

EXPLORING THE LANDSCAPE OF JOB CRAFTING IN TEACHER EDUCATION: A SYSTEMATIC REVIEW

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Abstract. *This systematic review examines the literature on teachers' job crafting; a topic that has gained interest in recent educational research and practice. With the teaching environment constantly changing over time due to developments in technology and movement toward globalization, there have been requirements for teachers to job craft—that is, craft their jobs according to the demands of new roles. Considering the peculiar challenges teachers face, such as workload, emotional demands, and organizational constraints, understanding how they craft their roles can provide insights for fostering their well-being and professional growth in educational settings. This review synthesizes findings from peer-reviewed studies published between 2013 and 2023 on the dimensions, antecedents, and outcomes of job crafting in teaching contexts. The analysis has underlined three main categories of job crafting in teacher education reviewed studies: contextual conditions, psychological factors, and approach crafting. The findings highlight the role of job crafting in fostering adaptive, motivated, and flexible teachers. Additionally, the present systematic review underlines the fact that allowing educators some degree of autonomy and collaboration to meet new demands is essential and must be addressed in teacher education programs.*

Keywords: *Job crafting, teacher education, systematic review, contextual factors, psychological factors, approach crafting*

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1. INTRODUCTION

The concept of job crafting, as Wrzesniewski and Dutton (2001) first proposed, refers to the practice in the workplace where individuals take the initiative to change their tasks, alter their relationships, and even reshape their perceptions to provide meaning and satisfaction. In the field of teacher education, there has recently been an increase in research regarding teacher job crafting as a way of promoting teacher (e.g., Nguyen & Bui, 2016; Tao & Gao, 2017) performance (e.g., Bowling et al., 2010; Slemp et al., 2017), job satisfaction (e.g., Van Wingerden et al., 2015; Shang, 2022), professional development (e.g., Li et al., 2022), and well-being (e.g., Dreer, 2023). However, research into teacher job crafting, especially its various types (e.g., Falout & Murphey, 2018; Leana et al., 2009), its positive relationship to work engagement, and how teachers perform various crafting behaviors, or how those behaviors mediate need satisfaction and daily performance, is still needed. Bridging this gap, as Dreer (2023) highlights, teacher education programs guide teachers in making meaning regarding their roles, and job crafting is an essential piece of the overall education.

As the workplace changes with the development and implementation of new technologies to adapt to 21st-century demands, the need for job crafting to meet higher demands for efficiency and output has begun to increase (Dhanpat, 2022). The tasks performed by teachers have also undergone significant changes recently, necessitating an understanding of how job crafting is performed within those roles and how it may be understood to improve teacher performance and learning outcomes. Teachers' job crafting practices are influenced by various contextual and psychological factors, as well as specific approaches to crafting. These practices allow teachers to make changes in their jobs to enhance their well-being and engagement. Contextual factors include work environment and collaborative working (Kunnari et al., 2021) whereas psychological factors are related to feeling of teachers such as self-efficacy and motivation (Huang et al., 2023). On the other hand, approach crafting emphasizes the intentional modification of teachers' task demands and working environments. Teachers try to increase their structural resources (e.g., autonomy) and social resources (e.g., support networks) and minimizing hindering demands (Huang et al., 2023), particularly in response to evolving educational contexts.

Based on this, this study aims to explore the body of research on job crafting through a systematic review of emerging literature, highlighting its implications for the evolving roles of teachers. Although job crafting has been a subject of study in previous research across many professions, there is a remarkable gap in understanding about its application to the teaching profession due to the unique challenges posed by dynamically changing classroom environments, rapid advances in technology, and pressures imposed by globalization. This systematic review offers insight into the necessity of emphasizing job crafting in teacher education to increase levels of need satisfaction as teachers adapt to new job responsibilities and roles. Overall, this study investigates job

crafting as a way for teachers to improve their practice so that their needs, as well as those of their stakeholders, are fulfilled in today's dynamic learning environments, which are partly shaped by technological advances and globalization. Considering all these, this study deciphers the main focus of job crafting in teacher education-related studies.

2. LITERATURE REVIEW

Job crafting, as conceptualized by Wrzesniewski and Dutton (2001, p. 179), is “the changes that individuals make to the task or relational aspects of their jobs,” where these alterations can be both physical (i.e., task and relational crafting) or cognitive (also known as cognitive crafting). Task crafting involves changing the diversity or range of tasks in one's job, while relational crafting pertains to changing interpersonal interactions at work. Cognitive crafting reshapes how one views the job, deepening meaning and satisfaction. Tims and Bakker (2010) broadened this idea based on the Job Demands-Resources (JD–R) model, which divides job characteristics into two main categories: (1) job demands, the effort-requiring elements in a job, and (2) job resources, such as motivators and favourable aspects of a job that can help individuals perform better. They found that there are four types of job crafting: increasing structural job resources, increasing social job resources, increasing challenging job demands, and decreasing hindering job demands. They (2010) further argue that job crafting is ultimately an individual action that affects employee engagement and performance. In particular, it is not a universal solution but a practiced approach, tailored to specific kinds of work environments. For instance, in educational settings, job crafting can indeed play a significant role in teacher education programs, as these programs are giving more importance to the development of teachers' resilience and efficacy (Van Wingerden & Poell, 2019; Huang et al., 2023). Given that early-career teachers are stepping into work that is ever-changing and in need of adjustment, understanding, and practice of job crafting becomes even more important. Recent studies (e.g., Nugraha, et al., 2023; Mushtaq & Mehmood, 2023) are advocates of job crafting to promote teacher well-being and professional development.

In a similar vein, Wu et al. (2022) suggest that principals' motivating styles could help them to perform job crafting and highlight the importance of supportive leadership in enhancing the climate of job crafting. Moreover, early-career teachers who exhibit resilience are better equipped to navigate and/or influence their own education context. For instance, Bowles et al. (2014) showed that adaptive functioning in young early-career teachers can be taught in pre-service training, which also increases resilience. Johnson et al. (2014) further propose that supportive school climates and interpersonal connections are among the key mechanisms through which support for teacher resilience may be conveyed, thus preparing them to act in the face of difficulties at work

Along with resilience, autonomy plays an important role in improving teachers' psychological well-being and professional enjoyment. Collie et al. (2016) observed that teachers with more positive perceptions of autonomy were more likely to report greater

levels of well-being and motivation. These results were correlated with experience and social interaction with peers. Autonomy can, moreover, improve the learning and impact of pre-service teachers' experiences in the field. Dreer (2023) has shown that such experiences using job crafting by proactive teachers enable them to change and refine their roles, leading to increased job satisfaction, engagement, and learning outcomes.

With the expansion of ESL teaching, job crafting is acknowledged as playing a role a step beyond pedagogy toward advocacy issues (Haneda & Sherman, 2018). Pre-service teachers sometimes encounter difficulties about how to adjust to the requirements of immigrant students, beyond a conventional pedagogical preparation (Falout & Murphey, 2018). The dynamism of education has, at the same time, resulted in changes in the way teachers and educators have to interact with students, with their peers, or with participants in societal involvement. Kunnari et al. (2021) contend that contemporary pedagogical methods need to fit with relationship crafting so that educators can, in response to shifting educational environments, give full account of their responsibilities. This form of cooperative role redesign is especially needed in teacher preparation programs, in which the ability of teachers to respond to changing climates is one of the main objectives.

Although job crafting in these studies is increasingly seen in a positive light, there is a noticeable lack of comprehensive, integrative frameworks that account for relevant antecedents and consequences of job crafting across diverse types of jobs particularly in language teaching. This study underscores the gap where future work could potentially explore how job crafting contributes to language educators and how future interventions can aim to fill this gap by focusing on satisfied teachers who can work more productively. Moreover, the interplay of different job crafting dimensions within a coherent theoretical context in this study is crucial for addressing research gaps and providing a foundation for devising practical approaches that contribute to professional development and pre-and-in-service teacher training programs.

3. METHODOLOGY

This research was meticulously designed as a systematic review, taking into account every intricate detail and ensuring a rigorous and thorough examination of the subject matter. Because the nature of a systematic review is objective and its review procedures are transparently described, Green et al. (2008) recommended its usage as it is more comprehensive and trustworthy in approaching the existing literature. The current systematic review was undertaken according to a four-phase flow diagram recommended by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses group, PRISMA, for the purpose of reducing bias through the systematic identification, assessment, and synopsis of all relevant publications that deal with a specific subject under study.

This four-phase, known as identification, screening, eligibility, and inclusion of the studies, was adhered to in a systematic manner. The selected studies were analyzed and interpreted using content analysis, which involved the application of qualitative methodologies.

Identification phase

The selection for this systematic review included 21 studies particularly related to "teachers' job crafting" published between the years 2013 and 2023. These selected articles were retrieved from databases such as ERIC, Taylor & Francis, and ScienceDirect. One of the main criteria was that the study should mainly focus on the job crafting of teachers.

Literature searching was based on the keyword only "teachers' job crafting." Items excluded in the review include books, book chapters, articles for conferences, dissertations, and review studies. The inclusion criteria of this systematic review are of research that falls under the category of research which meets the conditions:

- Only focus on job crafting experiences of the teacher.
- Involve language teachers.
- Have been published in journals available in three prominent databases: ERIC, Taylor & Francis, and ScienceDirect.
- Have publication dates ranging from 2013 to 2023.

Screening Phase

During this stage, the findings of the research were examined to detect any instances of repetition in the three databases: ERIC, Taylor & Francis, and ScienceDirect. Subsequently, the papers underwent a screening process based on their titles and abstracts to determine if they aligned with the keyword utilized in this research.

Eligibility Phase

Following identification, the relevant studies were analyzed based on the inclusion and exclusion criteria, which are important factors in selecting eligible studies that are relevant to the study's goal and research questions.

Exclusion Phase

During the last stage of searching for articles on job crafting in teacher education, studies such as books, book chapters, conference papers, dissertations, and review studies were deliberately omitted. Studies published outside the time frame of 2013 to 2023 were also omitted. The PRISMA flow chart in Figure 1 illustrates the comprehensive process of study selection.

Figure 1. PRISMA flow chart

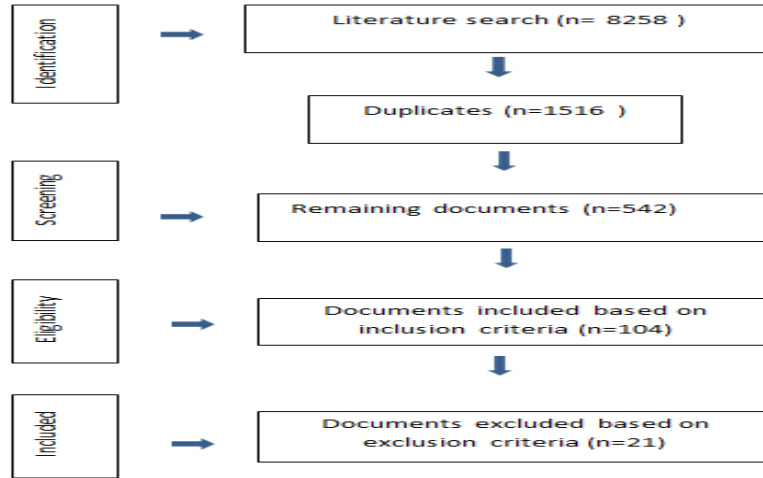


Table 1. The distribution of selected studies on job crafting in teacher education according to their publication years

Publication Year	Reviewed studies
2013	-
2014	-
2015	-
2016	-
2017	3
2018	2
2019	1
2020	1
2021	3
2022	6
2023	5
Total	21

Type of methodology in job crafting in teacher education-related studies

The studies examined in the current research varied in research design and utilized a diverse range of data collection methodologies. Table 3 displays the diversity of studies based on their emphasis, study strategies, and key data-gathering technologies and includes some examples.

Studies on the job crafting utilized several approaches including quantitative methods like surveys, as well as qualitative ones such as semi-structured interviews. Researchers are increasingly leaning towards quantitative research design (n=21). Table 2 shows that multiple data collection tools, such as surveys, interviews, narratives, and

reflections are used in certain studies. Researchers select various research methodologies and data collection instruments according to the objectives of their study.

Although surveys were the primary data-gathering method in quantitative research projects, in recent years, it has been observed that with the influence of changing methodology, the number of qualitative research studies has started to increase. Employing different research methods and data collection tools illustrates the methodological diversity within the area.

Table 2. Types of methodology and data collection tools in practicum research

Research approaches	Data collection tools	Sources
Quantitative (survey)-focused research	Questionnaire	Wingerden, Bakker and Derks (2016); Ogbuanyaa and Chukwuedob (2017); Wingerden, Bakker, and Derks (2017); Falout and Murphey (2018); Alonso, Fernández-Salinero and Gabriela Topa (2019); Saragih, Margaretha, and Situmorang (2020); Janssen, van der Heijden, Akkermans, and Audenaert (2021); McNaughtan, Thacker, Eicke, and Freeman (2021) Wardani, Sekarini, Syaputra, Kartikawati, Dawanti, Mulia, and Malek (2021); Ciuhan, Nicolau, and Iliescu (2022); Dreer (2022); Huang, Sun, and Wang (2022); Wu, Zhang, Liu and Liang (2022); Xie (2022); Sun and Du (2023); Dreer (2023); Huang, Wang, Lam, and Xu (2023); Mäkikangasa, Minkkinena, Muotkab and Mauno (2023)
Qualitative focused research	Semi-structured interview	Haneda and Sherman (2018); England (2023)
	Thematic group interviews	Kunnari, Tuomela, and Jussila (2021)
	Reflections Narratives Meta-analysis	Kunnari, Tuomela, and Jussila (2021) England (2023) Rudolph, Katz, Lavigne, Zacher (2017)

4. FINDINGS AND DISCUSSION

Main focus of job crafting in teacher education-related studies

The results of the reviewed articles showed that a wide range of topics were examined with regard to job crafting of teachers. These topics include job crafting of preservice teachers (e.g. Dreer, 2023); ESL teachers' acting agentively through job crafting (e.g. Haneda & Sherman, 2018); the contribution of school climate and job crafting into teacher wellbeing (e.g. Dreer, 2022); the relationship between teachers' job crafting and teacher self-efficacy and teacher engagement (e.g. Huang, Wang, Lam & Xu, 2023); the mediating role of job crafting on work motivation and organizational commitment (e.g. Xie, 2022); illegitimate tasks, job crafting and their relationship with meaning of work (e.g. Makikangasa, Minkkinena, Muotkab & Mauno, 2023); the impact of job crafting intervention based on demands-resources theory (e.g. Wingerden, Bakker & Derks); the role of job crafting in promoting teaching for creativity (e.g. Huang, Sun & Wang, 2022); the relationship between career success and career crafting, 2021); fostering employee well-being via job crafting intervention (e.g. Wingerden, Bakker & Daantje, 2017); mediating roles of work engagement and work commitment to job crafting (e.g. Ogbuanyaa & Chuckwuedob, 2017; teachers job crafting in language education to create meaningfulness in their professional life (e.g. Falout & Murphey, 2018); investigating individual and collaborative job crafting, job satisfaction, work engagement, and teaching performance (e.g. Alonso, Fernández-Salineró & Topa 2019); investigating the antecedents and consequence of job crafting in education sector (e.g. Saragih, Margaretha & Situmorang, 2020); the effect of job crafting on faculty work commitment (e.g. McNaughtan, Thacker, Eicke & Freeman, 2021); the mediating role of job crafting between career competences and work engagement (e.g. Wardani, Sekarini, Syaputra, Kartikawati, Dawanti, Mulia & Malek 2021); the relationship between teacher perceived stress during the online period of schooling, and their well-being, with job crafting as a mediator (e.g. Ciuhan, Nicolau & Iliescu, 2022); Making the main elements of teachers' work transparent utilizing job crafting theory (e.g. Kunnari, Tuomela & Jussila, 2021); investigating how school principals' motivating style influences teachers' job crafting (e.g. Wu, Zhang, Liu & Liang, 2022); examining the current state of job crafting and career commitment of rural primary teachers (e.g. Sun & Du, 2023); exploring how the presence of competing logics in craft higher education influences educational provision and student experience (e.g. England, 2023); examining the influence of teachers' job crafting on their engagement with their job (e.g. Huang, Wang, Lam & Xu, 2023).

Table 3. Topics and contexts in job crafting in educational research

Source/Auth or(s)	Research Focus	Participants and context	Research Approaches	Data Collection Tools
Ogbuanyaa and Chukwuedob (2017)	The multiple mediating roles of work engagement and work commitment in the job crafting-job satisfaction relationship.	247 electrical/ electronic technology education lecturers in Nigeria Universities	Quantitative study	Questionnaires
Rudolph, Katz, Lavigne, Zacher (2017)	A meta-analysis of relationships with individual differences, job characteristics, and work outcomes	Meta-analytic database contained 1429 effect sizes	Two separate meta-analyses	-
Van Wingerden, Bakker, and Derks (2017)	Examining the impact of a job crafting intervention based on job demands-resources	75 participants, Netherlands	A quasi-experimental design with a control group	Questionnaires
Falout and Murphey (2018)	Finding out how teachers are job crafting in language education and sharing some examples with other language teachers to create more meaningfulness in their professional life.	44 teachers, Japan	A positive psychology approach	Questionnaires
Haneda and Sherman (2018)	ESL Teachers' Acting Agentively Through Job Crafting	34 ESL teachers, 22 elementary schools across the five school districts that served a U.S. Midwestern metropolis	A qualitative case study	Semi-structured interviews, classroom artifacts and observation
Alonso, Fernández-Salinero and Topa (2019)	Investigating the relationships between both individual and collaborative job crafting behaviors, job satisfaction, work engagement, and teaching performance.	146 teachers, Andalusia, Spain	Quantitative study	Questionnaires

Source/Auth or(s)	Research Focus	Participants and context	Research Approaches	Data Collection Tools
Saragih, Margaretha, and Situmorang (2020)	Investigating the antecedents and consequence of job crafting in the context of education sector and high-power distance societies	287 early childhood and primary school teachers working in 16 schools in Bandung, West Java, Indonesia.	Quantitative study	Questionnaires
Janssen, van der Heijden, Akkermans , and Audenaert (2021)	The complex relationship between career success and career crafting: Exploring nonlinearity and the moderating role of learning value of the job	Teaching staff of upper secondary vocational education and training (VET) institutions in the Netherlands.	Quantitative study	Questionnaires
McNaughtan, Thacker, Eicke, and Freeman (2021)	Understanding how job crafting affects faculty work commitment in the USA	In total 771 associate and full professors from 20 states in the USA	Quantitative study	Questionnaires
Wardani, Sekarini, Syaputra, Kartikawati, Dawanti, Mulia, and Malek (2021)	Testing out that Job Crafting can play a role as a relation mediator between career competencies and work engagement toward employees which run into horizontal education mismatch	367 respondents, Indonesia	Quantitative study	Questionnaires
Ciuhan, Nicolau, and Iliescu (2022)	Examining the relationship between teacher perceived stress during the online period of schooling during the COVID-19 pandemic, and their well-being, with job crafting as a mediator	360 teachers, Romania	Quantitative study	Questionnaires
Dreer (2022)	Examining contributions of school climate and job	564 teachers, Germany	Quantitative study	Questionnaires

Source/Auth or(s)	Research Focus	Participants and context	Research Approaches	Data Collection Tools
	crafting to teacher well-being			
Huang , Sun, and Wang (2022)	The critical role of teachers' job crafting in promoting teaching for creativity	1886 primary and secondary school teachers from China	Quantitative study	Questionnaires
Kunnari, Tuomela, and Jussila (2021)	Making the main elements of teachers' work transparent utilizing job crafting theory.	7 participants, Finland	A qualitative and practice-based approach	Reflections
Wu, Zhang, Liu and Liang (2022)	Investigating how school principals' motivating style influences teachers' job crafting	453 Chinese primary and secondary school teachers, China	Quantitative study	Questionnaires
Xie (2022)	Work motivation and organisational commitment among inclusive education teachers in China: the mediating role of job crafting	534 inclusive education teachers in Beijing, China	Quantitative study	Questionnaires
Sun and Du (2023)	Examining the current state of job crafting and career commitment of rural primary teachers	2,217 primary school teachers in Liaoning, Yunnan, Chongqing, Guangxi, and Guizhou	Quantitative study	Questionnaires
England (2023)	Exploring how the presence of competing logics in craft higher education (HE) influences educational provision and student experience.	80 participants, UK	A multiple-case approach with an embedded design	Analysis of texts and semi-structured interviews
Dreer (2023)	Examining the application of the job crafting concept to student teachers' practical learning	132 student teachers, Germany	Quantitative study	Questionnaires

Source/Auth or(s)	Research Focus	Participants and context	Research Approaches	Data Collection Tools
Huang, Wang, Lam, and Xu (2023)	Examining the influence of teachers' job crafting on their engagement with their job.	998 teachers, Hong Kong	Quantitative study	Questionnaires
Mäkikangasa, Minkkinena, Muotkab and Mauno (2023)	Illegitimate tasks, job crafting and their longitudinal relationships with meaning of work	453 Finnish teachers	Quantitative study	Questionnaires

Table 3 gives an overview of the research on job crafting in teacher education by summarizing key aspects of the studies included in the systematic review. It categorizes and compares research approaches, participant contexts, and methodologies used in exploring job crafting, offering readers a clear snapshot of the field. This table also underlines the trends and gaps in the literature, including the type of participants studied, such as ESL teachers and primary school teachers; the prevalence of quantitative methods; and the tools used to collect data, including questionnaires and interviews. Based on the major findings, it covers a wide variety of research emphases, such as work engagement, well-being, innovative teaching approaches, and career development. Moreover, it represents the geographical and professional diversity of the participants, from rural primary teachers in China to ESL teachers in the United States. Regarding the methods, quantitative methods are dominant, but there is an emerging interest in qualitative approaches, such as case studies and thematic interviews. The table further emphasizes methodological diversity through the use of data collection tools like questionnaires, interviews, and reflective logs. To summarize, Table 3 plays a crucial role in this study by contextualizing the results of the systematic review. It highlights the contributions to our understanding of job crafting across various educational settings and enriches the broader discourse on the contextual, psychological, and practical influences affecting job crafting in teacher education.

The categories of the job crafting in ELT teacher education reviewed studies

Based on the findings of the reviewed studies, three categories emerged from the analysis, namely (1) contextual conditions, (2) psychological factors, (3) approach crafting. The review process sought to identify patterns and themes central to job crafting in teacher education by synthesizing insights from the selected studies. More specifically, the authors reviewed the findings across the reviewed literature and coded those findings, grouping related ideas into broader conceptual themes. These categories were not pre-determined but emerged inductively from the analysis. In other words, meaning was derived from the data, codes, categories, themes, and findings were established; and the findings through the application of theory and literature were clarified (Bingham &

Witkowsky, 2022). The reviewed studies in relation to the categories are indicated in Table 4.

Table 4. The categories of the job crafting in ELT teacher education reviewed studies' research findings.

Categories	Reviewed Studies
Contextual conditions	Ogbuanyaa & Chukwuedob (2017), Rudolph et al. (2017), Saragih et al. (2020), Janssen et al. (2021), Huang et al. (2022) and Kunnari et al. (2021), Sun & Du (2023), England (2023)
Psychological factors	McNaughtan et al. (2021), Xie (2022), Ciuhan et al. (2022), Dreer (2022)
Approach crafting	Wingerden et al. (2017), Falout & Murphey (2018), Haneda & Sherman (2018), Alonso et al. (2019), Wardani et al. (2021), Wu et al. (2022), Huang et al. (2023), Mäkikangasa et al. (2023), Dreer (2023)

Contextual conditions

The practice of job crafting, which involves modifying one's profession to increase its significance, enhances the well-being of educators and fosters a more engaged teaching workforce. Related research shows that teachers' attitudes towards and experience of job crafting are powerfully influenced by several contextual factors. Wingerden et al. (2017) demonstrated through empirical research that work-based interventions, guided by demands–resources models, can support teachers in their professional efforts. These findings suggest that the condition of job demands, such as workload and class size, in conjunction with available resources—opportunities for professional development—are more likely to influence how teachers organize their work. In other words, when expectations are high while resources are low for teachers, the ability to develop jobs properly is lowered. The situation is further confounded by cultural factors. Saragih et al. (2020) conducted a study on job crafting in high power distance societies, which spills over from the presence of hierarchical structures and centralized decision-making. These contexts may put constraints on the extent of discretion available to educators in crafting jobs compared to other more egalitarian contexts. Another important contextual factor that got quoted was school climate. In fact, Dreer (2022) found that a good and supportive school climate can enhance and complement job-crafting initiatives to foster teachers' well-being. The supportive school climate not only sustains the well-being of the educators but also creates a more positive environment for the introduction and implementation of job crafting. By this way, teachers can be more willing to feel empowered and motivated enough to engage in job crafting, further leading to more effective, personalized teaching practices that benefit educators and their students alike.

England (2023) provides insights into how competing priorities in these educational settings—in particular, the focus on research versus teaching—affect the practice of job

crafting. At this point, the presence of "competing logics" may either limit or, on the other hand, offer educators possibilities to affect their roles. When designing their work, educators are thus challenged by managing such competing demands. On the other side, Sun and Du (2023) bring in another dimension to this through their study of the role of job crafting practice by primary teachers in rural areas. Their study shows that variables like geographical location and the financial status of the school community may influence the resources available and the challenges faced by educators. These factors directly impact the ability of teachers, in general, and those in rural areas, in particular, to effectively enhance their teaching practices.

On the other hand, it is important to explore how job crafting might specifically influence educational outcomes related to the learning environment. Investigating the remarkable impact of teacher job crafting on the facilitation of innovative teaching methodologies, Huang et al. (2022) state that educators may use the purposeful creation of their roles in order to realize an enhanced innovative learning environment for their students. These studies provide a comprehensive overview of the contextual factors that affect the practice of job crafting in education and underline its possibility as a tool to enhance some components of teaching, like creativity and general effectiveness, going beyond teachers' experiences of it.

More effective ways of supporting educators in their job crafting initiatives can be developed through recognition of how the connection of human variance, job qualities, cultural factors, the learning value of the job, school atmosphere, and even location come into play. Setting up an enabling atmosphere that is sensitive to the diversity of these contextual factors makes it helpful in leveraging effective job-designing strategies and improving educators' well-being, and the educational system.

Psychological factors

Psychological factors have a notable impact on the shaping of an ELT teacher's approach and job satisfaction. McNaughtan et al. (2021) explored the effect of job crafting on faculty work commitment. They found that when teachers are given the freedom to design their own teaching methods and curriculum materials, it cultivates a greater sense of ownership and dedication to their work. This can result in heightened motivation and enhanced student achievements. These findings indicate that with the establishment of a growth mindset and intrinsic motivation, teachers would be better equipped to actively shape the work environment and overcome challenges effectively.

Additionally, the mental and emotional health of teachers is significant. For instance, Wardani et al. (2022) examined how job crafting could reduce stress among teachers in the face of the difficulties brought about by the COVID-19 pandemic. Teachers are in a much better position to deal with difficulties in their profession—for example, a change in the curriculum or matters of student performance concern—when in a position to tailor their pedagogical method and work on their terms and conditions. Also, Dreer's (2022) research

on the influence of school climate and job crafting on teacher well-being is vital for ELT teachers. Equally, permissive and collegial school environments result in the empowerment of teachers on their part to enhance their teaching practices. The independence supported by the school environment can improve the well-being of teachers. Elaborating more on this, the study by Xie (2022) on the role of job crafting in linking work motivation and organizational commitment of teachers in inclusive education is a great takeaway for teachers. When the lecturers in the English language teaching field have the opportunity to design courses that are dynamic and student-centered, a job crafting effect may occur, further enhancing their individual motivation and, in this way, increasing their personal dedication to the profession. In job crafting, the employee is highly motivated to pursue a commitment to the profession that arises out of a much greater sense of meaning and purpose in the job one does.

Individual differences, like personality and cognitive ability, would also moderate the efficiency of the job-crafting strategy adopted by educators. For example, educators with high autonomy tend to be better at crafting roles for greater control over workload. However, opportunities and constraints they face are part of the job itself. Wingerden et al. (2017) illustrated how interventions related to work demands-resources models can enable job crafting efforts and suggested that factors like workload, class size, and access to professional development resources significantly influence how educators structure their work. This means that these factors either facilitate or constrain an educator in being able to engage in effective job crafting. In other words, interventions designed to improve job crafting should focus not only on individual differences but also on broad structural and organizational factors that affect an educator's ability to change the work environment. Such an integrated framework would support educators comprehensively toward higher satisfaction and effectiveness in performing their jobs.

All in all, psychological features are very important in forming job crafting of teachers. Job crafting may lead teachers to contribute greatly to the establishment of a positive and productive learning environment. Job crafting, which promotes ownership and nurtures the feeling of an entrepreneur, enhances the experience of teachers and students in a tremendous way, promoting autonomy and tapping into intrinsic motivation. These findings indicate that with the establishment of a growth mindset and intrinsic motivation, teachers would be better equipped to actively shape the work environment and overcome emergent challenges effectively.

Approach crafting

Approach crafting is related to forms of crafting such as problem solving, improving work conditions, and perceiving stressors positively (Lazazzara et al., 2019). According to Van Wingerden, Bakker, and Derks (2017) managing demands and resources within job crafting interventions results in these beneficial effects. Teachers equipped with these skills will be in a better position to control and reduce potential stressors within the

classroom environment (Mäkikangasa et al., 2023). It is through this approach that a route to the discovery of numerous innovative ways of teaching is opened for teachers, and they have a much better professional responsibility balance with personal satisfaction (Wu et al., 2022).

Falout and Murphey (2018) call for an attempt to share models of successful job crafting in language education. Through the examination of various stories of people who have made successful career choices, it is possible for educators to empower intense passion for the purpose of individual teaching techniques that create an element of empowerment as documented by Haneda and Sherman (2018) who investigated how ESL teachers enact agency through job crafting.

Furthermore, Alonso et al. (2019) examined how individual and collaborative job crafting relates to work satisfaction and how it influences work engagement. This provides important views and support for aspiring teachers to work collaboratively with their seniors. Thus, this approach is embedded with a strong feeling of community, shared learning, and thereby improvement in teaching performance. Wardani et al. (2021) further underline the role of career competencies in job crafting. Teacher education programs that enable trainees with a range of skills to change their approach according to the unique demands of their students and situation present greater career competencies. These results were corroborated by Huang et al. (2023), supporting the positive effect of job crafting on teacher engagement.

The concept also includes "learning value" of a job, besides individual and social factors. Janssen et al. (2021) examined how job crafting and career success are related in a complex way. In this study, the learning value of a job, which refers to whether there is a chance that the person would learn from and promote through it, might be a great motivator for teachers' engagement in job crafting. Moreover, the teachers who looked upon their jobs as an opportunity to learn would more probably job craft that position so that the opportunity presented gets maximized.

Approach crafting provides a framework for teachers to succeed in their work by helping them improve their effectiveness. Research on job crafting shows that managing job demands and resources by innovative approaches lead to positive outcomes for teachers. When teachers gain the skills to craft their professional responsibilities, as highlighted by Wu et al. (2022), they are more likely to explore new ways of engaging students.

Ultimately, integrating job crafting skills into education programs for teachers will help aspiring educators become flexible and enthusiastic professionals. Through the acquisition of such skills in demand management and resources, forming intrinsic motivations, and collaboration, teacher education can be equipped with tools to pursue the building of a fulfilling and meaningful career in the ever-changing field of education, particularly English Language Teaching. According to Wu et al. (2022), in a study where the school leaders have been able to come up with a supportive atmosphere that

enhances the potential for job crafting, it was seen that the teachers tend to thrive and come out with a better display of engagement in their professional lives. The development of these skills at the outset forms the basis for establishing a fulfilling and effective career in education. At this process, the role of technology that is a prerequisite for the 21st century can be also further researched on how teachers use technology tools in enabling them to perform job crafting practices in their work environment. For instance, how online collaboration platforms can help educators in sharing valuable insights and jointly developing instructional resources. It is through the exploration of the intersection between job crafting and technology that we can derive some very creative ways of facilitating and helping educators to flourish in the digital age.

It is also important to highlight the implications that have emerged for the field of teacher education, especially for ELT. Through examination of contextual, psychological and, even, practical factors, the study raises awareness of how educators are consciously shaping their roles to facilitate their professional experience and professional outcomes. Moreover, the findings identify particular strategies that may enhance engagement and well-being, such as supportive work environments and support for teacher autonomy. These findings provide tools for educators, school administrators, and policymakers to develop programs promoting job crafting practices and integrating job crafting skills into teacher education programs. In this respect, future-educators will be equipped with skills and behaviors that will enable them to modify their teaching strategies in accordance with the needs of learners. In addition, the findings emphasize the urgent need for administrators to build and encourage work cultures that enable job development through collaborative efforts, professional development, and different models for teaching. Results also provide a strong rationale for longitudinal studies to explore the lasting effect of job crafting practices on teacher quality and student achievement. All in all, with an increasing understanding of how job crafting works particularly within school settings, we could extend our knowledge and develop evidence-based strategies for helping teachers in shaping meaningful and effective careers.

5. CONCLUSION

This review on job crafting in ELT teacher education has shown the complex and diverse ways in teacher education, providing important insights into the interaction of contextual variables, psychological aspects, and practical strategies in defining teachers' professional responsibilities. The results suggest that job crafting is both mediated by structural and cultural contexts, and thereby emphasize the relative importance of professional autonomy, supportive educational environments, and resource flexibility. Psychological factors such as intrinsic motivation and resilience play an important role, allowing teachers to redefine their roles to meet changing requirements. Furthermore, pragmatic solutions like approach formulation and collaborative tactics show how professionals can resolve challenges, stimulate creativity, and enhance job satisfaction.

The research also underlines the need for teacher training programs and demonstrates practical ways of embedding job-crafting skills into the curriculum. It provides a framework for educators and policymakers to create conditions that promote sustainable teaching methods.

Nevertheless, there is a need for further longitudinal and cross-cultural research to better investigate the long-term impacts of job crafting practices in promoting teacher retention, student achievement, and systemic change across different educational contexts. In conclusion, this review highlights the importance of job crafting as a solution to foster adaptive, motivated, and flexible teachers.

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ВИВЧЕННЯ ОСОБЛИВОСТЕЙ ПРОФЕСІЙНОГО РОЗВИТКУ В ПЕДАГОГІЧНІЙ ОСВІТІ: СИСТЕМАТИЧНИЙ ОГЛЯД

Анотація. У цьому систематичному огляді досліджуються питання професійного розвитку викладачів (job crafting); тема, яка викликає інтерес в останніх педагогічних дослідженнях і практиці. Оскільки педагогічне середовище постійно змінюється з плином часу через розвиток технологій і рух до глобалізації, до викладачів висуваються вимоги щодо професійної майстерності відповідно до нових вимог суспільства. Враховуючи специфічні виклики, з якими стикаються освітяни, такі як робоче навантаження, емоційні навантаження та організаційні обмеження, розуміння того, як вони виконують свої ролі, може дати уявлення про те, як сприяти їхньому благополуччю та професійному зростанню в освітніх установах. У цьому огляді узагальнено результати рецензованих досліджень, опублікованих між 2013 і 2023 роками, щодо вимірів, передумов і результатів професійного розвитку вчителів у педагогічному контексті. Аналіз виокремив три основні категорії професійного розвитку викладачів у розглянутих дослідженнях: контекстуальні умови, психологічні чинники та розробка підходів. Висновки підкреслюють значення джоб-крафтингу у формуванні адаптації, мовивації та гнучкості вчителів. Крім того, цей систематичний огляд підкреслює той факт, що надання педагогам певного рівня автономії та співпраці для задоволення нових вимог є важливим і має бути враховане в програмах педагогічної освіти.

Ключові слова: професійний розвиток, педагогічна освіта, систематичний огляд, контекстуальні чинники, психологічні чинники, розробка підходів.