Understanding the Role of Job Crafting among University Faculty: A Qualitative Inquiry

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Abstract. Academicians in Higher Education Institutes (HEIs) are expected to act pro-actively in order to demonstrate their commitment to lifelong learning, high standards in their research, and innovative thinking. Job crafting is the proactive redesign and adjustment of one's own position to increase its significance, interest, and satisfaction. In order to do this, one must modify the tasks (task crafting), change the way they think about their work (cognitive crafting), and exercise judgment in their choice of coworkers (relational crafting). In this study, qualitative approach was adopted and it includes a focus group was conducted with N=7 participants. The sample consisted of higher education institutes' (HEIs) faculty members. Participants were selected through purposive sampling technique from the University of Management and Technology, Lahore. A semi-structured interview protocol was made regarding job crafting which includes questions related to increasing structural job resources, decreasing hindering job demands, increasing challenging job demands and increasing social job resources. The responses were recorded and after that thematic analysis was used. The responses were recorded and analyzed by thematic analysis and themes were generated were related to the nature of work, personal growth, personal grooming, self-satisfaction, deficiencies in infrastructure, relationship building, inter personal relationships, work environment, preferential treatment, motivational level, personal preferences, organizational policies, time management, cognitive restructuring, socialization and individual behavior. The results from thematic analysis showed that job crafting has a major impact on university faculty members' relationships, self-actualization, and personal development. It also brought attention to issues that needed to be addressed, like inadequate infrastructure and preferential treatment. The findings were in accordance with the Job-Demand Resource (JDR) theory. Increasing employee performance and mental wellness is a common challenge for organizations. There is a possibility that an employee needs the job crafting plan to increase their job performance and psychological well-being.

Key words: Job crafting, proactive behavior, job demands, job resources, time management, employee performance, psychological well-being

1 Introduction

Teaching is a very challenging profession where academicians have to work proactively to modify their jobs and work in order to sustain their relevance in a teaching world. They need to

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redesign their work and teaching method from traditional teacher-led processes towards the facilitation of student-driven learning in an authentic environment. This study's main focus is on how job crafting among university faculty members can improve their psychological health and job performance in the face of these difficulties. Investigating proactive tactics that can enable faculty members to adjust and flourish in their roles is essential given the complexity and demands of the teaching profession, which are only going to get greater. Comprehending the ways in which job crafting can enhance the engagement and satisfaction of faculty members is crucial in tackling the obstacles encountered in the academic environment following the COVID-19 pandemic. The potential for enhancing work outcomes and employee well-being in the higher education sector led to the selection of the topic of job crafting among university faculty members. The rate of technical and economic development has increased in the recent years post COVID-19 pandemic. Employees throughout the world are affected by these advancements. Employees may experience both good and negative effects as a result of such adjustments. It provides opportunities for employees to learn new attributes in their current workplace which adds on additional responsibility on their shoulders. As a result of this rising complexity of work, such changes may be detrimental. Industrial and organizational psychologists investigates both good and negative elements of work by introducing a 'Job crafting' component that can assist employees to improve the positive aspects of their work while reducing the bad aspects.

1.1   Job Crafting

Job crafting is the process of changing the meaning of one's work and the social environment at work by adjusting aspects of one's employment and relationships with others (Wrzesniewski and Dutton, 2001).Workers can shape their jobs using three diverse policies, according to the authors: they can change the extent or nature of chores they do; they can alter their relationships with other folks (for example, how frequently and for how long they connect with coworkers and clients); and they can transform their job perceptions. Tims et al. (2012) suggested a method of job crafting based on a job redesign approach and the JD-R theory. Job crafting, according to these authors, is defined as practical, bottom-up modifications that persons sort in their degrees of job strains or job resources. Using job crafting, employees may maximize the fit between their own requirements and capabilities and the results of their work. They also suggested four job crafting magnitudes: increasing social job resources (e.g., looking for public backing among coworkers); increasing structural job resources (e.g., producing chances to grow oneself at workplace); increasing challenging job demands (e.g., initiating innovative developments); and/or decreasing hindering job demands (e.g., tumbling load). In the most recent version of the JD-R theory, the bottom-up shaping of work demands and resources by employees plays a significant role (Bakker and Demerouti, 2014).

Workers who make the effort in the workplace to adjust their job needs and job resources, according to recent studies, promote and boost their work engagement. Bakker and Demerouti (2014) found that workers' job crafting activity was prognostic of their work engagement in 95 dyads of employees from varied businesses. Furthermore, Tims et al. (2012) showed comparable favorable associations between job crafting activity and employee engagement in a prospective systematic job crafting research with 288 participants.

The term "job crafting" was first used by Wrzesniewski and Dutton (2001).in response to their observations that workers often alter their jobs to suit their personalities and that task boundaries along with the cognitive and relational ones of a job are not always clearly defined.

"I always have a voice in my work. Job crafters are individuals who actively modify the psychological characteristics of their job activity by changing the task boundaries and rational traits, by changing how they use resources and relational features, and by ultimately changing the interactions within their work (Wrzesniewski and Dutton, 2001). The job crafting expression was then used to identify the capability to outline, model, and modify a job. Job crafters modify employment factors such as duties, individuality, and purpose; consequently, their jobs have very different qualities from what employers would consider them to have.

Employees engage in job crafting to meet their needs and interests in the work environment (Kira et al., 2010). It is a behavior pattern that necessitates adaptation to the constraints and challenges imposed by an employer Berg (2010), and offers a vital advantage to employees and the company overall, albeit it will be demonstrated that these adaptations are not always in line with company needs and goals (van den Heuvel and Papazoglou, 2010).

When employees use job crafting techniques to mobilize resources, they can create a work environment that better fits their needs and talents (Tims et al., 2012). This suggests that job performance will increase because contented people are more likely to take advantage of opportunities in their workplace, interact with coworkers more frequently, and have higher levels of hope and confidence all of which lead to better organizational outcomes (Cropanzano and Wright, 2001). It appears that hot water has been found upon rereading these lines: It seems trivial, but contented employees perform better. However, it is evident that the worker has become the center of attention recently; this trend has not received the proper attention over the years and has only begun to gain traction in the last 20 years of literature. According to Hornung et al. (2010) the ratio of job crafting is the proactive, autonomous actions that workers take to model, craft, or alter the essence of a job. This is in stark contrast to the agreement made between an employee and a manager during the selection phase. t is an inevitable process: on the one hand, their inability to fully understand the candidacy made, and on the other, their inability to fully comprehend the methods of work, stems from the discrepancy of information between the two parties at the time of hiring. It is true that an employee who expects a different work environment in terms of activities, relationships, perception, and other aspects will make every effort to alter the situation; however, that is a different story. The employer may also choose to engage in a form of job crafting by shifting the employee between positions according to the position for which they were hired. Job crafting behaviors have the potential to benefit the person executing them, the other team members, and the organization overall. On the other hand, they may have unfavorable effects on the working group or the organization and only benefit the individual.

1.2   Job Crafting Techniques

Task crafting, relational crafting, and cognitive crafting are the three methods used to craft the job. By engaging in any one of these activities, we can attempt to establish the job-person fit that might not exist in our current position (Tims et al., 2012; Wrzesniewski and Dutton, 2001).

1.2.1   Task Crafting

Task crafting is the most contentious part of the strategy because it is typically seen as an active modification or shaping of one's role. According to Ollier-Malaterre et al. (2013) it might mean adding, removing, or changing tasks from your formal work depiction. This type of crafting may also involve altering the nature of certain tasks or devoting a lot more time to what you're currently doing. This doesn't always have an impact on the caliber or the result of the

work you have been given. It can be summed up as the amount, kind, or nature of assigning more attention to wo related to one's urge and giving priority to obligations in a particular profession related to one's interest.

1.2.2   Relational Crafting

This is the way people alter the type and nature of their social interactions. To put it differently, relational crafting could mean changing whom people work with someone on multiple tasks and with whom we speak and interact on a daily basis (Berg and Karlsen, 2013). An advertising administrator may cooperate with the enterprise's app designer to deliberate and study about the consumer experience, letting them to tap into their creativity while building partnerships.

Relationships with people that are meaningful, useful, or invigorating, increasing actions in order to have a stronger influence on users, penalizing or terminating unsatisfactory recipients, selecting circumstances in which to assist important clients, and varying relationships to deal with harsh conditions are all examples of interactions with others.

1.2.3   Cognitive Crafting

The third kind of crafting is cognitive crafting, which includes individuals adjusting their ideas on the chores they accomplish (Bakker and Demerouti, 2014). We might locate or create deeper significance in what might be considered a workload by altering our perspective of how we're performing. In this sense, replacing hotel bed linens may be less about cleaning and more about ensuring travelers' trips more pleasant and unforgettable.

To deal with challenges, rational view of grind includes redefining the societal drive of task with one's urge and own notions or opinions about the occupation. Job constructing proponents claim that we can reframe, rethink, and obtain a deeper understanding of what we invest so much time performing tasks.

1.3   Dimensions of Job Crafting

On the basis of the JD-R theory, it is proposed that there are three fundamentally distinct elements to job crafting, namely: (1) increasing job resources; (2) increasing challenging job demands; and (3) decreasing hindering job demands.

1.3.1   Increasing Job Resources

Job resources help employees be more engaged at work Crawford et al. (2010) and, as a result, favorable organizational results (Xanthopoulou at al., 2009). Furthermore, workplace assets can mitigate the undesirable consequences of job strains and, in particular, when job demands are high, can result in positive outcomes (Hakanen and Roodt, 2010). As a result, job crafting might have a significant influence on job engagement. In sum, we anticipate that expanding workplace resources will result in more appreciated specific results (e.g., work engagement, job satisfaction). We suggest that workers will not strive to reduce their level of job resources based on the foregoing argument regarding the motivating effect of job resources.

1.3.2   Increasing Challenging Job Demands

The second aspect of job crafting is to increase the amount of rigorous work demands. A job that isn't stimulating enough might lead to boredom, which can lead to absence and un-

happiness (Kass et al., 2001). Employees must consequently be open to a sufficient quantity of difficult job demands in order to be motivated at work. Employees are motivated to improve their knowledge and abilities by having increasingly challenging targets to achieve (LePine et al., 2008). Competent perspectives are generated by proficient demands which can result in satisfaction and strong sense of self (Gorgievski and Hobfoll, 2008). Crawford et al. (2010) showed that, although being stressful, difficult job strains were certainly connected to job engagement in a recent meta-analysis. Introducing new challenges at work might be a good strategy to boost personal growth and job happiness (Berg and Karlsen, 2013).

1.3.3   Decreasing Hindering Job Demands

The third component of job crafting is pulling down the degree of work expectations that are obstructive. When employees believe their workload has gotten too much for them, they may take proactive steps to reduce their workload. Long-term disclosure to high demands collective with limited job resources might result in unfavorable well-being outcomes for example, exhaustion Schaufeli et al. (2009) as well as destructive administrative repercussions like employee turnover (Kulik et al., 1987). Employees' expenses of dealing with obstructive requirements might be a motivator for intentionally eliminating them.

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

For organizational and positive psychology practitioners, job crafting has a lot of potential benefits. The technique has been empirically verified, in spite of the point that it is still comparatively new and fresh. There is evidence for as a minimum five crucial advantages within the findings, in addition to more meaningful employment.

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Enhanced Organizational Performance

According to Frese and Fay (2001) the process of managing one's job is advantageous. Proac-
tive crafting is inherently creative and advanced, and it encourages organizational flexibility and
responsiveness. In increasingly dynamic and global commercial situations, it can assist a firm to
acquire a competitive advantage.

Greater Involvement

Changing how we think about and engage with our professions may provide us greater
control over what we do and additional contentment from the relationships we form (Lyons,
2008). We now have more resources available to us, which is naturally exciting since it allows
us to grow personally and achieve our objectives (Halbesleben, 2010).

Increasing the number of challenges encourages mastery

We support mastery experiences when we put a good level of strain on ourselves via task
crafting; they, in consequence, are beneficial for health (Gorgievski and Hobfoll, 2008). We may
seek input and help in job creating as well, perhaps improving our job performance (Goodman
and Svyantek, 1999).

It could be able to assist us in achieving our 'ideal' job position - We may more effectively
advance toward our goals by assessing our tasks and determining our goals (Strauss et al., 2012).
We have a better person-job fit when we add or change duties that are aligned with our skills
and motivations (Hackman et al., 1975).

Finding demonstrates that it helps make us contented– Employee involvement in job craft-
ing was connected to how effectively their psychological and subjective wellbeing requirements
were met, according to a research by (Slemp and Vella-Brodrick, 2013).

2   Literature Review

Job crafting is the proactive redesign and adjustment of one's own position to increase its
significance, interest, and satisfaction. It can be related to personal growth, personal grooming,
self-satisfaction, relationship building, inter personal relationships, work environment, prefer-
ential treatment, personal preferences, organizational policies, cognitive restructuring, social-
ization and individual behavior. Job crafting is helpful in boosting employee engagement, per-
formance, satisfaction, and mental wellness in the context of HEIs, where faculty members face
particular challenges and demands. These factors are critical for upholding high standards in

education and creating a supportive academic environment. The purpose of this literature review is to examine existing research and scholarly works on job crafting to gain insights into its past outcomes, theoretical frameworks, and practical implications.

van Wingerden et al. (2017) carried out a research on the longitudinal influence of job crafting intervention. The intervention was constructed on the job demand-resource (JD-R) theory. They conducted a quasi-experimental approach with both experimental and control groups. The teachers were taken as participants and the first measurement was taken 2 weeks before the intervention. The intervention period was 5 weeks. After 2 weeks of intervention, the 2nd measurement was taken. And after that, the 3rd measurement was taken after a 1-year gap. The outcomes of the intervention exposed a positive and significant enhance in presentation feedback, self-efficacy, and job performance after 1 year of the intervention. But prior research has frequently concentrated on particular professional groups, like teachers and police officers. By concentrating on university faculty members an area that has received less attention this study seeks to complement previous work. In doing so, it hopes to offer a deeper comprehension of job crafting in academic settings as well as useful advice for enhancing faculty performance and well-being.

There is another similar study conducted by van Wingerden et al. (2017) using the intervention. The study aimed to foster employee well-being through job crafting intervention. The intervention was centered on the job demand-resource (JD-R) theory. They conducted a quasi-experimental approach including both experimental group and a control group. They took all of the assessments again, before and after the intervention. Employees' work engagement increased significantly as a consequence of the findings. Following the job crafting intervention, the amount of job crafting activity and basic need fulfillment improved dramatically. It would be the first study to demonstrate that a job crafting intervention significantly boosted work engagement.

Van den Heuvel et al. (2015) conducted research and applied job crafting intervention to Dutch police. It was a field study that was quasi-experimental. The study's major goal was to increase job resources, emotional well-being, and self-efficacy by implementing a job crafting intervention. After a one-day workshop, the participants worked for four weeks on self-defined creating goals. There was a reflection session after 4 weeks to see the learning points. The pre-post comparison test revealed less negative affect and an increased self-efficacy. The control group showed no significant differences. Overall, the intervention seemed to boost the self-efficacy and well-being of employees. A job crafting intervention and the resultant job crafting behavior were found to be an actual strategy to accomplish effective organizational change.

Kooij et al. (2017) also studied the impact of job crafting intervention. The major goal of this research was to enhance the compatibility among a person's profession and their personal skills and abilities. They looked at two procedures of work crafting: job crafting for strengths and job crafting for interests. It was an experimental field study. The study's findings indicated that the participants' crafting strength grew, but only in older employees. And the demands-abilities and seeds-supplies fit were positively associated to this strength crafting. There was no apparent difference in the level of interest crafting. Furthermore, job crafting intervention had a detrimental impact on young employees' strengths crafting. However, the overall data revealed that strengthening person-job fit in older employees can have an impact on some types of job designing initiatives.

Similarly, Khan and Zaman (2021) conducted a study. The study's major goal was to look into the impact of job crafting on faculty members' employment happiness and performance in higher education. The data was acquired from 182 respondents in this explanatory study. The

findings suggest that overall job crafting has an influence on job performance, with well-being acting like a moderator among job crafting and performance. Task extension and connection extension, two distinct extents of work building, had been proven to be important estimators of job performance.

Hulshof et al. (2020) conducted a study to see the level of empowerment, work engagement, and provision value through the job crafting intervention. It was a quasi-experimental study. During organizational transformation, they utilized the job crafting intervention to avoid a loss of empowerment and work engagement. They had a one-day training session and established four job crafting objectives for the next weeks. Then, six weeks later, an assessment meeting was scheduled. A pre-post contrast test revealed that the control group's work engagement dropped significantly, whereas for the experimental group, did not. The results of the study suggest that a job crafting intervention may be a useful approach for combating a reduction in worker empowerment and work engagement throughout periods of company replace, however further studies need to be done.

Sakuraya et al. (2020) did another investigation. The study's main goal was to see how successful job crafting intervention was improving work engagement as a major result and job crafting as a subordinate result among Japanese workers. There was a control group in this quasi-experiment. Email was used to provide the intervention program to the intervention group. Three-month and six-month follow-ups were used to evaluate the results. The findings revealed that the whole intervention process put no noteworthy effect on job crafting itself but did have a substantial impact on work engagement.

A research was undertaken by Knight et al. (2022). The study's main goal was to look into how job crafting interventions operate, as well as the controlling effects of workload, intervention concentration, and contribution. They looked at how starting workload affected the success of two interventions: a low intensive wisdom-contemplation action and a high intensive wisdom-contemplation-action strategy which involves carrying out Job Crafting and enhancements over the course of four weeks. Longitudinal growth modeling investigations found that individuals with a high beginning workload participated in other crafting activities to reduce hindering demands, on the other hand, workers with a less amount of starting workload engaged in further crafting behaviors to boost mechanical resources, regardless of intervention. Interventions to minimize hindering demands should have to be aimed at individuals with more starting workload; interventions to boost job resources should be focused at people with a less beginning workload, and intervention strength has no influence on intervention efficacy, according to this study.

Ramsay et al. (2021) carried out research. It was a quantitative approach to the study. The study's major goal was to see how thriving, job crafting, and emotional intelligence affected work performance at a pharmaceutical firm. The ability of the independent factors (thriving, job crafting, and emotive intellect) to impact work performance was determined using a cross-sectional approach. In light of the present literature, the findings were surprising. There was no significant relationship among thriving and job performance, job crafting and job performance, or emotional intelligence, according to the findings. The validity of the performance measure utilized in this study might be one of the reasons for the findings. Nonetheless, these findings add to the present form of knowledge, and the organization under examination is given relevant advice.

Another study was conducted by Naeem and Garengo (2022). The study's major goal was to figure out how leadership styles and job crafting work together. Work-based psychological ownership (job-based PO) is thought to moderate the connection among leadership styles and

job crafting, according to the researchers. Furthermore, as soon as workers possess comparatively upper level of emotional administrative pledge, job-based PO is more successful. The information was gathered from the trade sectors of Pakistan's largest medicine manufacturer corporations. According to the results of this study, work-based PO modulates the favorable connection among leadership styles and work crafting. Additionally, emotional organizational commitment controls the association among work-based PO and job crafting, with the relationship being greater at increased degree of affective organizational commitment than at low levels of affective organizational commitment.

Similarly, Khan and Zaman (2021) investigated the influence of psychological empowerment and job crafting in moderating the relationship among retainer leadership and advanced job actions. The information was gathered from information workers in Pakistan's provision sector. The information was gathered using an appraisal approach. Employees' psychological empowerment, job crafting, and advanced job actions have all been linked to servant leadership. Job crafting was discovered to be a mediating factor in the association among retainer governance and advanced job actions. Psychological empowerment and employment designing were also discovered to be consecutive intermediaries of retainer governance and advanced job actions.

2.1 Research Objectives

The research objectives of the current study were:

- To explore the role of job crafting behaviors among the HEIs faculty members.
- To explore factors responsible for job crafting among the faculty members of HEIs.

3 Materials & Method Used

3.1 Research Design

In particular, when inductive and deductive data analysis is designed to uncover common trends within a group of people's experiences, qualitative research methodology is well suited for investigating unexplored topics (Creswell et al., 2006). This study used an inductive qualitative research methodology. According to the nature of the study, the depth of information and distinctiveness of details are crucial for examining participants' roles in using various work-constructing strategies. The qualitative research method is the best strategy for the current study in order to be able to comprehend the phenomenology of optimizing the work duties effecting different areas of their performance while applying different approaches of job designing.

3.2 Sample and Sampling Strategy

The sample was selected using non-probability purposive sampling technique. A group of 7 participants (5 females, 2 males) was selected for the data collection. Faculty members from different departments at the higher education institutions (HEIs) in the area were the study's target population. In order to make sure they met the inclusion criteria, the participants were chosen based on their availability and willingness to take part in the study. A focus group discussion was held. The sample was selected from universities and the permanent lecturers were selected with at least 1 year of work experience.

3.2.1 Inclusion Criteria:

- Both male and female included

- Age 25 years and above.

- Working experience 6 months and above.

- Participants from different departments included

3.2.2 Exclusion Criteria:

- Managerial staff not included

3.3 Assessment Measures

Following assessment measures were used.

3.3.1 Informed Consent

Informed consent was taken from the participants and all the details about the study was mentioned on the form. Individual's participation was voluntary and they had the right to withdraw at any moment without explanation. It was up to them to decide whether to take part or not. If they decided to take part in the present research, then this information sheet was given to them and asked to sign consent form.

3.3.2 Interview Guide

The interview guide utilized was self-constructed and derived from a comprehensive literature review and preliminary data collection from relevant websites. A series of open-ended questions intended to explore different facets of job crafting among academicians were included in the guide. The purpose of the questions was to learn more about how academicians adjust their work, what obstacles they encounter and how they deal with them, as well as how they interact with coworkers and management and how they receive support.

3.3.3 Ethical Considerations

Throughout the study, the confidentiality, privacy, and safety of the participants were upheld. The consent process was also carried out in accordance with the guidelines. Prior to conducting the interview, written informed consent was acquired. The participants gave their consent to the interview. No private information was gathered during the interview. When crafting focus group questions, it is imperative to refrain from utilizing language that is offensive, discriminatory, or otherwise unacceptable.

3.4 Procedure

A semi-structured interview guide with open-ended questions was developed based on the available literature and the characteristics of the study. The interviews took place in an informal setting with no interruptions. Following the presentation of background material, respondents signed off on being interviewed and having their audio recorded. An interview typically lasted 40 to 50 minutes.

3.5 Data Analysis

Thematic analysis, an idiographic inductive method that emphasizes the investigation of unique experiences, was used to analyze the data (Smith et al., 2011). According to thematic analysis, respondents are first-hand experts on the issue being studied. By using bracketing and the idiographic inductive technique, it was possible to obtain first-hand information and improve accuracy and clarity. Instead of utilising an established theoretical model, the codes were created from the data using the idiographic technique, which starts with specific cases before gradually progressing towards generic categories (Smith et al., 2011). Transcripts were reviewed and reread throughout the first stage in order to become comfortable with the material and record any emerging themes. Initial emerging themes were then grouped after making sure they were connected to the data set. After a comprehensive investigation of the data set and the improvement of existing clusters, these clusters result in the formation of superordinate themes. A superordinate themes table was created following the interpretive analysis of each transcript (Smith et al., 2011). These themes were selected for their richness while highlighting critical facets of the subjects under study.

4 Results & Discussions

The job crafting experiences of Higher Education Institutes' faculty during COVID-19 were explored by using phenomenological method. Five themes (as seen in Figure) were extracted from the transcribed data that are summarized as below. Findings revolved around the behavior adopted by the employees to modify their jobs.
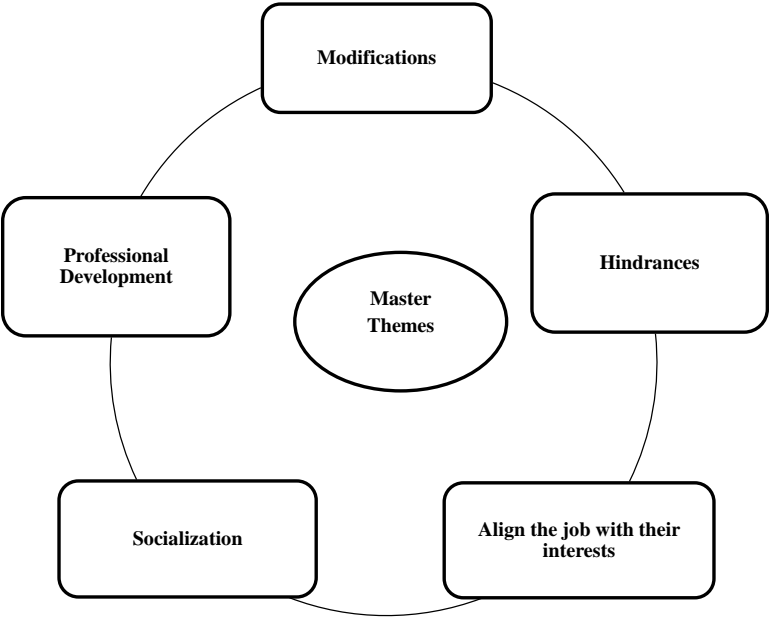

Figure 1: Job Modification

Theme 1: Job Modification

The first theme was job modification which all the participants described as 'to give some new innovation in your work'. All the participants agreed that it can be done on both individual and organizational levels. Moreover, all of the participants talked about nature of work, personality of an individual/individual behavior, cognitive ability of a person, social interaction and expert opinion. Age plays a vital role as when somebody is young they are more passionate and enthusiastic towards achieving their goals and with time and age they learn from people around them and their experiences. As it is said 'experience makes a man perfect'; one learn new things by interacting with other people which enhances their personality. A participant reported this as.

"In my opinion with age as one gets older, their cognitive session /working gets quite stable. Their style of working and communicating also changes. With age as maturity comes, one's patience level increases and he/she focuses majorly on work rather on unnecessary quarreling".

Another participant reported this as:

"Experience makes a man perfect and brings more perfection in one's work. The greater the experience, the more perfect one will be".

Majority of the participants were of the view that it's important to acknowledge that personal preferences and organizational requirements both play a significant role in job crafting. While it's important to focus on personal growth and development, it's also essential to follow organizational policies and procedures. One of the participant while talking on Job modification talks about individuality as:

"An employee is self-assessed and he/she has to self-modify himself or herself".

Another participant talked about expert opinion and claims that it plays a vital role as it helps in understanding the breakdown of elements which helps you in reducing your stress otherwise you may feel yourself being stuck. It is important to note that if an individual feels restricted in their job role and finds it hindering their growth and affecting them psychologically, they should communicate their concerns to their superiors and work towards finding a solution that benefits both parties. Effective communication and collaboration can go a long way in creating a work environment that supports individual growth and development while also fulfilling organizational goals and requirements as reported in the FGD as:

"In my opinion, apart from age and experience our personality also plays a significant role in crafting our job as we develop our personality with time. We try to learn many things by interacting with others at work which helps us in our overall development besides job crafting. Positive and encouraging feedback forces us to craft our job".

Theme 2: Hurdles/Hindrances

The second major theme was hurdles/hindrances faced by the participants. Other major categories includes deficiencies in infrastructure, preferential treatment and time management/trainings. It is important for employers to create a fair and unbiased evaluation process for employee appraisals, and to provide a positive and supportive work environment that will help in growth and development. A participant in the FGD reported this hindrance as:

"I have been attached to teaching for more than 10 years and what I've seen is some people don't do anything and they get acknowledge easily. On the other hand, some do untiring efforts but didn't get acknowledged by anyone".

Positive feedback and remarks from boss can go a long way in boosting ones confidence and morale, and it's important for employers to provide adequate motivation and rewards for their

employees. All of the participants reported unbiased evaluation and favoritism by boss which is as:

"There are two kinds of evaluation for our teaching; one is through feedback and the other that is done by HR through appraisal that is not up to the mark. I am not satisfied! Actual analysis should be by your boss according to me".

"Every person has some kind of inborn ability or skill. In my opinion, the first thing that's causing hindrance is biased or unbiased groups—biggest hindrance".

Additionally, participants reported that there are internal factors contributing to hindrances in their growth, such as unrealistic expectations and pressure to always win, negative labeling, and a lack of focus on the main purpose of teaching. These factors can lead to stress and negative impacts on participants' physical and psychological health.

"Internal forces and continuous pressures to always win are great hindrance. If we fail to do so we're categorized as low level or below average. This is the worst thing for us".

It's also important to address external factors such as working hours, office environment, and pay scale, as these can greatly impact job satisfaction and motivation. Lastly, it's important to consider feedback from students and strive to improve upon any areas that may be lacking.

"Feedbacks from students is not a feedback actually! Its teacher's drilling/grudge by the students".

"Employer's policies and their ways, their assessment tools, probation criteria and pay scales all are creating great hindrance & affecting performance greatly. We have to make a proper plan and implement policies by living in those limited resources".

Theme 3: Align the job with their interests

The third theme comprised of all the possible solutions that the participants proposed on how they overcome the hurdles they faced at their workplace. Other major themes that were seen are personal preferences, organizational policies and inter personal relationships. Majority of them reported they optimize their job according to their interests, likes and dislikes, manage their time effectively, and work on their personal goals while also learning new skills. One of the participant said that I accept that some aspects of my job might not align perfectly with my interests or goals, so I accept it as it is. As reported:

"I manage this by having 'me time'. I do my cognitive restructuring. I try to find ways to make the most of these situations and focus on the positives".

Also, they talked about taking short breaks and do catharsis with colleagues throughout the day to recharge and reset. By doing catharsis with colleagues helps you relieve stress and build relationships. As narrated in FDG:

'The things or potential which you gain by sitting in the company of juniors, you cannot learn from anywhere and if you think you're superior and don't want anyone else opinion or feedback then you can't learn anything; you're a failure'.

Theme 4: Socialization

The third major theme was socialization which covered motivational growth and work environment. All of the participants agreed on the stance 'colleague does matter' and that learning from colleagues and juniors is essential for personal and professional growth. They all learned many new things from their junior colleagues and reported that no one can completely know

everything, and being open to learning from others is a sign of self-effacement and a willingness to improve.

"I think colleagues' opinion matters a lot. Doesn't matter how much older we get; we have that kid inside us which craves for appreciation every day. A single word or phrase of appreciation from senior management makes such a big impact on us that we happily do our tasks of that day".

Engaging in discussions with colleagues of different levels of experience can lead to the discovery of new ideas and perspectives that can expand new horizons and enhance ones competence.

"Sharing and discussion of ideas will make you not less than anyone nor anyone can consume your ideas however it opens new points, new horizons and new dimensions for you which makes you more competent".

Moreover, they also reported that sharing personal and on-the-job issues with colleagues can provide a sense of catharsis that we may not be able to find elsewhere. Motivational quotes and positive feedback from others can also play a significant role as it is a basic human need to receive praise and appreciation from others, and this can fuel our drive to achieve more.

One participant mentioned their personal experience with Elisabeth Noelle-Neumann's "Spiral of Silence" theory, stating that they are prone to keep quiet or withhold their opinions when they believe their viewpoints are in the minority out of fear of social rejection or unfavorable outcomes. It is human nature for people to gauge the general consensus on a given topic. If someone feels that their viewpoint differs from the majority, they might decide to say nothing at all.

Theme 5: Professional Development

The last theme was professional development which covered categories of personal grooming, self-satisfaction and relationship building. Learning new things and getting involved in new projects or interactions is crucial for personal and professional growth. It may sometimes cause distress, but it is a necessary part of the learning process. As reported by the participant:

"Always. . . Always!! This is the best example we are sitting in this session because we learn here, learn something new from new projects, we get to experience new interactions, new conservations that adds to our learning. As it is said one man cannot be expert so you have to be socialized".

It is also important to be socialized and interact with others as this can help you to gain new perspectives, ideas, and feedback. Moreover, all the participants agreed on volunteering as an excellent way to learn new skills, build personal relationships, and gain a sense of personal satisfaction. It is also a way to give back to your community and help others who may be in need.

"Ofcourse!! It's beneficial. By doing this we gain a lot and groom ourselves without paying extra".

Also, one of the participant reported:

"Definitely! It's our belief system that we do most of the things for our own satisfaction and for others as well without the intention of getting any reward".

5   Discussion

The job crafting experiences of Higher Education Institutes 'faculty during covid-19 were explored by using phenomenological method. Five themes were extracted. The first theme was modification which means to give some new innovation at one's work and if one wants to do work it can be individual or can be group work depending upon one's ease and requirement. Modification varies time to time, year to year, according to circumstances, according to the nature of job, according to the requirement, it can be changed and especially age plays a vital role as when somebody is young they are more passionate and enthusiastic towards achieving their goals and with time and age they learn from people around them and their experiences. The results are in line with the Nagy et al. (2022) research where they witnessed that individuals who in their late-career actively shape their job roles to align with their interests, strengths, and goals perceive their work as more significant, purposeful, and personally fulfilling, thus enhancing the meaning of their work.

As, experience makes a man perfect and one learns new things by interacting with other people which enhances their personality. Also, Learning is a continuous process and all of the participants reported that they should not adhere to one style only rather craft it but sometimes they are bound to follow organizational rules that they cannot change the nature of their tasks and style which hinders their growth and affects them psychologically. This finding is consistent with the results of the study conducted by Federici (2022) in which they investigated the association between job crafting and career adaptability. Results indicated a strong positive correlation between career adaptability and job crafting. Additionally, Federici (2022) also found out in a study between career adaptability and work engagement in high-performance work practices that job crafting moderated that relationship.

They said that it's important for employers to create a fair and unbiased evaluation process for employee appraisals, and to provide a positive and supportive work environment that will help in growth and development. Positive feedback and remarks from boss can go a long way in boosting ones confidence and morale, and it's important for employers to provide adequate motivation and rewards for their employees. These issues can be demotivating and negatively impact one's performance and morale.

All the participants agreed that appraisal from HR or any other indirect department causes negative impact on one's appraisal and that criteria for evaluation should be unbiased and standardized that everyone has to follow. Employers' policies, theirs ways, their assessment tools, probation criteria and pay scales were not up to the mark therefore they were creating great hindrance and affecting performance greatly. Lately, internal forces also contributed as factors of hindrances in growth. Unrealistic expectations and pressure to always win and negative labeling together can lead to stress and negatively impact one's physical and psychological health. The participants reported that the sole purpose of teaching lacked behind due to other academics task duties and extra-curricular activities. Majority of the participants addressed external factors such as long working hours, office environment, and pay scale which greatly impact their job satisfaction and motivation. They said that employers should take steps to ensure that these factors are adequate and supportive of their employees, as with increase in inflation rate, earning money is the basic need of everyone. There should be monetary benefits and rewards for employees that will increase their morale and performance. The findings are in accordance with the research study conducted by Naeem and Garengo (2022) in which major goal was to figure out how leadership styles and job crafting work together. Work-based psychological ownership (job-based PO) is thought to moderate the connection among leadership styles and job crafting,

according to the researchers. Results of the study showed that work-based PO modulates the favorable connection among leadership styles and work crafting. Additionally, emotional organizational commitment controls the association among work-based PO and job crafting, with the relationship being greater at increased degree of affective organizational commitment than at low levels of affective organizational commitment. All the participants also agreed that it's important to consider feedback from students as it will help to improve upon any areas that may be lacking but there should be proper standardized way to do that as negative appraisal affects their well-being greatly which results in poor performance.

The third theme comprised of solutions that the participants proposed on how they overcame the hurdles they faced at their workplace and majority of them reported they optimize their job according to their interests, likes and dislikes, manage their time effectively, and work on their personal goals while also learning new skills. They made proper plans and policies within limited resources that helped them achieve their goals. They optimized their work environment and schedule that suits and allows them for short breaks and relaxation. They set specific achievable goals for themselves other than their job demands and work on them regularly. It includes anything from learning a new skill to exercising more. Majority of them reported that they take short breaks throughout the day to recharge and reset and often do catharsis with colleagues to relieve stress and build relationships. These results are related to a study which used a cross-sectional research design to examine the JD-R theory, which holds that workers perform better when they have access to the resources and demands of their jobs. The study's findings indicated a positive relationship between job crafting and worker performance and job satisfaction, and it also discovered that perceived organizational support plays a significant and influential role in the functioning of organizations.

One of the participant reported that accepting that some aspects of one's job might not align perfectly with their interests or goals and instead of stressing out one should try to find ways to make the most of these situations and focus on the positives. Some of the participants also reported that they look for opportunities to learn new skills that will help them advance in their career by taking classes, attending workshops, or reading relevant books and articles.

While talking about socializing, all of the participants agreed on the stance 'colleague does matter' and that learning from colleagues and juniors is essential for personal and professional growth. They all learned many new things from their junior colleagues and reported that no one can completely know everything, and being open to learning from others is a sign of self-effacement and a willingness to improve. They said if one thinks he/she knows everything and doesn't want to learn from juniors or colleagues then he/she is a failure according to them. One should be down to earth and engaging in discussions with colleagues of different levels of experience can lead to the discovery of new ideas and perspectives that can expand one's horizons and enhance one's competence. Moreover, sharing personal and on-the-job issues with colleagues can provide a sense of catharsis that one may not be able to find elsewhere. Collaborative crafting, defined as employee joint effort to modify their jobs in order to investigate how much workers crafted their jobs and how such crafting affected classroom quality, was introduced in a related study by Leana et al. (2009). The findings indicate that individual and collaborative job crafting are distinct constructs and that there is a positive correlation between collaborative crafting and performance, especially for less experienced teachers. Collaborative crafting is also linked to higher levels of job satisfaction, commitment, and stronger job attachment among employees.

All the participants emphasized on the role of motivational quotes and positive feedback from others in boosting one's confidence and motivating to continue learning and growing. At

the end of the day, it is a basic human need to receive praise and appreciation from others, and this can fuel one's drive to achieve more. All of them believed that learning is a continuous process that should be embraced throughout life, and colleagues can be valuable resources in this journey.

The last theme was related to professional development which all the participants strongly agreed upon and reported that by doing this they get to learn new things by experiencing new projects, new interactions. As learning new things and getting involved in new projects or interactions is crucial for personal and professional growth. The results can be justified by a study conducted by Asfar et al. (2019) to examine how an employee's innovative work behavior is influenced by transformational leadership through doing job crafting. This study examines the moderating role that knowledge sharing behavior plays in the relationship between innovative work behavior and transformational leadership. The findings demonstrated the mediated impact of job crafting by transformational leadership on an employee's innovative work behavior. Furthermore, knowledge sharing acted as a moderator in the relationship between innovative work behavior and transformational leadership.

All of the participants acknowledged that learning new skills helped them stay relevant in their field by opening up new opportunities for advancement. It may sometimes cause distress, but this doesn't mean one should stop from learning new skills as it is a necessary part of the learning process. It is also important to mingle as one cannot be impeccable without getting socialized which is beneficial in gaining new perspectives, ideas, and feedback. Moreover, they said volunteering is an excellent way to learn new skills, build personal relationships, and gain a sense of personal satisfaction as being a Muslim it is our belief to help without the intention of getting reward. It is also a way to give back to your community and help others who may be in need. So, it is important to embrace new opportunities and challenges, and never stop learning and growing as one get double benefits from it, that is, learning without paying extra and grooming as well. The findings of this research are consistent with the results of Rudolph et al. (2017) meta-analytic study in which the results showed a strong positive association between proactive personality and job crafting indicating and confirming that employees who possess proactive personality are more likely to engage in their job crafting (Bakker et al., 2012). These individuals take initiative, exhibits high levels of motivation, and actively engage in behaviors aimed at changing or improving their environment. Furthermore, a positive association between proactive personality and mental health among workers was found while job crafting acted as a mediator (Ma et al., 2020).

6 Conclusion

In the end, we can conclude that all the themes that were discovered were in accordance with the past researches covering all the three categories of Job crafting, that is, task crafting, relational crafting and cognitive crafting. The theme modification covered all the aspects of task crafting where participants talked about the appreciation from seniors and that freedom to prioritize and align their task by themselves gives them so much confidence that helps in keeping them sane and have a friendly environment at work whereas the theme hurdles/hindrances where the participants talked about the solutions to their problems covered cognitive crafting where they overcome these hurdles through cognitive restructuring by doing activities that pleased them and having 'me time'. The theme socializing where all the participants agreed on the importance of colleague supports relational crafting. Thus, we can say that job crafting is very

much beneficial for the organization as well as for employee's well-being. Organizations must implement job crating techniques or interventions and give employees the liberty to craft their job according to their ease.

7   Recommendations

- Longitudinal studies should be the main focus of future research in order to determine the causal relationship between job crafting and employee well-being on a variety of outcomes, including engagement, performance, and job satisfaction.

- Future research should focus on identifying effective strategies for implementing job crafting interventions within organizations and the hurdles faced while implementing them.

- Overall, future research should continue to explore the nuances of job crafting, its effects on different outcomes, and the best strategies for implementing and supporting job crafting interventions in organizations. By addressing these areas, researchers can contribute to a more comprehensive understanding of job crafting and its implications for both individuals and organizations.

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