in different industries. For organizations, it is important to be aware that excessive job demands might lead to issues such as modifying work to a lower standard and increasing job stress. Thus, the organization should offer workshops or training to equip teachers to improve their jobs and redefine their daily tasks to be more creative in accomplishing their tasks.

It is important to acknowledge that this study is not without its limitations. Although the findings offer valuable insights, several aspects warrant further exploration in future research. First, we used self-report measures, which could lead to common methodological bias. Even though we have conducted Harman's single-factor test, the next investigation could incorporate a multi-source collection of data (i.e., job crafting reported by a direct supervisor) to minimize the problem of common method bias. Second, it relates to the research sample, which is relatively limited in types of occupation (primary school teachers). Thus, to further generalize the results, examining their applicability in diverse occupational contexts could be a valuable avenue for future research. Third, the insignificant role of moderating variables implies that certain moderators may exist. Therefore, future research should consider other moderating variables, such as individual characteristics (personality) or specific school cultures and levels.

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