

Job Crafting Antecedents and Consequences: Evidence from Jordanian Universities

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Abstract: Purpose - This article explores academic job crafting's significant conditions (antecedents and consequences). The impact of encouraging learning environments and the leadership that fortifies learning was studied. Knowledge management and job crafting are closely related in their ability to empower employees and enhance organizational effectiveness. **Design/methodology/approach** –217 academics serving in a Jordanian University, in Jordan, took part in this study. Statistical parameters endorsed the significant impact of two learning organization building blocks on job crafting. **Findings** - It was shown that supportive learning environments and leadership reinforces learning; and positively impacts job crafting, which consequently reflects upon job satisfaction levels among academics. The results imply that strategies conducive to learning provide the most rewarding approach to enhancing academic job crafting and job satisfaction. **Originality/value** – To the authors' knowledge, no prior study has examined job crafting and linked it to the study dimensions within the Arab context generally and particularly in the academic field. We propose this model as a system crafting theory and end our research with suggestions for further research on these issues.

Keywords: Job crafting, Job satisfaction, Learning organization, Academic organization, Supportive learning environment, Leadership support, Jordan

1. Introduction

When addressing academic careers, we need to examine how far the efforts of scholars have come in evolving knowledge (Hambrick, 2007) or directing colleagues and students towards improving their research and academic performance, and therefore influencing the academic community. These aspects directly impact the scholar's self-vitality, self-worth, self-actualization, and the extent to which they enjoy a meaningful academic career (Wrzesniewski and Dutton, 2001). Wellman and Spreitzer (2011) employed the job crafting theory to exhibit how academics can give more meaning to their tasks by changing how they carry out their work. Their work was built upon the assumption that enhancing the personal meaning of academic jobs adds value and significance (Wrzesniewski and Dutton, 2001; Vogt, et al., 2016). For many authors, job crafting is defined as a proactive alteration to a given job content and context (Wrzesniewski and Dutton, 2001; Dubbelt, Demerouti and Rispens, 2019). It is comprised of three dimensions: Mental model crafting, which involves mindset context; transformational crafting related to the nature of the duties or job; and interactional crafting (Wrzesniewski and Dutton, 2001; Dubbelt, Demerouti and Rispens, 2019).

Many scholars theorize job crafting in academia as well as various sectors (Kozlowski, et al., 1999; Cameron and Dutton, 2003; Wellman and Spreitzer, 2011; Arachie, et al., 2021). Nevertheless, a transformation as such is difficult to maintain if not driven by environmental and contextual changes. Most research neglects to address the conditions and antecedents necessary to support employees in crafting their jobs. Further, given the increasing attention regarding job crafting and its benefit to organizations, there is still a lack of studies that examine the proper interventions to enhance job crafting implementation, and according to Roczniowska, et al. (2023), some studies are only theoretically oriented. This proposed model as a system crafting theory attempts to close this gap by exploring and testing such significant antecedents to job crafting (Nielsen and Abildgaard, 2012), particularly focusing on antecedents related to a) supportive learning environments and b) leadership that reinforces learning among employees (Melhem, 2011). Research to date focuses on various factors and antecedents to job crafting, including autonomy (Kim and Qu, 2018), knowledge, empowerment, work engagement (Petrou and Demerouti, 2015; Park and Park, 2023) and self-efficacy. Moreover, this research contributes to job crafting knowledge by providing insights into different contextual factors including the role of leadership and learning. Closely related, organizations and leaders can help employees craft their jobs through effective learning, experimenting and development. Knowledge management and job crafting are inherently interconnected and relevant concepts, particularly within academic and scholarly contexts. Job crafting involves purposefully modifying job tasks, relationships and perceptions to create more meaningful jobs (He, Teng and

Song, 2023). In an academic setting, this process heavily relies on knowledge creation, sharing and effective knowledge management (He, Teng and Song, 2023). This is evident in academics' actions in job re-design and job crafting as they engage in research, conferences, seminars and various scholarly activities for career advancement and recognition (Irfan, et al., 2022).

2. Literature Review

The existing literature overlooks the role of the organization system, management and structure, which may partially restrict job crafting due to the nature of the organization. Job crafting should be a strategic issue; it cannot work as an ad hoc approach because it might run counter to management directives (Hornung, et al., 2010). For successful job crafting, vertical support in the organization hierarchy is needed, as well as lateral support from colleagues, specifically when your job interacts or overlaps with others in a reciprocal interdependent fashion. Thus, this research proposes a system crafting model using support from both the system and management in a strategic job crafting program for the entire organization (Ucar and Kerse, 2022; Wrezinswsky and Dutton, 2001; Dubbelt, Demerouti and Rispens, 2019).

In a landmark study, Wrezinswsky and Dutton (2001, p.193) argued that: "employees actively crafted the job, sometimes against management's wishes. Rather than have managers intervene to enable or encourage these employees to act as job crafters, the employees took the initiative on their own".

This implies that employees work in an independent setting, with minimal daily interaction with their managers. While this might be effective in a more empowering organization (Spreitzer, 1995), it might be unreasonable in many other formal ones. Some crafting, however, requires resources, information, material and time that requires management and team support. This research suggests that two antecedents are vital to enhance job crafting and extend its adoption across various sectors and different organizations. These antecedents are i) leadership that reinforces learning and ii) a supportive learning environment. While some organizations are highly bureaucratic, others are highly centralized with jobs that are very limited and scripted. Hence, this crafting model adds to the literature by recommending an integrated approach to job crafting incorporating these two antecedents (Garvin, Edmondson and Gino, 2008). This argument calls for organizational and leadership intervention.

2.1 Job Crafting Conditions

Although job crafting principally refers to a constructive, genuine process in redefining one's job, it is not clearly authorized by management. Hornung, et al. (2010) argue that the supervisor or management may object to the employee manipulating his/her job task or context (Morrison, 2006). This is the case in most top-down approaches and bureaucratic organizations (Dubbelt, Demerouti and Rispens, 2019). However, widespread job crafting without the proper organizational context is a recipe for chaos, rejection and frustration for those employees seeking to craft their jobs. Hence, employee opportunities to exert freedom over work characteristics tend to be controlled (Hornung, et al., 2010). That is why this article proposes that specific learning organizational dimensions are necessary prerequisites for enabling employees to naturally restructure their jobs for the benefit of both the employee and the organization (Wellman and Spreitzer, 2011; Nielsen and Abildgaard, 2012).

2.2 Research Contribution

Melhem (2019) sees university academics as an apt research target group when investigating the job crafting concept, particularly in the Middle East, where there are limited publications linking job crafting with learning organization practices and principles. This article quantitatively investigates job crafting theory by proposing an integrative system crafting framework by linking essential and viable learning organization building blocks as an antecedent to job crafting, sustaining it more effectively and successfully; specifically among university scholars and researchers (Nielsen and Abildgaard, 2012). It then examines the impact of job crafting and measures how far it enhances their satisfaction with their careers.

2.3 Method in Perspective

This research focuses on a quantitative research methodology using survey and questionnaire design and SEM analysis with Amos. We introduce three dimensions of job crafting: mental, transformational and relational crafting. Subsequently, two building blocks are explained and put forth to amplify the job crafting theory. Finally, we discuss job satisfaction considering job crafting (Nielsen and Abildgaard, 2012).

2.4 Job Crafting Situations

Among the various forms of job crafting is cognitive or mental model crafting which includes altering task-related boundaries and cognitions (Wellman and Spreitzer, 2011). An impactful mental model allows associates to discuss with their co-workers the nature and scope of everyone's role and abilities and to traverse the limits and extent of each other's proficiencies and roles (Mohammed, Klimoski and Rentsch, 2000). Scholars, for example, can clarify how their knowledge, research and schooling combine, and how to optimize their interactions in the processes of learning and research (Katz and Kahn, 1978; Kozlowski, et al., 1999). A competent mental model will potentially aid in the collaboration of scholars to create better results in terms of academic performance at multiple planes. The mental model enables those in any institution to continuously review and develop the flow of work to upgrade functioning (Pearsall, Ellis and Bell, 2010).

The term 'cognitive crafting' is used by Wellman and Spreitzer (2011) in which two patterns appear i.e., broadening one's point of view and leveraging the best version of oneself. Upon working hand in hand, intellectuals obtain more personal sense and worth, thereby presenting the opportunity to share and respect each other's input and perspectives leading to a collective of contributions and a joint influence on the students, the organization, and the society as a whole. The atmosphere created by this mental model will enforce the notion of living up to one's best potential (Roberts, et al., 2005).

Overall, in job crafting, employees actively engage to mould their jobs' features to fit their specific capabilities, skills and preferences. They may craft their jobs by taking on more duties or different ones, craft their working relationships by changing how they interact with their co-workers and, finally, employees might engage in mental crafting, in which they perceive their jobs positively and re-view their jobs to become more exciting and meaningful (Wrzesniewski and Dutton, 2001).

Hypothesis 1: Mental model crafting has a significant positive impact on scholars' career/ job satisfaction.

2.4.1 Transformational crafting

Transformational crafting involves making job content more exciting and meaningful (Wrzesniewski and Dutton, 2001). Tasks can be rendered meaningful through mindful or cognitive association and by emotionally engaging with the task being performed (Petrou, et al., 2012; Dash and Vohra, 2019), both of which are fundamental to research work. Quality research is the outcome delivered by researchers who are invested both intellectually and emotionally, and who rise to the challenge to prosper. Research may be conducted as cause-related, socially oriented, or positive organizational scholarship (Cameron and Dutton, 2003), resolving societal issues in varying areas and disciplines. Furthermore, Wellman and Spreitzer (2011) suggested that scholars can achieve meaning by incorporating further challenges to their work content by undertaking difficult research problems that may have the potential to solve demanding social, economic, or structural predicaments.

Hypothesis 2: Transformational crafting has a significant positive impact on scholars' career/ job satisfaction.

2.4.2 Relational crafting

Job meaningfulness can also be augmented by establishing valuable relationships between co-workers. Wellman and Spreitzer (2011) proposed that relational crafting, maintained by promoting high-quality connections and increasing contact with recipients, can increase the meaning of scholarly work. In high-quality connections, colleagues share mutual respect and interest in research and academic concerns, increasing the vitality of all parties (Petrou and Demerouti, 2015; Arachie, et al., 2021). Several tools and mechanisms may help academic partners form such connections in sharing knowledge and academic interests, including creating research agendas and clusters that hold monthly seminars. Dutton and Heaphy (2003) suggest creating social and sporting connections that serve to lubricate the relationship between academics. Wright and Wright (2002) pioneered the concept of *committed to participant research*, in which, scholars and subjects taking part in the study consider such an experience as a calling rather than a mere assignment or series of tasks. This indicates that researchers or scholars could enhance their degree of communication with their research partakers and beneficiaries.

Hypothesis 3: Relational crafting has a significant positive impact on scholars' career/ job satisfaction.

2.5 Towards an Integrated System Crafting Theory

This article proposes an integrated system crafting approach which draws on both learning organization literature and the original job crafting conception to create effective scholarly career enhancement and satisfaction.

The three types of above-mentioned job crafting are essential strategies for effective academic career enhancement and job satisfaction. Any climate receptive to change necessitates certain building blocks, and the literature on learning organizations is a valuable source of information (Garvin, Edmondson and Gino, 2008). The system must accommodate this change. Thus, the three crafting methods work to benefit each scholar. With relevance to this issue, we use some drivers for change from the learning organization conception presented by Garvin, Edmondson and Gino (2008). Figure 1 illustrates this article's proposal for a system crafting theory that integrates the following three building blocks with job crafting antecedents.

3. Antecedents of Job Crafting

3.1 Leadership Support

An integrated system crafting theory requires supportive leaders who encourage participation, empowerment and learning within the learning organization culture. Sahin, Cubuk and Uslu (2014) asserted that under participatory, democratic and transformational leadership styles, employees have the opportunity to share information and examine their knowledge. Moreover, they can solve problems by generating creative and alternative approaches to work (Davis and Newstorm, 1993, p. 227). Leadership support can lead to feelings of empowerment, commitment and trust (Gupta, MacMillan and Surie, 2004; Khan, Mubarak and Islam, 2020). For example, Dash and Vohra (2019) concluded that empowering leadership has a direct impact on job crafting. Scholars need top management support and involvement to assist their initiatives and praise their scholarly influence among fellow academics and students and in wider society (Gupta, MacMillan and Surie, 2004). Leaders may provide time, resources and incentives to support transformation more systematically in academic jobs and, conversely, may impede such change by limiting resources and support (Garvin, Edmondson and Gino, 2008). The results of Liaw, Chi and Chuang (2010) emphasized the significant role of transformational and empowerment leadership in supporting employees' learning and capabilities to serve customers differently. They indicated that employees who receive leadership support become more motivated to value and satisfy customer needs. Leadership support influences job perception among employees and can enable them to be more significant and influential in job outcomes, according to the following hypothesis:

Hypothesis 4: Leadership support has a significant impact on the three job crafting conditions: mental, transformational, and relational crafting.

3.2 Supportive Learning Environment

Various organizations have an inherent culture that impacts the organizational operation. Schein (1990) stated that organizational cultures consist of visible features, such as physical surroundings like buildings, behaviours, regulations and hidden features, such as shared values, norms and mental models of its members (Daft, 2001). These features can either support learning and advancement, or otherwise obstruct learning at the individual and organizational levels. Nebojša, Marija and Kristina, 2020 concluded in their study that enhancing organizational culture might improve professors' job satisfaction, which eventually will positively influence the effectiveness of higher education institutions. A supportive environment and strong learning culture are expected to increase the ability of the organization's human resources to derive meaning in their jobs. A 'supportive learning environment' is the 5th hypothesis. It is deemed one of the essential conditions and prerequisites for the remodelling of jobs and development at the scholarly level:

Hypothesis 5: A supportive learning environment has a significant impact on the three job crafting conditions: Mental, transformational, and relational crafting.

4. Job Crafting and Employee Satisfaction: Consequences

Kohn and Schooler (1982) argued that people carry their workplace experiences into their personal lives. Consequently, employees who successfully craft their jobs may extend that positive experience and expand their own resources. An exclusive resource of wide concern is psychological capital and job satisfaction linked to positive psychological resources: hope, optimism, efficacy and resilience, grouped in one higher-order factor (Luthans, et al., 2007; Avey, et al., 2011). Hence, job satisfaction is clearly associated with an individual's positive psychological constructs that consist of self-efficacy, optimism, hope and resilience to attain success (Luthans,

et al. 2007, p. 542). Here job satisfaction can be associated with employee attitudes, such as organizational commitment and involvement (Luthans, et al. 2008; Vogt, et al., 2016).

According to Siddiqi (2015, p.281), “self-perceived decision-making authority and consequent perceived better performance make employees feel that their jobs are more worthwhile, meaningful or something they should take pride in”. This enhances employees’ job satisfaction, feelings of self-respect and sense of belonging. Literature on Job satisfaction by Mackenzie, Podsakoff and Ahearne (1998) and Yoon and Suh (2003) and literature on identity theory by Loscocco (1989) assert that these optimistic notions are of great importance to the delivery of quality service and overall client satisfaction.

There is a clear link between job crafting and satisfaction, with employees feeling more satisfied in having an exciting and meaningful job that they have helped to shape (Zhao, Li and Shields, 2022; Siddiqi, 2015). Sousa-Poza and Sousa-Poza (2000) demonstrated in their research that the most critical aspects of being satisfied with one’s job were enthusiasm, solid relationships with superiors and colleagues, good income and autonomy (Deci and Ryan, 2000). The level of satisfaction will also reciprocally influence job engagement and job involvement among employees (Bakker and Oerlemans, 2011). Hackman, Pearce and Wolfe (1978) examined the impact of job redesign on job satisfaction, finding that employees whose jobs were redesigned stated greater satisfaction and interest in their challenging jobs than those with less challenging jobs and, according to scholars, their increased involvement in knowledge creation, research and community services should make their jobs more exciting and meaningful. (Hackman, 2011). In a review of these contentions, we propose the following hypothesis:

Hypothesis 6: Job crafting has a significant and positive impact on job satisfaction.

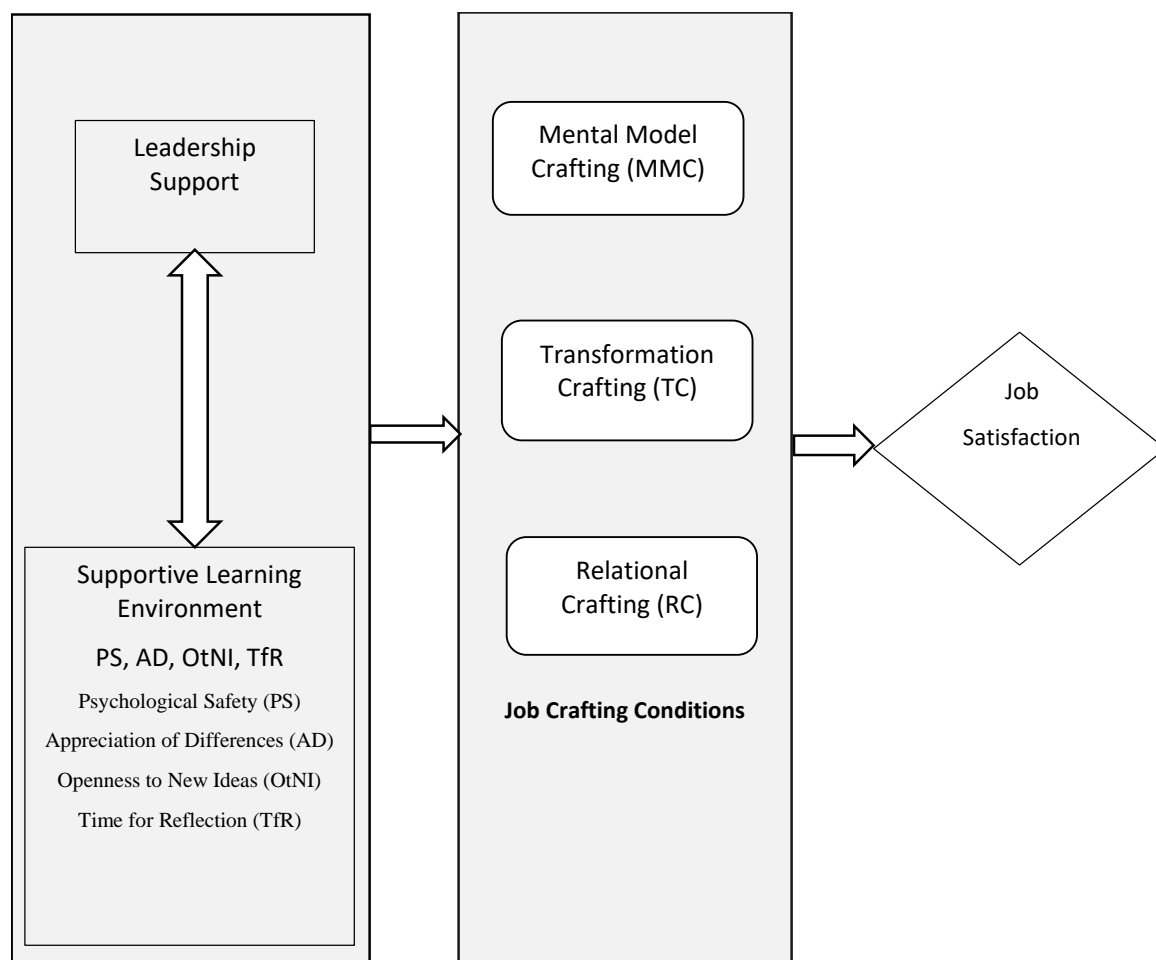


Figure 1: Proposed system crafting

5. Methodology

Data were collected from academics at Yarmouk University, a Jordanian public university. A list of academic records, including lecturers' names, titles and positions was obtained from the university site (www.yu.edu.jo) to create a random sample from Yarmouk's 1004 academic staff members. The questionnaire was distributed to 300 participants from a full range of academic ranks. 237 questionnaires were returned, of which 217 were completed and valid for analysis. This sample size was statistically accurate with a 95% confidence level and 4 confidence intervals (Sekaran and Bougie 2003). After receiving training and guidance, MBA students with scholarships and grants from the university collected the data. At the time, the university was undergoing a quality initiative (Accreditation Process) that impacted teachers' jobs and changed work methods. The university involved teachers in improving areas of quality research, community service, and college service, which was consistent with job crafting and learning organization principles - the focus of this research. The questionnaire contained questions related to the three main dimensions: job crafting, learning organization dimensions and employee satisfaction.

5.1 Research Design

The questionnaire was initially written in English, translated and then translated back to English to facilitate the language abilities and comprehension of respondents. It included three factors: learning organization dimension as an independent factor, job crafting as an intervening variable and job satisfaction as a dependent variable. Learning organization encompasses two main variables: leadership that reinforces learning and a supportive learning environment. Job crafting consists of task transformation and relational and mental model crafting. After pretesting by eight professor's faculty of Business at Yarmouk University, the questionnaire was created and finalized. A pilot study was performed through a discussion of the questionnaire with 12 professors from different Yarmouk colleges. Their responses to questions about the questionnaire's comprehensibility helped modify it before the final distribution.

5.2 Measures

A five-point Likert scale was used to measure all scales in the study; it ranged from 1 for strongly disagree to 5 for strongly agree. To test the hypothesized model, measurement instruments taken from the literature were implemented. For credibility reasons, a few statements were built in reverse. After reviewing returned questionnaires 20 of 237 were not eligible for analysis and thus excluded.

In this study, 75% of the participants were male, and the participants' age was 36 to 45 years of age. 33% came from the Economics and Management School, 9% from Education, 27% from Arts and Literature, and 31% from other disciplines. 35% of the sample were assistant professors, 29% were lecturers, 14% were full professors, and 23% were associate professors. It is worth mentioning here that demographic variables did not significantly impact any of the study variables with $P > 0.05$ in all measures.

Job crafting: as the focal construct in this study was measured using 15 items, with 1 to 5 reflecting transformational crafting, 6 to 10 reflecting cognitive (mental model), and 11 to 15 reflecting relational crafting. Thirteen items were obtained from Slemp and Vella-Brodrick (2013) and two items were obtained from Leana, Appelbaum and Shevchuk (2009).

Learning organization (two building blocks): The items, adopted from a Harvard Business Review article by Garvin, Edmondson and Gino (2008) entitled "Is Yours a Learning Organization?", consist of two main factors: supportive learning environment and leadership that reinforces learning.

Job satisfaction: six items were used to measure job satisfaction that were adopted from the Michigan Organizational Assessment Questionnaire (MOAQ) (Cook, et al., 1981).

Cronbach's Alpha was employed to test the study measure's reliability; it represented 82% for the job crafting dimension, 72% for the supportive learning environment and 90% for leadership that reinforces learning and, finally, job satisfaction scored 88% in reliability.

6. Results

6.1 Data Analysis

The Skewness and Kurtosis indices was used to verify the univariate normality of distributions. Following that, the Kurtosis multivariate Mardia coefficient was applied to determine the multivariate normality of the variables (Barbaranelli, 2006). Next, descriptive statistics and correlations between variables were calculated. To test our

model, we employed structural equation modelling (SEM)/AMOS, 24th version (Arbuckle, 2008). The SEM procedure was suited for testing our theoretical model as it made it possible to assess to what extent a proposed conceptual model comprised of observed and unobserved constructs explained or suited the collected data (Bollen, 1989). For estimation, a maximum likelihood method was chosen. The model fit was evaluated using the listings shown in our statistics. Table 1 illustrates the study measures.

Table 1: The study measures

Measure	CMIN	DF	CMIN/DF	CFI	TLI	IFI	SRMR	RMSEA	PClose
Estimate	484.180	312	1.552	0.935	0.927	0.936	0.076	0.049	0.561

Means, standard deviations, correlations and reliabilities for all variables are presented in Table 2. All variables were deemed reliable and were approved for carrying out research. The reliabilities ranged from 0.70 to 0.89. A positive correlation between the variables was found at $p < 0.01$ and at $p < 0.05$.

Table 2: Descriptive and Correlations of Study Variables

Variables	M	SD	1	2	3	4	5	6
1 Transformational Crafting (TC)	4.056	.531	(.70)					
2 Relational Crafting (RC)	3.873	.619	.448**	(.72)				
3 Mental Model Crafting (MM)	4.227	.527	.402**	.363**	(.75)			
4 Learning Support (SLE)	2.998	.424	.085	.109	.022	(.72)		
5 Job Satisfaction (JS)	4.111	.659	.372**	.229**	.343**	.270**	(.88)	
6 Leadership Support (LS)	3.200	.745	.241**	.286**	.133*	.462**	.350**	(.89)

Note: N = 217, ** Correlation is significant at the 0.01 level, * Correlation is significant at the 0.05 level, Reliabilities are in parentheses.

Data analysis was performed using the two-step approach of Anderson and Gerbing (1988), by which the confirmatory measurement model estimate presages the structural model estimate. All study variables were exposed to confirmatory factor analyses (CFA) using AMOS software to test the quality of the measurement model applying convergent and discriminant validity for the main variables before performing hypothesis testing. After the study by Hu and Bentler (1999), numerous model fit indexes investigations were carried out. The following fit indicators were employed to evaluate the model's fitness: CMIN/DF measure; the comparative fit index (CFI); Bollen's Incremental Fit Index (IFI); TLI = Tucker-Lewis Index; SRMR = standardized root mean squared residual; RMSEA = root mean squared error of approximation and PClose measure. As indicated by the fit indexes for the preliminary model fit, it needed to be re-specified to be more suitable for the sample data. To enhance model fit, 13 items were extracted because of low loading, and another 4 were extracted owing to the value of residual covariance being beyond a value of 2.0 and greatly decreasing the model fit and, to address the most significant modification indices, many error terms that are part of the same factor were correlated. To achieve adequate convergent and discriminant validity, 3 items were extracted. As a result of the confirmatory factor analysis (CFA), Table 3 displayed all extracted items.

Table 3: Removed items during CFA

Items	Factor	Reason For Removing
Craft 4	Transformational Crafting	Low loading
Craft 5	Transformational Crafting	Low loading

Items	Factor	Reason For Removing
Craft 9	Mental Model Crafting	Low loading
Craft 10	Mental Model Crafting	Residual covariance exceeding a value of 2.0
Craft 14	Relational Crafting	Low loading
Craft 15	Relational Crafting	Low loading
Lead 1	Leadership Support	Convergent and discriminant validity Issue
Lead 8	Leadership Support	Convergent and discriminant validity Issue
Spychosaf 1	Psychological Safety	Low loading
Spychosaf 2	Psychological Safety	Low loading
Spychosaf 5	Psychological Safety	Convergent and discriminant validity Issue
Diff 2	Appreciation of Differences	Low loading
Diff 4	Appreciation of Differences	Low loading
Open 2	Openness to New Ideas	Low loading
Open 4	Openness to New Ideas	Low loading
Time 1	Time for Reflection	Low loading
Time 2	Time for Reflection	Low loading
Time 3	Time for Reflection	Residual covariance exceeding a value of 2.0
Satisfy 1	Job Satisfaction	Residual covariance exceeding a value of 2.0
Satisfy 2	Job Satisfaction	Residual covariance exceeding a value of 2.0

After successive refinements, the obtained adjusted measurement model can be seen in Figure (2)

After sequential readjustments, the resulting refined measurement model is presented in Figure (2):

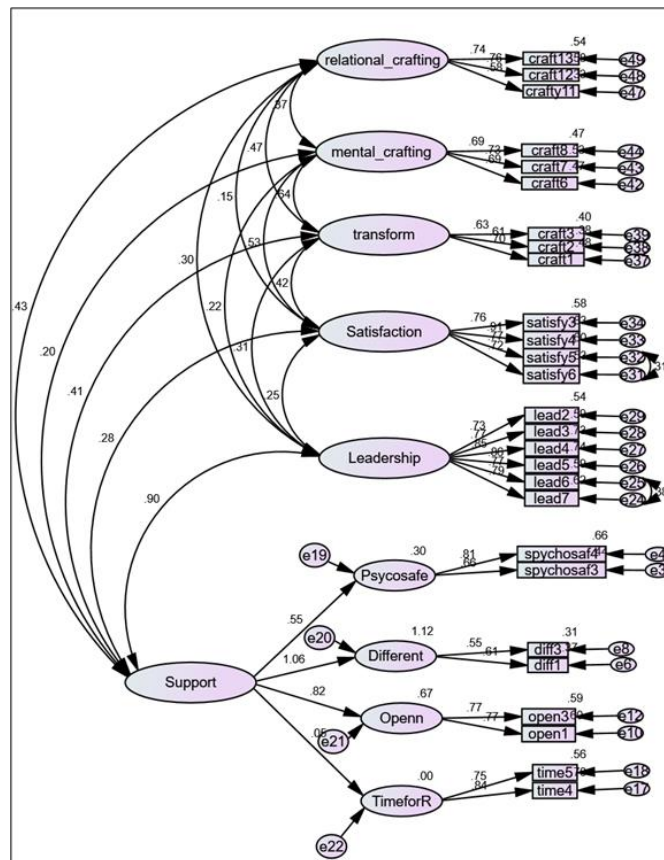


Figure 2: Confirmatory Factor Analysis (CFA)

Figure 2 shows that all items loaded conveniently onto the factors. The outcome of the Confirmatory Factor Analyses (CFA) model fit indices showed excellent model fit. As for indices values, these were CMIN/DF=1.37; CFI=0.958; SRMR=0.054; RMSEA=0.040; PClose=0.961; TLI =0.951 and IFI=0.959. When referring to Hu and Bentler’s (1999) cut-off criteria for fit indexes, these values reflected proper model fit. The estimations of the model fit parameters are shown in Table 4.

Table 4: Estimations of the model fit measures

Measure	Estimate
CMIN	416.35
DF	304
CMIN/DF	1.37
CFI	0.958
TLI	0.951
IFI	0.959
PClose	0.961
SRMR	0.054
RMSEA	0.040

6.2 The Measurement Model – Validity and Reliability

To assert whether the measurement model is valid or not, it is essential to examine its convergent and discriminate validity. Whilst each measurement item correlates strongly with its assumed theoretical construct, the Convergent validity is shown, while discriminant validity tests whether measurements that are not supposed to be related are unrelated (Lowry and Gaskin, 2014). Furthermore, convergent, and discriminate validity were examined in terms of Composite Reliability (CR), Average Variance Extracted (AVE), and Maximum Shared Variance (MSV) using the ‘Stats Tools Package’ developed by Gaskin and Lim (2016). The values were as evidenced (by convergent is AVE above 0.5, discriminate is a square root of AVE greater than correlations), and the evidence for reliability is achieved (by CR value greater than 0.700). This value lies within the normal range according to Hu and Bentler (1999). The model validity measures are represented in Table 5.

Table 5: Model Validity Measures

	CR	AVE	MSV	LeS	LS	Satisfy	T.C	M.M	R.C
LeS	0.761	0.522	0.805	0.722					
LS	0.913	0.637	0.805	0.897***	0.798				
Satisfy	0.873	0.634	0.285	0.281**	0.248**	0.796			
T.C	0.686	0.422	0.412	0.405***	0.311***	0.422***	0.650		
M.M	0.742	0.490	0.412	0.203*	0.222**	0.534***	0.642***	0.700	
R.C	0.737	0.486	0.225	0.432***	0.297***	0.145*	0.474***	0.368***	0.697

Notes: CR = Composite Reliability; AVE = Average Variance Extracted; MSV = Maximum Shared Variance; The square root of the AVE in bold; LeS = Learning Support; LS = Leadership Support; Satisfy = Job Satisfaction; T.C = Transformational Crafting; M.M = Mental Model Crafting; R.C = Relational Crafting.

After the refined model was obtained, the structural model was delineated and the valuation by maximum probability method was used via Amos Program, 24th version. The standardized parameter estimates for the structural model are laid out in Figure 3. The model fit indices offer a good model fit for the structural model. The values for indices were CMIN/DF = 1.552; CFI = 0.935; SRMR = 0.076; RMSEA = 0.049; TLI = 0.927; IFI = 0.936 and P close= 0.561. According to Hu and Bentler (1999), it reflected an appropriate model fit. Therefore, the

suggested research model adapts the data in a reasonable fashion. All the paths estimated in the model were indicative, except for the direct path from relational crafting to job satisfaction. Therefore, all hypotheses are supported except the hypothesis that “relational crafting has a significant positive impact on job satisfaction”. Table 6 presents the result of the hypotheses testing and the standardized regression weights of the output.

Table 6: Weights of the output and result of the hypotheses testing

Path		(β value)	(P value)	Result	
Learning Support	<---	Leadership Support	.870	***	significant
Relational Crafting	<---	Learning Support	.413	***	significant
Mental Model Crafting	<---	Learning Support	.297	***	significant
Transformational Crafting	<---	Learning Support	.438	***	significant
Job Satisfaction	<---	Relational Crafting	-.073	.329	insignificant
Job Satisfaction	<---	Mental Model Crafting	.454	***	significant
Job Satisfaction	<---	Transformational Crafting	.257	.002	significant

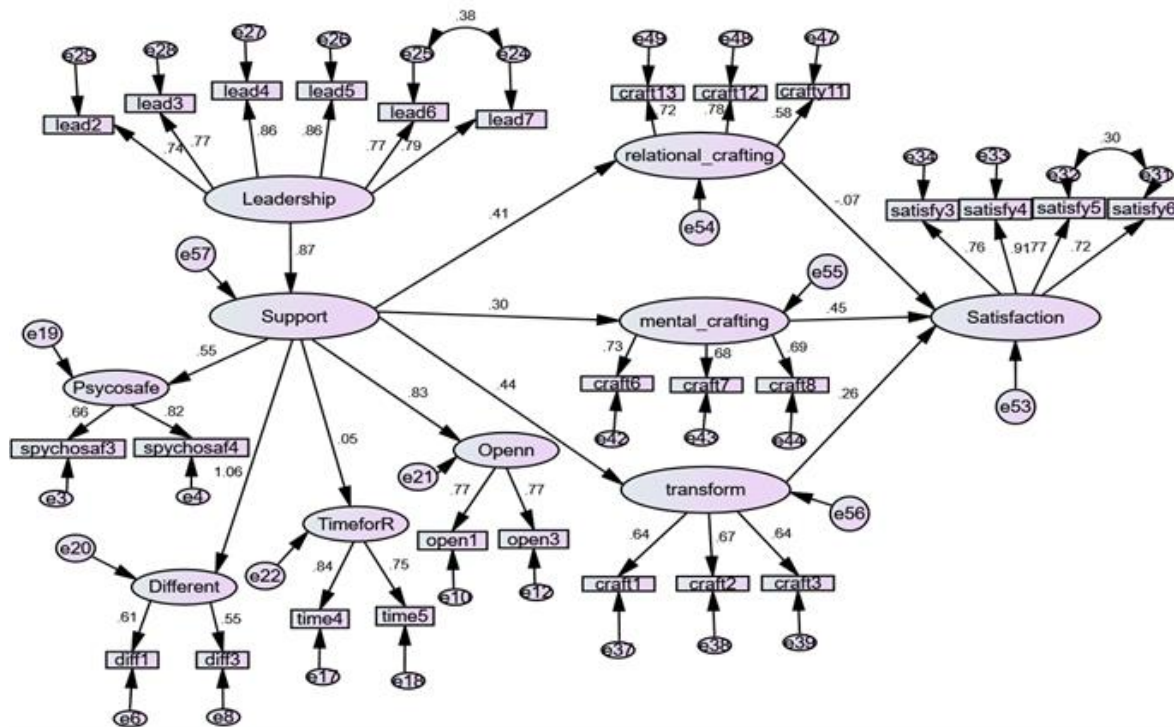


Figure 3: The structural model

6.3 Discussion

This article argues that job crafting requires important antecedents and that an incentivizing learning climate and leadership that is conducive of learning are essential for job crafting, which, in turn, is essential for job satisfaction in the academic arena (Ghaffar, Waheed and Iqbal, 2021; Wrzesniewski and Dutton, 2001; Bakker, Tims and Derks, 2012). The survey results showed that crafting one’s job leads to a more exciting and meaningful job with positive impact and significance (Bakker, 2011; Shang, 2022).

This article hypothesized that a supportive learning environment with its main dimensions of psychological safety, openness to new ideas, time for reflection, and valuing differences (Garvin, Edmondson and Gino, 2008) among university scholars would support their ability to craft their jobs in three main aspects of job crafting: TC, MMC, and RC (Wrzesniewsky, 2003; Wellman and Spreitzer, 2011). For academics, scholarly life characterized by job satisfaction is a significant outcome of job crafting and therefore promotes dynamic and quality

performance in research, teaching and community service (Shang, 2022; Ghaffar, Waheed and Iqbal, 2021; Avey, et al., 2011; Shoji, et al., 2016; Siddiqi, 2015; Sudibjo and Widiastuti, 2021).

The first hypothesis that job crafting impacts job satisfaction was supported by a positive result which backed the findings of Kohn and Schooler (1982) that work to out of work scenarios and job crafting may impact personal resources (Shoji et al., 2016), including job satisfaction and self-efficacy (Luthans, et al., 2007; Avey, et al., 2011). This study, however, has focused on the relationship between job satisfaction and three independent job crafting dimensions. Hence, job crafting impacts job satisfaction in aggregate and specifically with relations to primary job crafting dimensions (TC, MMC, and RC). While job satisfaction is an old and vital measure of hope, optimism, efficacy and resilience (Luthans, et al., 2007; Avey, et al. 2011) for employees in general, it is highly significant and vital for academics and scholarly jobs. Scholars derive satisfaction from their jobs' short-term and long-term impact reflected in their scholarly life, academic environment, students and research community (Wellman and Spreitzer, 2011). Thus, we find a positive impact and association in this hypothesis (Van den Heuvel, Demerouti and Peeters, 2015; Wang, Demerouti and Bakker, 2016).

This study found that two dimensions (mental model crafting and job transformation) impact job satisfaction, while relational crafting did not. This observation was inconsistent with prior studies (Wrzesniewski and Dutton, 2001). Salanova and Schaufeli (2008), Hakonen, Perhoniemi and Toppinen-Tanner (2008) and Zhao, Li and Shields (2022) reported that job crafting factors were positively linked with the level of job satisfaction. The faculty members in our study prioritize schooling, and the degree of interchange and the shape of the relationship might be constrained to the relationship between the students and teachers in the research sample.

A critical contribution of this study is the linking of two learning organization building blocks suggested by Garvin, Edmondson and Gino (2008) with job crafting. The related hypothesis revealed a positive linkage between the learning organization building blocks and job crafting. This association has not been investigated in previous studies and thus requires more testing and investigation. Leadership that supports learning is associated with mental model crafting, transformational crafting, and relational crafting (Chang and Lee, 2007; Melhem, 2018). In the second learning organizational building block, a supportive learning environment impacts mental model crafting in aggregate. However, PS is the only SLE dimension that impacts mental model crafting, while AD, OtNI, and TFR have no impact (Garvin, Edmondson and Gino, 2008; Nielsen and Abildgaard, 2012).

The results indicate that a supportive learning environment generally impacts transformational crafting. However, we find that psychological safety stands out as a significant impact on transformational crafting compared to openness to new ideas, time for reflection and valuing differences (Wrzesniewski and Dutton, 2001). Also, a supportive learning environment was found to impact relational crafting in aggregate, while PS, in particular impacts relational crafting more than AD, OtNI and TFR.

This article adds to the job crafting literature by measuring the impact and role of leadership in enhancing the concept of job crafting among professional and knowledge workers like university scholars (Lyons, 2008; Mattarelli and Tagliaventi, 2015). Thus, job crafters may find managers' support as an essential driver for crafting their jobs in a more effective and channelled way for accomplishing the organization's overall goals and objectives (Irfan, et al., 2022; Morrison, 2006; Hornung, et al., 2010). The research results supported the assumption that the LSE significantly impacts mental model crafting, transformational and relational crafting (Rousseau, Ho and Greenberg, 2006). Although job crafting literature has hitherto overlooked the association between job crafting and leadership that reinforces learning among employees, this research reveals the significance of this association so that workers find support and guidance when crafting their jobs (Rousseau, 2005). The outcome is guided and directed crafting in line with the organization strategy, goals, and objectives. Hornung, et al. (2010), for example, argue that undirected job crafting may result in poor performance or low productivity by employees (Leana, Appelbaum and Shevchuk, 2009; Hornung, et al., 2010; Kira, van Eijnatten and Balkin, 2010).

This article adds new constructs to the job crafting conception, SLE, and LS. We found that SLE and LS are positively related to job crafting and positively impact job satisfaction (Siddiqi, 2015). Further, we established that job crafting partially mediated the relationship between SLE and job satisfaction (Avey, et al., 2011; Shoji, et al., 2016).

To conclude, the three crafting proposals for academic career development could operate harmoniously to create more personally fulfilling careers for scholars. Nonetheless, some obstacles might stand in the way that exceeds individuals' capability to craft their careers which are integral to the university culture, direction, resources, and maybe desire for change (Bipp and Demerouti, 2015).

Three supportive and integrative components are essential in reinforcing the three predominant factors addressed in our presented study (Wellman and Spreitzer, 2011; Mäkikangas, Bakker and Schaufeli, 2017), which Figure 1, illustrates and curtly explains. At this point in time, this study is an appeal to the development of a crafting system incorporating two essential building blocks with three job-tailoring prerequisites with the aim of academic career advancement, vitality and influence (Mäkikangas, Bakker and Schaufeli, 2017; Bruning and Campion, 2018).

7. Conclusion

Furthering the existing research on job crafting, the study was structured to examine the impact of contextual factors that can promote job crafting leading to employee satisfaction (Cameron and Dutton, 2003). The results expand the domain of job crafting by integrating it with two learning organization building blocks and testing the impact on job satisfaction (Garvin, Edmondson and Gino, 2008). Based on our results, we proposed that job crafting is vital for enhancing employees' job satisfaction as a result of a supportive learning environment and leadership that reinforces learning (Ghaffar, Waheed and Iqbal, 2021; Mäkikangas, Bakker and Schaufeli, 2017).

A primary goal of this study was to delineate further the positioning of job crafting as an intervening variable affected by two building blocks in the organization (supportive learning environment and leadership support for learning) and the impact of job crafting on employee satisfaction in academic environments (Ghaffar, Waheed and Iqbal, 2021; Mäkikangas, Bakker and Schaufeli, 2017). In doing so, we assumed that a direct relationship exists between job crafting and the organizational contextual factors, including leadership and a supportive learning environment. However, in this study, job crafting mediated the relationship between organizational contextual factors (SLE and LS) and employee satisfaction. These findings indicate that leaders' direct effort to reinforce and support learning is highly encouraged, especially when psychological safety is a significant dimension of a supportive learning environment. Hence, it is highly recommended that managers accommodate a safe environment where employees proactively express themselves and craft their jobs to achieve greater satisfaction and quality of work (Mäkikangas, Bakker and Schaufeli, 2017).

Our study revealed that successful job crafting requires that employees feel safe, open to new ideas, appreciate differences, have time for reflection, have an environment supportive of learning, and have leaders' support for learning (Bipp and Demerouti, 2015; Ucar and Kerse, 2022). Although many leaders and managers encourage their employees to be more autonomous and learn on the job, we believe that it is rare that today's organizations, including academic institutions, create an environment conducive to learning confidence, and job crafting (Mattarelli and Tagliaventi, 2015). Professionals and academics can incorporate such elements into leadership training and coaching or mentoring arrangements (Lyons, 2008; Leana, Appelbaum and Shechuk, 2009; Kira, van Eijnatten and Balkin, 2010), this recommendation is consistent with a recent study that indicates the importance of Human Resource Management (HRM) systems and practices that can enhance employees' job crafting (Hu, et al., 2022; Irfan, et al., 2022). Thus, the universities, including Yarmouk University, need to develop and integrate their HRM systems and practices to serve as antecedents to job crafting, for example, the performance evaluation system should override the traditional system. Thus, the actual needs could be figured out and developed; on the other hand, exceptional performance should be rewarded to enhance the continuous learning experience, which eventually encourages them to craft their jobs. Finally, considering the context when suggesting any interventions or supportive strategies to enhance job crafting is crucial as these interventions vary across sectors (Roczniewska, et al., 2023) and countries (Roczniewska, et al., 2023). Thus, given the scarcity of studies within the academic organization within Arab contexts, this study has a vital contribution.

8. Limitations

The present study has some limitations. As all measures were self-reported, it is unclear whether common method biases might affect our findings (Podsakoff, et al., 2003). This may be overcome by using a longitudinal design in future studies (Doty and Glick, 1998). Also, observers may not be able to see a major proportion of job crafting (Wrzesniewski and Dutton, 2001), which may pose a challenge when assessing this behaviour with instruments other than self-reporting. We recommend future researchers investigate the effects of job crafting on more objective measures such as creativity, innovation, productivity, or measures from sources aside from self-reporting.

9. Future Research

The learning organization building blocks were assumed to predict job crafting and its components in this study. However, future research may consider other antecedents, including job engagement and empowerment, which

may have a reciprocal relationship (Van den Heuvel, Demerouti and Peeters, 2015; Wang, Demerouti and Bakker, 2016). Hence, employee empowerment is expected to influence employees' levels of satisfaction and, therefore, engagement at work, specifically in academic organizations. Future research may investigate the potential relationships between learning organization dimensions and job crafting approaches to further this framework and further explore the possible linkages between learning organization and job crafting. More learning building blocks might be of interest for researchers to explore, such as 'Concrete Learning Processes and Practices' (Garvin, Edmondson and Gino, 2008), and disciplines of the learning organization proposed by Senge (1990), including system thinking, team learning, shared vision and personal proficiency. Moreover, future research may examine job crafting antecedents and contextual factors on a practical level with real-life organizational experiences and practices, specifically following relevant organizational human resource development interventions. Finally, future research may link the national cultural aspect that might have an impact on job crafting consequences, including job commitment and work engagement, and other significant performance indicators.

Acknowledgements

We are grateful to our participants for allocating part of their time to respond to the survey. Moreover, we would like to thank the research assistant who distributed the survey.

Funding: This research receives no grants from any source.

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