Using Job Crafting to Improve the Well-being and Faculty Performance: The Case of Higher Education Institutions of Pakistan

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Abstract

Organizations primarily outline and specify the job responsibilities and conditions for employees. The process of job crafting passes the baton from organization to employees and they can customized and modify their job duties. The purpose of this study is to ascertain the impact of job crafting on the satisfaction and the performance of faculty members employed in higher education. The explanatory research in post positivist paradigm was used for this research. Research instrument was developed from multiple sources whose validity and reliability were checked. The data was collected from 182 respondents. The reliability and validity of the constructs were checked using factor analysis, VAR, CR and Cronbach's Alpha. The data was analyzed using structural equation modeling along with correlation and other descriptive statistics. The other statistical methods used were bar diagram, percentages, mean and standard deviation. The results show that overall job crafting has impact on job performance and wellbeingis found to be mediating the effect of job crafting on performance. Individual constructs of job crafting namely task extension and relationship extension were found to be significant estimator of job performance. There have not been previous studies on job crafting in Pakistan despite having many on job satisfaction and performance. So it is first of its kind in Pakistan and the work can be further extended including additional constructs and qualitative research techniques.

1.   Introduction

Scientific and technological advancement have been continuously increasing and changing the dimensions of the workplace for last many decades. On the one hand, the jobs are becoming more competitive and the new ways to enhance employee performance is being explored. On the other hand, subsequent employees' issues and wellbeing has also been under the research limelight. Many studies found out that work over load, efficiency obsession and emotionally demanding jobs reduces the employee wellbeing subsequently straining the organization(Alarcon & Edwards, 2011; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). However, the employees having higher wellbeing are more productive (Fisher, 2003). The productivity of the employees along with being proactive improves the performance of the organization (Griffin, Neal, & Parker, 2007). Therefore organizations are interested in keeping their employees satisfied and productive.

The traditional approach of using job design to maximize productivity by maintaining a balance between job resource and demand had to be shunned as job characteristics changed (Oldham & Hackman, 2010).With the rise of contractual jobs; adoption of self-managed teams and rising importance of thinking skills; have rendered the job design approach to enhance wellbeing less effective (Plomp et al., 2016). So, employees' engagement becomes instrumental in improving the wellbeing as they take the charge of their job design and actively shape and alter the scope of their job through job crafting (Frese, Garst, & Fay, 2007; U Bindl & Parker, 2010). The traditional thinking that job characteristics determine the employee characteristics (Hackman & Oldham, 1976) is replaced by employee characteristics determine job characteristics (Wrzesniewski & Dutton, 2001).

Wellbeing is the function of job resource and job demand (A. B. Bakker, 2011) and it also improves the job satisfaction (Sousa-Poza & Sousa-Poza, 2000). Change in job design is proposed from top and employees follow them and this was the issue studied academically (Holman, Axtell, Sprigg, Totterdell, & Wall, 2009). Top down approach fails to incorporate work context changes into account while designing the job. The other weakness is its ineptness to understand the growing complexities of the work (Grant & Parker, 2009).The new way is employees take control of their job design and become the designer of their jobs. Employees change their job demands and resources thus improving their wellbeing and

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performance(Wrzesniewski & Dutton, 2001). Currently growth and career progression are the variables which are employee specific so they are responsible for their learning and improvement in skills(Grant & Parker, 2009).

Higher education is a field with its own dynamics for the employees specifically named as faculty members. Faculty members engaged in higher education are not just limited to teaching only; research and administrative responsibilities are the additional burden which faculty members have to perform. With such a variant job, there is a need to give a room to the employees to craft their job to improve their wellbeing and performance. There are numerous studies in Pakistan regarding job burnout, stress, job satisfaction in Pakistan(Akbar & Akhtar, 2011; Bhatti, Hashmi, Raza, & Sheikh, 2011; Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012; Malik, Nawab, Naeem, & Danish, 2011; Manzoor, Usman, & Naeem, 2011; Yusoff & Khan, 2013). Some of the researches (Abro & Salam, 2014; Bhatti et al., 2011; Malik, Nawab, Naeem, & Danish, 2010; Manzoor et al., 2011; Raza, 2012; Yusoff & Khan, 2013)are related to higher education. It shows that researchers are valuing faculty wellbeing seriously in Pakistan. However, there is no study regarding the effect of job crafting on employee wellbeing and performance.

Job designs are unilateral as a result employees are required to follow a design which they do not own. They feel burdened with the job which they find not to be interesting or more burdensome than what they perceive to be the right amount. (Alarcon & Edwards, 2011; Demerouti et al., 2001) find work over load, being pressed for time and emotionally demanding jobs really reduces the employee wellbeing. Employees think it necessary to informally bring changes to their job in order to make it more interesting, ensuring more chances of growth and sometimes bringing ease as proposed by (A. B. Bakker, 2011) though job crafting. Weseler & Niessen, (2016) opine that job crafting is counterproductive for the firm. This research is being carried out to find out whether job crafting is really useful for the faculty members in higher education by having effect on their wellbeing and performance. This research definitely shed light on the fact that whether job crafting which is a type of employee involved job design can improve the performance. The result of this research would reveal whether universities and faculty members should at least allow and utmost encourage job crafting to mutual benefits of both.

2. Literature Review
2.1 Job Crafting

Different theories of wellbeing attribute absence of wellbeing to different reasons. One word which emerges as a common one is the imbalance. It might be either between job demands and resource (Arnold B. Bakker & Demerouti, 2007; Demerouti et al., 2001)or imbalance between demand and control (Kain & Jex, 2010) or Siegrist, Klein, & Voigt(1997) find imbalance between effort and reward. Traditionally job design and job appraisal were the tools used by the management to handle these imbalances. But the dynamics of job bring it to the level of unpredictability that the traditional top-down approach(Tims & Bakker, 2010) of management leading the employees does not serve the purpose. So, the answer to this dilemma is to bring in the employee to lead the change if not in the appraisal at least in job design and this is known as job crafting(Wrzesniewski & Dutton, 2001) .

Job designs impose restrictions on the job experience of the employees, the two restrictions are named as relational boundaries and task boundaries (Wrzesniewski & Dutton, 2001).Job crafting has been defined as changes which employees initiate in their tasks set, relation and cognition (Wrzesniewski & Dutton, 2001). The definition due to its simplicity may miss many actions which in reality may be the part of job crafting. In order to make the definition more inclusive, Tims& Bakker(Tims & Bakker, 2010) defined in terms of job-demands and resource model. They define job crafting as the adjustment to the set of job demand resource set.

The top down approach of manager deciding the jobs to be performed by the employees (Tims & Bakker, 2010)but these restrictions fail to make the job what the organization wants it to be; most routine work are also affected by the employees resulting the employees to be named as job crafter. It is a bottom up approach which is not what the management has prescribed to the employees so it is a proactive behavior (Tims & Bakker, 2010). Job crafting has been defined as the physical changes and cognitive alterations employees make in their tasks or relational boundaries of their job. The whole process results

in changes with different latitude in the work identities (Self-definition at work; task wise and cognition wise) and meaning (Understanding or purpose of the work).

Table No. 1 Adapted from(Wrzesniewski & Dutton, 2001)

Definition	Example	Effect
Changing number Scope & Type of Job Tasks	Supplier chain managers develops friendly relation with supplier	Timely completion of the work
Changing Quality or Amount of interaction	Teachers helps the students to get job & guide them to do well in the job	Teachers become the patron of the students
Changing Cognitive Tasks	Teachers take interest in maintaining good hygiene at the campus thus ensuring good health of the students	Teachers change the meaning as they way they define themselves. Now they have become protector along with groomer

Job crafting is a tool which the employees use for their benefit and in process they may benefit or harm the organization as proposed by (Wrzesniewski & Dutton, 2001).Research is replete with the studies regarding the positive effect of job crafting (Arnold B. Bakker & Demerouti, 2007; Tims & Bakker, 2010; Tims, Bakker, & Derks, 2013), but the studies regarding the negative effects of job crafting are not there.

2.2 Theories of Motivation Related to this Study

When an activity is performed, there is a need for a push. That push is either provided internally or externally. The internal push may be regarded as interest of the performer while the external push may be the fear of punishment or the desire to get a reward. There has been an extensive research as to how a person is motivated. The understanding of motivation is very important as it provides a tool to bring change in the performance of a person which has been an important target for the managers and academicians alike. Given below are some of the theories which explain the process of motivation.

2.1.1 Cognitive Evaluation Theory

Cognitive evaluation theory assumes that people want to feel having autonomy and competence; so any external factors promoting them will be causing intrinsic motivation. This theory divides the factors into two categories. One of them is the one which will be reducing motivation. Deadlines (Amabile, DeJong, & Lepper, 1976), evaluations (Smith & Sarason, 1975; Smith, 1975) are found to be reducing the autonomy which in turn cause a change in perceived locus of causality from internal to external finally causing intrinsic motivation to have a lower dip. On the other side, there are factors which do the reverse. For example, providing a choice to the employees increases the feeling of autonomy which in turn moves the perceived locus of causality from outside to inside thus improving the intrinsic motivation(Zuckerman, Porac, Lathin, & Deci, 1978). Challenging activities(Danner & Lonky, 1981) and positive feedback similarly increases the intrinsic motivation (Deci, 1971).
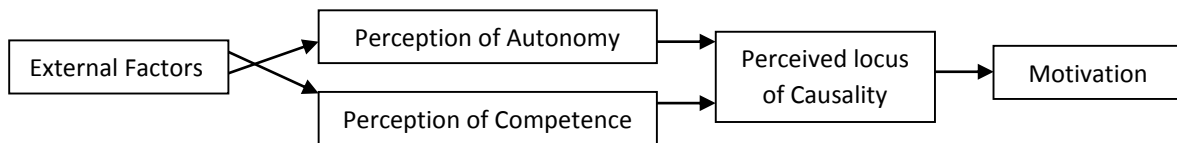

Figure No. 1

The problem with this theory is it ignores the concept of extrinsic motivators. It also restricts the managers to use of the motivator at a time. Either intrinsic or extrinsic motivators will be used for motivation. In reality, they work in tandem.

2.2.2 Self Determination Theory

Self determination theory posits that the motivation is a multidimensional construct and different types of motivation affects differently on the three different parts of attitude namely; cognitive, affective and behavioral(R. Ryan, 1991). It further posits that the experienced motivation is affected by how well a

person's psychological needs for autonomy, competence and relatedness are fulfilled (R. Ryan, 1991). The source which causes it is either controlled or autonomous. SDT breaks the whole motivation into multiple groups namely; amotivation, external motivation and internal motivation. The two extremes of amotivation and internal motivation are the extremes, one with the highest autonomy to perform and the other is the highest autonomy to avoid.

Table No. 2 Adapted from (Gagné & Deci, 2005)

Amotivation	Extrinsic Motivation				Intrinsic Motivation
	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	
Absence of intentional Regulations	Contingencies of Rewards & Punishments	Self Worth Contingent on Performance Ego Involvement	Importance of goals, values & Regulations	Coherence among goals & values & Regulations	Interest and Enjoyment of the Task
Absence of internal motivation	Controlled Motivation	Moderately Controlled Motivation	Moderately Autonomous Motivation	Autonomous Motivation	Inherently Autonomous Motivation

Intrinsic motivation is completely inherent while the extrinsic motivation has from externally regulated motivation which is completely controlled to integrated regulation which is totally autonomous. So, it can be seen from the above given chart that extrinsic motivation can be autonomous motivation as well.

2.3 Effects of Job Crafting on Work Performance

Job crafting enables the employees to optimize the demands and resources available to them which subsequently lead them to meet their job specific goals(Tims et al., 2013). Employees involved in changing their job had higher performance than those who did not(Tims et al., 2013). Employees who are ready to take additional task serves to fulfill their psychological needs of relatedness, competence and autonomy which in turn motive them to increase their performance(Ryan & Deci, 2001).

2.3.1 Task Crafting and Work Performance

When employees extend task boundaries their performance will consequently improve (Tims, Bakker, & Derks, 2012; Weseler & Niessen, 2016). When an employee embarks upon taking additional task along with the tasks assigned by his job design, his or her intent is to enrich their job (Wrzesniewski & Dutton, 2001). Here the employees tries to satisfy his or her competence need, as described by self determination theory (R. M. Ryan & Deci, 2001) this increased satisfaction in turn will be motivating for them and consequently, they will perform well.

2.3.2 Relational Crafting and Work Performance

The job is not the job, but to interact with the other employees. Some interactions are required by the job design which is mandatory for an employee; however, the employee does not follow the boundaries as prescribed. He or she may change the extent and frequency of the interaction. He may choose to interact with people not prescribed by the job description. Relational crafting enables a person to extend or restrict his relation with other employees (Weseler & Niessen, 2016). By being related with the valued or liked individuals an individual can satisfy the need for relatedness (R. M. Ryan & Deci, 2001) which in turn motivates the employees to perform. Relational crafting is found to be having a positive effect on employee work performance (Thompson, 2005) which is in contrast to the results found by (Tims et al., 2012).

2.3.4 Employee Wellbeing and Performance

Many researchers investigated the relationship between job satisfaction and performance and job satisfaction is considered one of the major predictor of job performance (Böckerman & Ilmakunnas, 2012; Fisher, 2010; Judge, Thoresen, Bono, & Patton, 2001). However, according to Wright & Cropanzano (2000) job satisfaction is limited to one's job dimensions and does not cover all the aspects of employee's life. They considered employee well being as broader construct as it generally covers employee life as a whole.

2.3.4.1 Employee Wellbeing

Employees engage in job for multiple purposes. Earning, learning, recognition and creating connection all go together. But they come up with a cost, the cost of time and health. Job stress, anxiety, and health break down are all common occurrences in the job. Warr(1987) has defined wellbeing as experience quality and functioning of an employee at work. There are three components of wellbeing:

1.   Psychological Wellbeing: (Happiness)
2.   Physical Wellbeing: (Health)
3.   Social Wellbeing: (Relationships)

The following table explains the different wellbeing

Table No. 3 Types of Wellbeing

Wellbeing Type	Conceptual Definition
Psychological (Hedonistic)	Experience of Pleasure
Psychological (Eudaimonic)	Fulfillment and realization of human potential (Ledford, 1999)
Physical (Health)	Absence of source of injury (Danna, 1999)Absence of source of stress (Karasek & Theorell, 1992), cost of health(Adler, 1993).
Social (Relation)	Quality of relation with others(Keyes, 1998)

As job is done with multiple purposes, earning and learning are type of achievements, so for this research Eduaimonic pleasure is more relevant. Given below are different models of wellbeing proposed by different researchers.

2.3.4.2 Occupational Stress Model or Employee Wellbeing Models

The following table shows different models of employee wellbeing.

Table No. 4: Occupational Stress Model or Employee Wellbeing Models

Model	It says that	Weakness
Demand Control (Karasek & Theorell, 1992)	Job strain is caused by combination of high job demand & low job control.	Job control does not moderate the strain (van der Doef & Maes, 1999) Autonomy is not included in the model It does not include all job demands such as physical demand& emotional demands.
Demand Control Support Model (Johnson & Hall, 1988)	Job strain is caused by combination of high job demand & low job control. Social Support can reduce he job strain.	Job control does not moderate strain Autonomy is not included in the model. It does not include all job demands such as physical and emotional demands.
Effort Reward Imbalance (Siegrist, Klein, & Voigt, 1997)	Job strain is caused by the imbalance between job demand & reward.	
Job Demands-Resource (Arnold B. Bakker & Demerouti, 2007)	Difference between demands and resources cause strain.	

2.3.4.3 Demand Control Model of Wellbeing

Demand Control model given below shows that increase in demand with low level of control will be the cause of high strain resulting high strain thus reducing wellbeing of the employees.
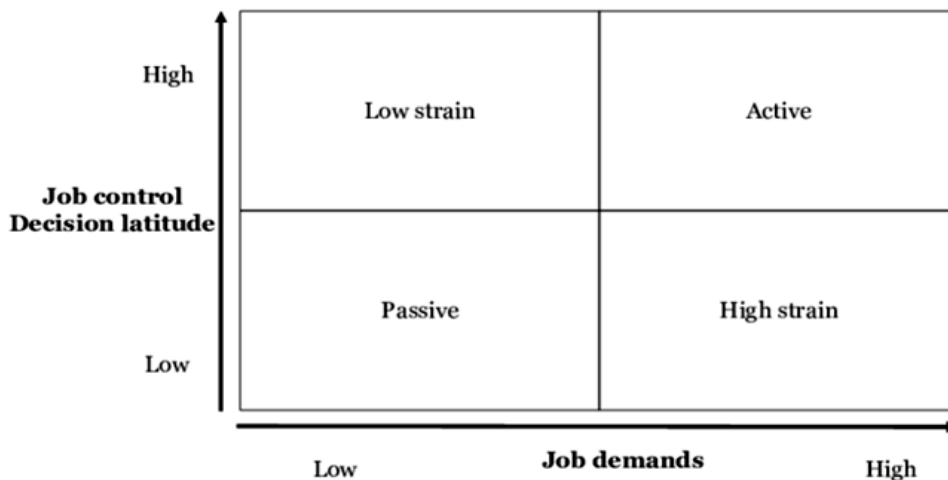
Figure No. 2: Psychological Demand/Decision Latitude Model. Adapted from Karasek (1979)

2.3.4.4 Demand Control Support Model of Wellbeing

Johnson & Hall (1988)came up with an extended model of demand control model. They were of the view that support can be used to reduce the negative effect caused by the imbalance between demand and control. Demand has already been explained. Control is one's discretion in the use of job skills task related autonomy. The understanding of the model lies in two hypotheses namely; strain hypothesis and buffer hypothesis. The strain hypothesis posits that high job demands along with low job control causes strain(van Vegchel, de Jonge, & Landsbergis, 2005). Buffer hypothesis claims job control mitigates the negative effects caused by the excessive job demands on wellbeing (van der Doef & Maes, 1999).

2.3.4.5 Effort Reward Imbalance Model of Wellbeing

Siegrist et al., (1997) propose that strain is caused by the imbalance between job demand and reward. When an employee finds his work effort to be not adequately compensated the consequence is strain.

2.3.4.6 Job Demand Resource Model of Wellbeing

According to this model, job stress is caused by the imbalance between job demands and job resources(Arnold B. Bakker & Demerouti, 2007; Demerouti et al., 2001). It says when job demands are high and job resources are relatively low, the employee will experience job strain(Jones & Fletcher, 1996). Job demands are those efforts whether in the form of physiological or psychological which an employee is required to exert in order to perform his or her job. Under normal circumstances job demands may not be stressors but under excessive and sustained conditions they may prove to be detrimental.

In order to meet the job demands there need to be at least equal level of job resources to get the job done. Job resources is a term used to describe those aspects of job whether in psychological term, physical term, social term or organization term which can have one of the following effects(Demerouti et al., 2001).
1.   Reduce job demands
2.   Work to achieve goals of the job
3.   Stimulate personal growth in the form of learning, training and development

Lee & Ashforth(1996)identified eight job demands whose presence cause reduction in wellbeing. Their additional meta-analysis came up with thirteen job resources which help in achieving the job and additionally reduces the negative effect of job demands. The following table shows the list of job demands and resources:

Table No. 5: Job Demands & Resource Used In Job

Construct	Indicators		
	Personal	Organizational	Relational
Job Demands	Work home interference Time pressure Learning demands	Work load Physical Demand Emotional demands Shift	Hostility from coworkers
Job Resources	Learning Skills level	Job Control, Social Support Performance feedback Financial rewards Empowerment Positive Challenges Fairness Feedback Organizational Support Job Security	Social Support Colleagues Support Relations with supervisors

Adapted from (Fernet, Austin, Trépanier, & Dussault, 2013)
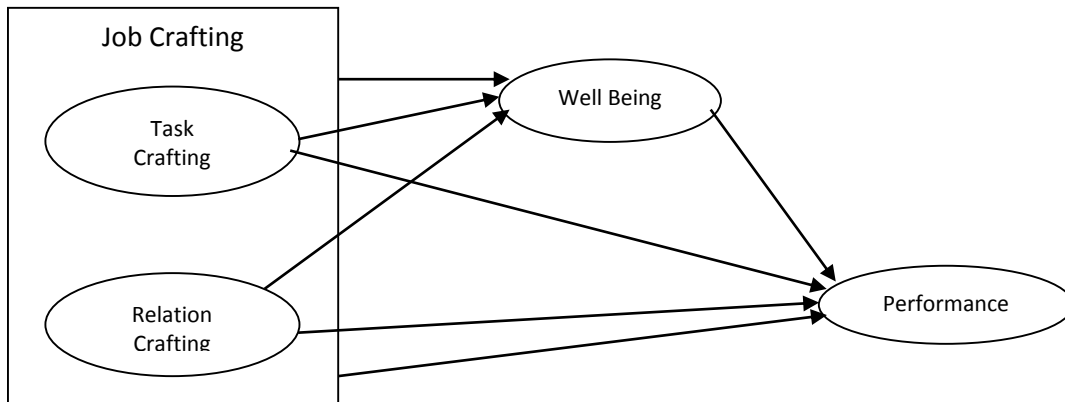
2.4 Conceptual Framework

Figure No. 3: Job Crafting Model

2.5 Hypotheses
1. Task extension through job crafting is positively related with task performance.
2. Task extension through job crafting is positively related with employee wellbeing.
3. Relational extension through job crafting is positively related with task performance.
4. Relational extension through job crafting is positively related with employee wellbeing.

3. Research Methodology
3.1 Research Design
This research is an explanatory research with intent to test the model of job crafting having impact on job satisfaction and performance using deductive approach of testing an established model. Single time data collection from the faculty members of different business institutions make this study a cross sectional one. The study is not an experimental design. There is no variable control or manipulation in this study. The data collected in this study was measurement after the occurrence; here in this case is the measurement of opinions after their formation.

3.2 Sampling Design
This research was carried out to study the effects of job crafting on task performance and wellbeing of the Business Universities permanent faculty in Karachi. The faculty members of from different institutions were approached. The sample size taken in this study was 240 as it was large enough to represent the

faculty from these four institutions. The sampling procedure was convenience sampling. The following table 3.1 shows the demographic distribution of the participants of the study.

Table No. 6 Demographic Distribution of the Participants of the Study

	n = 182	
Gender		%
	Male	67.6
	Female	32.4
Age		
	30 or less	39
	31 to 40	39.6
	41 to 50	8.8
	51 to 60	6.6
	More than 60	6
Qualification		
	18 Years (Master)	90
	PhD	10

3.3   Measurement

This research is also going to make a use of some of the measures; constructs and how they were measured are discussed as follows:

Job crafting is being studied. The two sub-scales of job crafting which need to be measured are task extension and relational extension.

3.3.1 Task Extension: Crafting task boundaries include task extension and task reduction. In this research task extension was to be measured the scale used for the purpose was borrowed from (Slemp & Vella-Brodrick, 2013) The scale utilized five points from 1 (Never) to 6 (Very often).

3.3.2   Relationship Extension: In the same vein, crating relationship boundaries is also two directional. Relationship boundaries can be extended and they can be reduced as well. The items used for the measure of relationship extension were taken from (Slemp & Vella-Brodrick, 2013).

Table No.7

Construct	Conceptual Definition	Measure
Task Extension	Employee focus on or take extra work they prefer (Berg, Wrzesniewski, & Dutton, 2010)	(Slemp & Vella-Brodrick, 2013)
Relational Extension	Adding or strengthening existing relationship with ones a person is getting well (Weseler & Niessen, 2016)	(Slemp & Vella-Brodrick, 2013)
Task Performance	Proficiency of performing a task which an employee is required to perform as his or her job (Motowildo, Borman, & Schmit, 1997)	In-role behavior self-rating scale have six items five point scale (Williams, 1991)
Wellbeing (Satisfaction)	The desire to remain associated with the firm (O'Reilly & Chatman, 1986).	Desire to be Affiliated (O'Reilly & Chatman, 1986).

Desire to be affiliated a sub scale of commitment was used as a measure of job satisfaction (O'Reilly & Chatman, 1986)

3.4   Questionnaire Design

Questionnaire was developed for the study. Job crafting both relational and task were measured using Job Crafting Questionnaire (JCQ) developed by (Slemp & Vella-Brodrick, 2013). The questionnaire contains 15 items. The first five items were used to measure task crafting. The next five were intended to measure cognitive crafting and the last five were utilized to measure relation crafting. The data was

collected using six points scale. Zero was used to indicate never and five was used to depict very often which here means the maximum number of time possible for your firm. JCQ has 15 items, however for this research the middle 5 items from six to ten were not used as the cognitive crafting was not studied in this research.

The following three items taken from (Williams, 1991) which is measuring identifying oneself with the organization as a measure of job satisfaction. The scale had five points ranging from strongly disagree to strongly agree. The scales items were as follows:
1. I feel proud to tell others that I am the part of this organization
2. I introduce my organization to my friend as a best organization to work for.
3. I feel myself to be the part of this organization rather than considering myself just an employee.

3.5 Data Collection
The method used for data collection was self-administered interview. The respondents were approached and they were informed about the purpose of the study. Their consent was taken an then they were given the questionnaire to be filled within two working days. Interview was the only appropriate method as the constructs were not easily observable, however self-reporting bias will be there.

4. Results
First of all the validity of the data was checked for the scale employed in the study. Table 8 show the reliability and validity of the survey instrument. The values of factor loading, AVE, and CR show that questionnaire has both convergent and discriminant validity. Table shows that all the constructs have more than the recommended values. Likewise the minimum required value of Cronbach's alpha is 0.6. As in this study the minimum of the alpha is 0.72 showing good level of inter item consistency.

Table No. 8 Confirmatory Factor Analysis with Reliability

Construct	Items	Factor Loading	AVE	CR	Cronbach Alpha
Task Extension	TC1	0.84	0.77	0.80	.80
	TC2	0.72			
	TC3	0.76			
	TC4	0.83			
	TC5	0.72			
	RC1	0.77	0.75	0.78	0.81
Relational Extension	RC2	0.69			
	RC4	0.83			
	RC5	0.71			
Meaning Extension	MC1	0.68	0.74	0.77	0.89
	MC2	0.73			
	MC4	0.81			
	MC5	0.76			
Satisfaction	Sat1	0.73	0.77	0.80	.89
	Sat2	0.88			
	Sat3	0.77			
	Sat4	0.72			
Performance	Per1	0.71	0.72	0.75	.72
	Per2	0.74			
	Per3	0.68			
	Per4	0.77			
	Per7	0.71			

Items removed due to low factor loading: RC3, MC3, Per5 and Per6

Table No. 9 Descriptive Statistics

Variables	N	M	SD	Correlation		
				1	2	3
Task Extension (1)	182	4.58	1.06	1		
Relational Extension (2)	182	4.28	1.07	.470**	1	
Satisfaction (3)	182	4.38	.84	.369**	.281**	1
Performance (4)	182	4.02	.81	.388**	.274**	.504**
** Significant at 1% Significance level.						

Table 9 shows that task extension, relational extension to be higher. Satisfaction and performance which were measured on five points Likert Scale were also found to be on higher side.

4.1   Hypothesis Testing

The hypothesis testing has been done at two levels. At one level the testing is done for the overall job crafting and at the second level two of the subscales employed in this research are task extension and relationship extension. Table 4.3 contains the results for the overall job crafting.

Table No. 10 Results for Overall Job Crafting

Hypotheses	Values
Job Crafting→Performance	0.41**
Job Crafting→Satisfaction →Performance	0.21*

* and ** show the level of significance at 1% and 5% respectively

Job crafting is found to be a significant estimator of performance. The test is found to be significant at 5% significance level. Satisfaction is found to be having a mediating the effect of job crafting on performance. The two dimensions of job crafting taken for the study were task extension and relationship extension. Table 11 shows the results.

Table No. 11 Results by Taking Cords of Job Crafting

Hypotheses	Values
Task Crafting→Performance	0.21*
Relational Crafting→Performance	0.33**
Task Crafting→Satisfaction →Performance	0.14*
Relational Crafting→Satisfaction → Performance	0.19*

* and ** show the level of significance at 1% and 5% respectively

Task crafting was found to be a useful estimator of performance. Relational crafting was also found to be a useful estimator of performance. Satisfaction was found to be mediating the relation between task crafting and performance. Similarly, satisfaction also mediates the relation between relational crafting and performance.

5.   Discussion

This study shows that employee performance is affected by task extension. Tims et al(2012) and Weseler & Niessen(2016) also found out, if employees access freedom in adjusting their work, their performance and engagement is enhanced consequently. In way this study seems to corroborate the findings of the previous researchers. Task extension was found to be positively related with performance. Increase in task extension was increasing the performance. As the discussion in literature review suggested that task extension improves the wellbeing of the employee by increasing satisfaction hence increasing the performance (Tims et al., 2012).

The result of this study were in concurrence with the results found by (Weseler & Niessen, 2016; Thompson, 2005) regarding the relation between relational crafting and employee satisfaction and performance. Relation crafting makes the job experience more worthwhile. It enhances sense of belonging and really makes the person feel that he is important which in turn increases his or her job satisfaction and

performance. The result of this study showed the similar results as it found that relational crafting affects the satisfaction and performance.

Crafting has been found to be a useful tool to make the employees feel the owner of his work as a result employee feel more satisfied and motivated to perform better. Teaching is a job where the employee is in direct contact with the clients. The relation between the employee and the clients is continual which really requires the experience to be improved one as compared to last interaction. In the same vein, there is another reason that is the boredom of the teacher if he continues to use one method every time so it is necessary for faculty members to bring changes to their jobs so they feel satisfied and consequently motivated to perform.

The three tools of job crafting are task extension, meaning extension and relationship extension. There is a possibility some employees will be making use of all the tools, but the others may not so there is a need to identify the ones highly impacting the satisfaction and performance in a particular industry. This research found that employees make of both the studied constructs namely task and relational crafting in their jobs and they are satisfied with their jobs.

The proactive behavior on the side of faculty members need to be encouraged among faculty members as it is found to be having a positive impact on job satisfaction and performance. Task crafting and relation crafting both are very useful for the faculty members as the stagnation of the tasks really drains out the interest causing the job to be boring. The use of task crafting will enable the faculty members to avoid this trap of monotony.

Relation crafting enables the faculty member to relate to the colleagues and customers in more meaningful way. The institutions are advised to let the employees exercise job crafting as it is found to be having a positive impact on wellbeing and performance of the employees.

6. Conclusion

There have been numerous studies shedding light on the symbiotic relation between an organization and its employees. In the similar attempt, this research from the perspective of higher education faculty members provides us useful insights. Firstly, this research present evidences that job crafting increases ownership among the faculty members and subsequently enhances their performance. In addition, Job crafting could be beneficial to cure boredom and monotony which undermines the performances.

Moreover, the relationship between task crafting and performance is found to be mediated by wellbeing and the same is true for the relationship between task crafting and performance. Wellbeing needs to be an important observation here as we can see the satisfied employees are more productive so he firms need to redefine their thinking regarding the use of job crafting. As, job crafting is a voluntary action of the employees, it will cost nothing to the firm and all the firms have to do is to promote it. The flip side is the traditional suspicion about the intention of the employees when they are seen taking their working and relationship management in their own hands in the context of Pakistan. So, the chances are grim but still the idea is productive.

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