The Effect of Job Autonomy and Perceived School Organizational Support on Professional Well-being of University Teachers in Hebei, China

Jing-Jing Wang[1,2] & Yuan-Cheng Chang[1,*]

[1]Chinese International College, Dhurakij Pundit University, Bangkok, Thailand

[2]Hengshui University, Hengshui, China

*Correspondence: Chinese International College, Dhurakij Pundit University, Bangkok, Thailand. E-mail: yuan-cheg.cha@dpu.ac.th. ORCID: 0000-0002-4997-5111

Abstract

Teacher professional well-being represents a pervasive and pressing challenge in education, bearing significant implications for promoting teacher professional development and enhancing educational quality. In line with the self-determination theory, this present work analyzes whether teachers' job autonomy and perceived school organizational support can increase professional well-being through job crafting. The study employed a sample of 548 teachers from six universities in Hebei Province, China. The results indicate that both job autonomy and perceived school organizational support positively influence professional well-being, with job crafting serving as a mediating factor in these relationships. Therefore, job crafting is the potentially important mechanism to enhance positive influence of job autonomy and perceived organizational support on professional well-being.

Keywords: job autonomy, perceived school organizational support, job crafting, professional well-being

1. Introduction

Contemporary educational accountability systems place substantial pressure on teachers (Jerrim & Sims, 2022). A decline in professional well-being often leads to reduced work motivation, which may escalate into dissatisfaction with educational and teaching responsibilities, ultimately resulting in decisions to leave the profession (Chen et al., 2023). As a result, many countries, including China, face the pressing issue of teacher attrition (Huang, 2020). Teacher professional well-being encompasses the positive dispositions developed in educators when schools foster a work environment conducive to teaching and learning, including perseverance, cognitive flexibility, and the intrinsic motivation to achieve organizational objectives of education (Paul & Jena, 2022). Undoubtedly, teacher professional well-being represents the single most critical factor influencing educational quality (Meng, 2021).

Most university faculty members assume dual roles as educators and researchers, a dual capacity that often leads to excessive workload (Rafsanjani et al., 2020). High teaching or research demands can deplete faculty members' emotional resources, thereby lowering their well-being (Xin et al., 2023). Compared with their counterparts in Western universities, Chinese institutions exhibit a more pronounced administrative nature, which undoubtedly adds a significant burden to university faculty (Meng & Wang, 2018). Faculty professional well-being is closely linked to teaching effectiveness, educational management, and student outcomes. As such, it constitutes a significant concern for both higher education institutions and society at large, underscoring the importance of research into faculty well-being and the unique characteristics of academic careers (Xu et al., 2023a). Therefore, faculty professional well-being warrants continued and in-depth investigation.

Previous studies regarding the effects of factors such as fundamental psychological needs and the social environment on well-being have focused primarily on self-determination theory (SDT) (Ryan & Deci, 2000). SDT represents the motivational process theory for human self-determined behavior (Deci & Ryan, 2000), which categorizes motivation into autonomous and controlled motivation on the basis of self-determination or the degree of voluntariness (Gagné & Deci, 2005). Compared with controlled motivation, autonomous motivation results in increased persistence,

performance quality, and long-term well-being (Deci et al., 2017). In addition to motivation, the satisfaction of 3 fundamental psychological needs—autonomy, competence, and relatedness—is crucial for employee well-being (Olafsen et al., 2025). Moreover, the satisfaction of fundamental psychological needs enhances autonomous motivation, which in turn significantly contributes to better mental health and overall well-being (Van den Broeck et al., 2016). Consequently, well-being can be understood as an outcome of both autonomous motivation and the fulfillment of basic psychological needs (Nunes et al., 2024).

The institutional environment of schools acts as an external determinant that affects the well-being of teachers (Na'imah et al., 2023). Within this context, job autonomy functions as a key organizational resource, allowing teachers to exercise control over their work processes, thereby promoting greater potential for job crafting (Saragih et al., 2020). By providing resources, job security, and reward systems, schools support teachers, and those who perceive this support exhibit heightened commitment and engage in job crafting (Oubibi et al., 2022). Through job crafting, teachers cultivate autonomy and work control (Wang et al., 2022), which further enhances their well-being (Alonso et al., 2019). School support for satisfying fundamental psychological needs can stimulate teachers' autonomous (or intrinsic) motivation; the more autonomous this motivation is, the stronger their well-being becomes (Burić & Moè, 2020). Therefore, job autonomy and perceived school support serve to fulfill teachers' fundamental psychological needs (Deci et al., 2017; Doménech-Betoret et al., 2015). This satisfaction generates intrinsic motivational effects, encouraging the autonomous engagement of teachers in job crafting and creating teaching environments aligned with their strengths and preferences, thereby influencing their mental health (Zheng et al., 2024).

University faculty members in Hebei Province, China, have an important effect on improving higher education quality and core competitiveness (Xu et al., 2023b). Decreased professional well-being among educators contributes to elevated faculty turnover rates (Collie & Martin, 2017). As a result, universities in the region are confronted with challenges such as a shortage of senior academic staff and substantial brain drain (Zhang & Xiao, 2021). Enhancing teachers' professional well-being and reinforcing their intention to remain in the profession is, therefore, essential. Grounded in SDT, the present work examines the impacts induced by job autonomy, perceived school organisational support, and job crafting on the professional well-being of university teachers in Hebei Province, China.

2. Literature Review

Both environmental and individual factors influence the well-being and fundamental psychological needs of an individual (Freeney & Fellenz, 2013). Vogt et al. (2015) noted that relying solely on organizations to provide a work environment good for health and engagement to individuals is often insufficient; instead, individuals' proactive changes in the work environment via job crafting are of particular significance, yielding various positive results, such as well-being and health. Consequently, the current work analyzes interrelationships between job autonomy, perceived school organizational support, professional well-being, and job crafting, proposing hypotheses H1–H7.

H1: Job autonomy among university teachers contributes significantly to professional well-being.

The school environment significantly influences teachers' professional well-being (Fox et al., 2023), and job autonomy, as an environmental factor, plays a key role in shaping professional well-being (Suárez-Albanchez et al., 2022). Job autonomy involves granting teachers the authority to make effective decisions in both administrative and instructional contexts. This autonomy enhances well-being by alleviating work-related stress, particularly when educators perceive a sense of control and freedom in instructional practices and classroom management (Pan et al., 2023). As reported by Ryan and Deci (2000), job autonomy supports to satisfy autonomy needs, thereby promoting mental health and overall well-being. Teachers who perceive greater job autonomy levels may experience increased positive affect from a sense of accomplishment, which continuously enhances their psychological states and ultimately contributes to greater professional well-being (Syrek et al., 2022).

H2: University teachers' perceived school organizational support significantly and positively affects their professional well-being.

University teachers often contend with substantial workloads due to their dual responsibilities in teaching and research, which increase the likelihood of role conflict and emotional exhaustion. Within this context, perceived school organizational support is viewed as an affirmation of individual value and competence. When teachers feel supported, they are more likely to experience pride and a sense of fulfilment, which strengthens their identification with and sense of belonging to the institution. This, in turn, reduces emotional exhaustion and enhances professional well-being (Zhang et al., 2023). When teachers perceive organizational support and respect from the organization

(e.g., fair treatment, recognition, and resources), they cultivate meaningful connections and mutual respect, thereby fostering their satisfaction with their relatedness needs (Aldrup et al., 2017). Furthermore, perceived school organizational support fulfills the need for autonomy when teachers feel agency over their actions and that for competence after being encouraged to pursue skill-aligned tasks (Pauli et al., 2018). Collectively, perceived school organizational support contributes to teachers' professional well-being through fulfilling their fundamental psychological needs (Liu et al., 2024).

H3: Job crafting among university teachers has a significant positive influence on professional well-being.

Autonomous motivation often leads to greater psychological well-being and more effective heuristic endeavors, thereby improving psychological functioning (Chen et al., 2015). Job crafting involves teachers autonomously crafting their work. On the one hand, teachers augment structural resources (e.g., through enhanced diversity, autonomy, or development opportunity) and social resources (e.g., via social support, feedback, or supervisory guidance). On the other hand, they may reduce job demands by mitigating excessive demands, diminishing workload, and safeguarding personal life, achieving a better alignment between job demands-resources and individual needs-capabilities (Huang et al., 2022). This job crafting facilitates the maintenance of physical and psychological health and increases professional well-being (Aulén et al., 2024). Additionally, teachers who craft their work to align with personal professional goals experience greater satisfaction. Such autonomy and the capacity to innovate and improvise within their teaching roles cultivate a sense of work proprietorship and agency, thereby increasing professional well-being (Dwijayanthy et al., 2023).

H4: University teachers' job autonomy significantly and positively affects job crafting.

A higher level of autonomy in the workplace creates essential conditions for individuals to expand the scope of their tasks, redefine their roles, modify work content, and identify more effective methods of task execution, thereby facilitating job crafting (Chang et al., 2021). Job autonomy serves as an intrinsic motivator, instilling in teachers a sense of control and flexibility in task performance. This sense of autonomy fosters a greater commitment to their professional responsibilities (Rathakrishnan et al., 2016). Higher job autonomy enhances organizational identification, belongingness, and the propensity to engage in work aligned with personal preferences and specialized strengths (Ding et al., 2023). Job autonomy offers opportunities for teachers to show the competence and expertise, bolstering their motivation for job crafting and shaping their practices (Elbanawey, 2018).

H5: University teachers' perceived school organizational support significantly and positively affects job crafting.

When teachers perceive organizational support from their schools, they feel recognized, cared for, and valued, fostering a sense of obligation to reciprocate through increased commitment (Rafsanjani et al., 2020). This perception enhances teachers' work potential, motivates them to display positive work behaviors and attitudes, and encourages active engagement in job crafting (Zhang & Zheng, 2024). Schools express support by providing resources, job security, manageable workloads, and reward systems. Such supportive conditions—including a comfortable work environment—strengthen teachers' feelings of being appreciated, supported, and needed, thereby motivating them to work diligently and willingly invest additional effort in the organization (Jufrizen et al., 2020). This elevated dedication, reflected in greater work time and effort, contributes to the facilitation of job crafting (Oubibi et al., 2022). Furthermore, perceived school organizational support encourages teachers to assume greater responsibility, proactively resolve work-related challenges, and succeed in demanding circumstances—factors that significantly influence job crafting (Kurt & Duyar, 2023).

H6: Job crafting among university teachers mediates the relationship between job autonomy and professional well-being.

Work environments that support autonomy foster a setting that encourages self-driven motivation and proactive involvement, thereby enhancing an individual's sense of agency. This empowerment promotes self-directed behavior changes, such as increased engagement in job crafting. Through this process, individuals align their work activities with personal interests, strengths, and values, contributing to improve professional well-being (Slemp et al., 2015). Job autonomy helps individuals substantial control over how tasks are performed and how roles are shaped. When teachers use personal judgment to reshape job tasks, manage workloads, and utilise resources, they tend to display decision-making tendencies that correlate with stronger job satisfaction and engagement (Suárez-Albanchez et al., 2022). Acting as a mediating factor, job crafting transforms perceptions of autonomy and organizational support into practical modifications in work roles, thereby enhancing well-being and enriching the overall work experience (Van Wingerden et al., 2017).

Teachers' job autonomy and job characteristics facilitate job crafting or the personalization of job roles, enabling them to enhance their job fit. This improved fit thereby boosts work engagement, positively affecting work outcomes and well-being (Ortega-Egea et al., 2024). When schools grant teachers job autonomy and encourage their independent participation in various decision-making processes, the school environment fulfills teachers' autonomy needs, which strongly stimulating teachers' autonomous work motivation and vitality (Wang, 2024) and creating more opportunities for their engagement in autonomous job crafting (Debus et al., 2020). Consequently, strengthening autonomous motivation further increases well-being (Ryan & Deci, 2000).

H7: Job crafting among university teachers mediates the relationship of perceived school organizational support with professional well-being.

Perceived organizational support cultivates a robust sense of organizational belonging and psychological ownership of work. When individuals perceive organizational support for initiative and constructive change, they are more likely to adapt their tasks and redefine role expectations in ways that align with their skills and career interests. These agentic actions are empirically related to improved well-being and reduced stress sensitivity (Manzoor et al., 2024). In academic settings, faculty who sense institutional care for their well-being, acknowledgment of their professional efforts, and sufficient socioemotional support are more inclined to engage in job-crafting behaviors that align with organizational goals. The reciprocal process significantly improves educators' professional well-being (Oubibi et al., 2022).

Psychological need accomplishment by teachers is linked to their well-being through autonomous motivation (Wu et al., 2023). Satisfaction with fundamental psychological needs facilitates autonomous motivation (Lee et al., 2024), which in turn prompts individuals to undertake proactive activities, thereby fostering positive attitudes and well-being (Khan, 2023). Schools support teachers' professional development by providing essential resources, such as training, promotion opportunities, and salaries, which satisfy teachers' basic needs (Bakker & Demerouti, 2017). These resources serve as motivators for enhancing work capabilities and promoting active engagement in job crafting (Saragih et al., 2020). By realigning work tasks and responsibilities through job crafting, teachers can better address divergences or dissatisfaction. This realignment results in improved outcomes and positive experiences—such as a sense of accomplishment, personal development, and professional satisfaction (Almasradi et al., 2022)—which ultimately enhance professional well-being (Zheng et al., 2024).

Previous studies have examined the separate impacts of both work environment and individual factors on well-being, yet these two dimensions have rarely been investigated simultaneously. Whether there is a cumulative effect between work environment factors and personal factors warrants further investigation (Dreer, 2022). Teachers operate within a school environment. Whether and how they adjust working conditions to meet their own needs, whether there is a cumulative effect between school environment and individual factors, and how these dynamics affect professional well-being are all worthy of exploration in this study. Therefore, this study incorporates job autonomy and perceived school organizational support as environmental factors, and job crafting as an individual variable into the research framework to explore pathways for enhancing the professional well-being of university teachers.

3. Research Methods
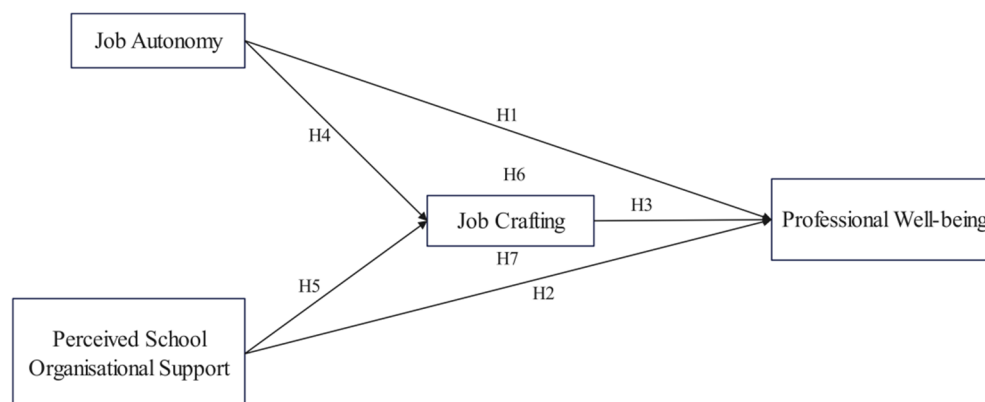
3.1 Research Framework

Figure 1. Study Flowchart

Building on the theoretical framework outlined above, this study draws upon self-determination theory and conceptualizes job crafting as a mediating variable to examine the influence of job autonomy and perceived school organizational support on the professional well-being of tertiary educators. The corresponding research framework is presented in Figure 1.

3.2 Research Sample

Hebei Province in China prioritizes teacher development initiatives, conferring the "Civilized School" honorary title on universities to demonstrate excellence in teacher cultivation, incentive systems, and well-being promotion. This study targeted six universities in Hebei Province, all of which implemented comprehensive support measures, including recognizing teaching excellence through awards, advancing professional competencies through training programs, and safeguarding occupational rights. A total of 600 teachers were selected as research subjects, with 100 teachers from each university. There were altogether 580 questionnaires obtained. When invalid responses were removed, 548 valid questionnaires were retained. These samples included 235 male teachers and 313 female teachers.

3.3 Research Instruments

3.3.1 Job Autonomy Scale

This study employed the 5-point Likert scale developed by Zhang et al. (2013), where higher scores denote elevated job autonomy. This scale revealed favorable internal consistency (Cronbach's α= 0.729). Confirmatory factor analysis (CFA) was conducted to validate this measurement model: standardized factor loadings (0.793–0.865), average variance extracted (AVE = 0.691), and composite reliability (CR = 0.918) were higher than reference values (0.500) (Fornell & Larcker, 1981), verifying convergent validity. The model fit indices met the following established criteria: χ^2/df = 1.991 (< 5.0); RMR = 0.015 (< 0.05); RMSEA = 0.043 (< 0.050); GFI = 0.993; AGFI = 0.978; NFI = 0.995; CFI = 0.997; IFI = 0.997; TLI = 0.995; RFI = 0.989 (all > 0.900); SRMR = 0.011 (< 0.080); and HOELTER's CN = 609 (> 200). These results indicate that the various indicators of job autonomy have convergent validity and comprehensive reliability, satisfying the fit criteria.

3.3.2 Perceived School Organizational Support Scale

The present work utilized the 5-point Likert scale adapted by Xu (2017) and originally developed by Eisenberger et al. (1986), with higher scores indicating stronger perceived organizational support. The scale showed high internal consistency (Cronbach's α= 0.950). CFA was used for validation, with standardized factor loadings (SFL) ranging from 0.836–0.881, CR = 0.950, AVE = 0.732, χ^2/df = 2.717, RMR = 0.015, GFI = 0.981, AGFI = 0.962, IFI = 0.993, CFI = 0.993, SRMR = 0.013, NFI = 0.989, TLI = 0.990, PNFI = 0.659, and CN(HOELTER.05)= 341. These results substantiate the scale's measurement quality.

3.3.3 Job Crafting Scale

The present work adopted the scale proposed by Xie et al. (2024), which uses a 5-point Likert scale, and greater scores indicating greater job crafting levels. This scale consists of 22 items divided into four dimensions: increasing structural job resources, decreasing hindering job demands, increasing social job resources, and increasing challenging job demands. Internal consistency was observed (Cronbach's α = 0.940). Confirmatory factor analysis (CFA) was conducted, with item-scale factor loadings (SFL) ranging from 0.727 to 0.842, CR values ranging from 0.875 to 0.897, and AVE values ranging from 0.583 to 0.593, χ^2/df = 1.700, RMR = 0.048, GFI = 0.950, AGFI = 0.937, IFI = 0.980, NFI = 0.953, RFI = 0.946, CFI = 0.980, TLI = 0.977, PNFI = 0.837, PGFI = 0.762, CN(HOELTER.05)= 376, and RMSEA = 0.036. These results indicate that the Job Crafting Scale has convergent validity and comprehensive reliability, satisfying the fit criteria.

3.3.4 Professional Well-Being Scale

This study employed the scale developed by Paul and Jena (2022), utilizing the 5-point Likert scale in which greater scores suggesting greater professional well-being levels. The scale comprises 12 items distributed across three dimensions: school connectedness, joy of teaching, and teaching efficacy. The scale had high internal consistency, and the Cronbach's α was 0.933. CFA was performed, with item-factor loadings (SFL) ranging from 0.807–0.894 and CR values ranging from 0.920–0.926. AVEs of 0.742–0.758. χ^2/df = 1.314, RMR = 0.025, GFI = 0.981, AGFI = 0.970, IFI = 0.997, NFI = 0.988, CFI = 0.997, RFI = 0.984, TLI = 0.996, PNFI = 0.763, PGFI = 0.641, and CN(HOELTER.05)= 561. These results indicate that the items of the professional well-being scale exhibit convergent validity and comprehensive reliability, satisfying the fit criteria.

4. Research Results

4.1 Common Method Bias Test

For assessing possible common method bias, this study conducted Harman's single-factor test. The Bartlett's test of sphericity reached statistical significance (p < .05), while the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was excellent at 0.958. Factor analysis yielded nine factors whose eigenvalues exceeded 1, and the first factor occupied 12.295% of overall variance. As the proportion falls <50% (the threshold proposed by Podsakoff et al. (2003)), our findings revealed no obvious influence of common method bias on our findings.

4.2 Correlation Analysis

Table 1 reveals correlation coefficients among job autonomy, perceived school organizational support, job crafting, and professional well-being being 0.330–0.508, indicating a significant positive correlation *(p<.001)*, with a moderate to low degree of correlation and no multicollinearity.

Table 1. Correlation Analysis

	Job Autonomy	Perceived School Organizational Support	Job Crafting	Professional Well-being
Job Autonomy	1			
Perceived School Organizational Support	.330***	1		
Job Crafting	.504***	.437***	1	
Professional Well-being	.461***	.425***	.508***	1

Note: ***p<0.001; *p<0.01; *p<0.05.*

4.3 Structural Equation Model Analysis

The present work performed a comprehensive path analysis on the integrated model encompassing job autonomy, perceived school organizational support, job crafting, and well-being. Our overall model fit was assessed following Hair et al. (1998). The absolute fit indices suggested good model fit: χ^2/df = 2.166 (Schumacker & Lomax, 2004); RMR = 0.155, falling below the recommended threshold of 0.080 (Wu, 2010); GFI = 0.944, AGFI = 0.927, IFI = 0.977, NFI = 0.958, TLI = 0.973, and CFI = 0.977, all exceeding the benchmark of 0.900 (Lawal & Lawal, 2003); PNFI = 0.823 and PGFI = 0.730, both surpassing the criterion of 0.500 (Hair et al., 2011); and CN(HOELTER.05) = 303, above the critical value of 200 (Hu & Bentler, 1999). Collectively, these indices support satisfactory model fit, warranting further analysis.

Table 2. Analysis of the Mediation Model Path Impact Results

Hypothesis Path	Estimate	Bootstrap 95% Confidence Interval	
		Lower Limit	Upper Limit
Direct Effects			
Job Autonomy→Professional Well-being	.275	0.169	0.383
Perceived School Organizational Support→Professional Well-being	.244	0.145	0.339
Job Crafting→Professional Well-being	.351	0.232	0.462
Job Autonomy→Job Crafting	.473	0.395	0.547
Perceived School Organizational Support→Job Crafting	.350	0.268	0.434
Indirect Effects			
Job Autonomy→Job Crafting→Professional Well-being	.166	0.109	0.231
Perceived School Organizational Support→Job Crafting→Professional Well-being	.123	0.078	0.183
Total Effects			
Job Autonomy→Professional Well-being	.441	0.349	0.525
Perceived School Organizational Support→Professional Well-being	.367	0.286	0.446

A bias-corrected nonparametric percentile bootstrap approach was adopted for statistical testing, 5,000 random resamples (Nevitt & Hancock, 2001). As shown in Table 2, the path coefficient from job autonomy to professional well-being was 0.275 (95% CI [0.169, 0.383]), excluding zero, indicating a positive relationship and supporting Hypothesis 1 (H1). Significant direct effects were also identified for the following relationships: perceived school organizational support on professional well-being was 0.244 (95% CI [0.145, 0.339]), excluding zero, confirming Hypothesis 2 (H2); job crafting on professional well-being was 0.351 (95% CI [0.232, 0.462]), supporting Hypothesis 3 (H3); job autonomy on job crafting was 0.473 (95% CI [0.395, 0.547]), validating Hypothesis 4 (H4); and perceived school organizational support on job crafting was 0.350 (95% CI [0.268, 0.434]), supporting Hypothesis 5 (H5). Moreover, job crafting exerted a stronger influence on professional well-being ($\beta = 0.351$) compared to both job autonomy ($\beta = 0.275$) and perceived school organizational support ($\beta = 0.244$).

For the path from job autonomy to professional well-being, the indirect effect via job crafting was 0.166 (95% CI [0.109, 0.231]), excluding zero, indicating significant mediation; the direct effect was 0.275 (95% CI [0.169, 0.383]), excluding zero; while the total effect was 0.441 (95% CI [0.349, 0.525]), excluding zero. These results demonstrate significant partial mediation, confirming that job crafting partially mediates the relation of job autonomy with professional well-being, thus supporting H6.

Similarly, perceived school organizational support affected professional well-being, which revealed a significant indirect impact through job crafting, with a coefficient of 0.123 (95% CI [0.078, 0.183]), excluding zero. The direct effect was 0.244 (95% CI [0.145, 0.339]), excluding zero. The total effect amounted to 0.367 (95% CI [0.286, 0.446]), likewise excluding zero, indicating a robust and comprehensive influence. This pattern confirms a significant partial mediation effect, indicating the partial mediation effect induced by job crafting against the relation of perceived school organizational support with professional well-being. Consequently, perceived school organizational support influences professional well-being through job crafting, supporting H7.

As evidenced by the analyses, job crafting functions as a significant mediator between university teachers' job autonomy, perceived school organizational support, and professional well-being. Thus, Figure 2 depicts the teacher job crafting mediation model.
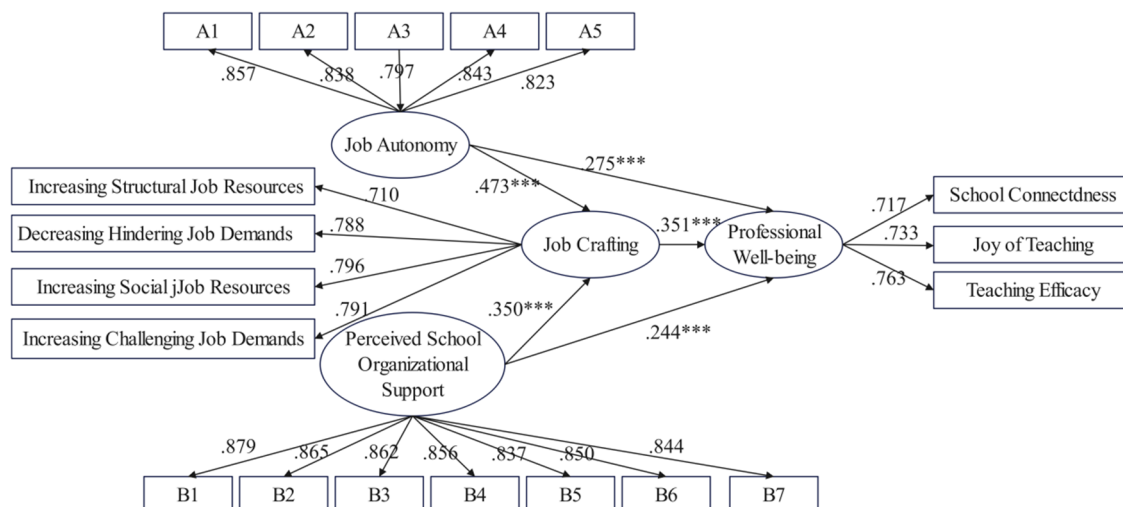

Figure 2. Mediation Model

Description: The figures represent path coefficients of direct and indirect effects.

5. Discussion and Recommendations

The research results validate that job autonomy has an important effect on promoting professional well-being, conforming to Syrek et al. (2022). By enabling greater motivation and professional agency, job autonomy allows educators to adapt instructional methods and tasks in accordance with individual preferences. This contributes to improved management of work-life balance (Khawand & Zargar, 2022). Higher levels of job autonomy are also linked to decreased stress from workload demands, thereby reducing occupational pressure while enhancing overall well-being (Pan et al., 2023).

According to studies, perceived school organizational support exerts positive effects on professional well-being, as also reported by Liu et al. (2024) and Shi et al. (2023). When individuals sense higher support and recognition levels from the organization (such as fair treatment, acknowledgment, or resources), their perceived competence and self-worth intensify, consequently augmenting professional well-being (Kuang et al., 2023; Roemer & Harris, 2018). Teachers experience gains in well-being when institutions are involved:

(1) Value professional contributions,

(2) Provide equitable achievement recognition,

(3) Integrate feedback into decision-making (Ortan et al., 2021).

Job crafting exerts the significant positive effect on professional well-being, consistent with the findings of Dwijayanthy et al. (2023). When individuals redesign jobs for further aligning with their skills and personal needs, they foster a sense of self-worth and self-efficacy, along with improved interpersonal relationships, all of which contribute to enhanced professional well-being (Yasin Ghadi, 2024). Teachers who proactively modify their tasks and work conditions—by securing necessary resources, increasing challenging assignments to prevent boredom and dissatisfaction, promoting personal and professional growth, and minimizing obstructive tasks to manage workload and stress—can effectively attain higher levels of professional well-being in their educational roles (Dreer, 2023). Furthermore, research demonstrates that as job crafting involves cognitive adjustments to the job (Tims & Parker, 2020), job crafting exerts a more substantial influence on professional well-being than either job autonomy or perceived school organizational support, suggesting that individuals' proactive behavioral modifications may have greater impact on cognitive appraisals of the job.

Job autonomy is significantly positively associated with job crafting, which resonates with findings in the education field (Elbanawey, 2018). Job autonomy empowers individuals to demonstrate initiative and assume responsibility, which cultivates positive work attitudes and ultimately facilitates job crafting(García-Merino et al., 2023). In environments characterized by high job autonomy, teachers are more likely to proactively engage in modifying their roles—such as acquiring additional resources or embracing new challenges—thereby exhibiting increased job crafting behaviors (Ho et al., 2018).

The findings of this study reveal that perceived school organizational support exerts a positive influence on job crafting, consistent with the evidence presented by Zhang and Zheng (2024). Teachers rely on their perceptions of organizational support to evaluate the anticipated outcomes of their efforts, which enhances their identification with the institution, boosts self-esteem and belongingness, and fosters a sense of obligation to contribute positively to the organization (Fridayanti et al., 2022). Moreover, perceived school organizational support strengthens teachers' intrinsic motivation. The comfortable work environment and positive treatment provided by schools can stimulate teachers' positive emotions, thereby motivating their engagement in positive job crafting behaviors for school organizations (Saragih et al., 2020).

Furthermore, job crafting partially mediates the autonomy-well-being relationship. By affording autonomy in pedagogical decision-making, job autonomy satisfies teachers' fundamental psychological needs, thereby fostering self-determined motivation manifested through agentic job crafting behaviors. These behaviors, in turn, facilitate favorable results like increased job satisfaction, enhanced professional well-being, and workplace development (Bakker & Oerlemans, 2019). Specifically, teachers' autonomous control over task selection, instructional methods, and time management enables them to engage in personalized work redesign through job crafting. This process enhances person-job fit, boosts engagement, and positively shapes both work outcomes and long-term well-being trajectories (Ortega-Egea et al., 2024).

Besides, job crafting partially regulates the relation of perceived school organizational support with professional well-being. Schools provide comprehensive support to teachers, including access to professional development programs, career progression opportunities, competitive compensation, well-equipped work environments, and assurances of occupational safety (Sulistiyani, 2022). When teachers perceive potent organizational support, they tend to present greater organizational commitment levels and more positive work attitudes (Xu, 2017). Notably, the degree of perceived support shows a positive correlation with increased engagement in job crafting behaviors (Zhang & Zheng, 2024). Through these behaviors, teachers actively reshape their work tasks—both in tangible and cognitive terms—to address role conflicts or alleviate dissatisfaction, resulting in meaningful improvements in professional well-being (Carvajal et al., 2021).

In summary, university teachers' job autonomy and perceived school organisational support positively influence professional well-being, with job crafting demonstrating partial mediating effects in both the autonomy-well-being

and support-well-being relationships. Teachers' professional well-being reaches its highest level when both environmental conditions (job autonomy, perceived school organizational support) and job crafting levels are high.

Furthermore, these findings highlight the potential advantages of teachers' job crafting. As positive changes in self-perception and behaviour within organisational contexts, the underlying mechanisms of job crafting are multifaceted (Olafsen et al., 2025). Future research should further investigate the behavioural and psychological mechanisms underlying teacher job crafting, as well as additional potential positive outcomes such as job performance and work-life balance.

The findings support the need for universities to focus on teachers' job autonomy, perceived school organizational support, and to improve the level of work crafting, thereby providing dual safeguards for teachers' professional well-being.

First, knowledge workers prize independence and personal value realization, showing a greater propensity to select challenging work over mechanical, repetitive tasks (Nie et al., 2023). School organizations should optimize person-job fit by considering teachers' interests and expertise when assigning responsibilities, thereby enhancing teachers' professional well-being. School leaders and policymakers should grant teachers greater and multidimensional autonomy in their work, allowing them to make independent judgments about related responsibilities on the basis of their experience, thereby enhancing their sense of work control (Liu et al., 2021).

Second, schools should ensure the provision of essential material support and enhanced compensation, while establishing comprehensive support mechanisms such as performance evaluations, promotion pathways, reward systems, and opportunities for professional development (Wang & Xu, 2021). Equitable implementation of these mechanisms in the domains of welfare and career advancement is crucial for improving teachers' professional well-being. Additionally, it is essential to provide emotional support by acknowledging educators' dedication and achievements. Schools should assist teachers in internalizing externally conferred recognition—whether through policy or institutional initiatives—into intrinsically meaningful experiences (Xu et al., 2024), thereby addressing their needs for esteem, acknowledgment, praise, and emotional reinforcement. This process fosters a stronger affective commitment to the institution (Li, 2020), ultimately increasing work engagement.

Additionally, schools should motivate autonomous engagement in job crafting to stimulate teachers' intrinsic motivation; evidence indicates that more self-determined motivation is strongly correlated with enhanced well-being (Nie et al., 2015). Schools can implement structured guidance programs and training workshops focused on job crafting, utilizing targeted interventions to equip teachers with the necessary skills. These initiatives enable educators to engage in job crafting autonomously, fostering a stronger sense of control over their work (Yasin Ghadi, 2024) and consequently enhancing professional well-being.

6. Conclusion

This study empirically demonstrates that both job autonomy and perceived school organizational support exert significant positive effects on university teachers' professional well-being in Hebei Province, China. Importantly, job crafting not only mediates the relationship between these two factors and professional well-being but also exhibits a stronger direct influence on well-being compared to the contextual effects of job autonomy and organizational support. These findings suggest that higher education institutions can amplify the beneficial impact of job autonomy and perceived organizational support on teachers' professional well-being by actively fostering job crafting behaviors.

7. Study Limitations and Future Research Directions

This study has two main limitations that future research should address. The first limitation is that the sample was confined to teachers from several universities in Hebei Province, which does not represent the entire university teaching population, thereby affecting the generalisability of the findings. Future research could expand the study to include more diverse regions and cultural contexts to enhance the external validity of the results.

The second limitation, the data in this study were derived from teachers' self-reports, which may be subject to social desirability bias and provide only partial perspectives. It may be necessary to incorporate school-level measures when dealing with work environment factor variables. Future research should combine self-reporting with more objective methods of data collection and should include multiple other sources of data, such as factual observations or in-depth interviews, to verify the accuracy of the analyses.

References

Aldrup, K., Klusmann, U., & Lüdtke, O. (2017). Does basic need satisfaction mediate the link between stress exposure and well-being? A diary study among beginning teachers. *Learning and Instruction, 50*, 21-30. https://doi.org/10.1016/j.learninstruc.2016.11.005

Almasradi, R. B., Anjum, T., Shams, F., & Iqbal, E. H. (2022). Effect of job crafting on faculty's job satisfaction and performance; The moderating role of perceived organizational support. *Journal of Research in Psychology, 4*(2), 94-107. https://doi.org/10.31580/jrp.v4i2.2709

Alonso, C., Fernández-Salinero, S., & Topa, G. (2019). The impact of both individual and collaborative job crafting on Spanish teachers' well-being. *Education Sciences, 9*(2), Article e74. https://doi.org/10.3390/educsci9020074

Aulén, A.-M., Pakarinen, E., & Lerkkanen, M.-K. (2024). Teachers' job crafting to support their work-related well-being during the COVID-19 pandemic–A qualitative approach. *Teaching and Teacher Education, 141*, Article e104492. https://doi.org/10.1016/j.tate.2024.104492

Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology, 22*(3), 273-285. https://doi.org/10.1037/ocp0000056

Bakker, A. B., & Oerlemans, W. G. M. (2019). Daily job crafting and momentary work engagement: A self-determination and self-regulation perspective. *Journal of Vocational Behavior, 112*, 417-430. https://doi.org/10.1016/j.jvb.2018.12.005

Burić, I., & Moè, A. (2020). What makes teachers enthusiastic: The interplay of positive affect, self-efficacy and job satisfaction. *Teaching and Teacher Education, 89*, Article e103008. https://doi.org/10.1016/j.tate.2019.103008

Carvajal, M. J., Popovici, I., & Hardigan, P. C. (2021). Gender and pharmacists' career satisfaction in the United States. *Pharmacy, 9*(4), Article e173. https://doi.org/10.3390/pharmacy9040173

Chang, P.-C., Rui, H., & Wu, T. (2021). Job autonomy and career commitment: A moderated mediation model of job crafting and sense of calling. *Sage Open, 11*(1), Article e21582440211004167. https://doi.org/10.1177/21582440211004167

Chen, B., Vansteenkiste, M., Beyers, W., Boone, L., Deci, E. L., Van der Kaap-Deeder, J., Duriez, B., Lens, W., Matos, L., Mouratidis, A., Ryan, R. M., Sheldon, K. M., Soenens, B., Petegem, S. V., & Verstuyf, J. (2015). Basic psychological need satisfaction, need frustration, and need strength across four cultures. *Motivation and Emotion, 39*, 216-236. https://doi.org/10.1007/s11031-014-9450-1

Chen, J., Cheng, H., & Chen, Y. (2023). The relationship between teachers' work environment, subjective well-being and turnover intention: An analysis based on survey data of teachers in private colleges and universities. *Journal of Chongqing University of Science and Technology (Social Sciences Edition), (2)*, 111-118. Retrieved from https://www.cqvip.com/doc/journal/2437619157

Collie, R. J., & Martin, A. J. (2017). Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. *Learning and Individual Differences, 55*, 29-39. https://doi.org/10.1016/j.lindif.2017.03.003

Debus, M. E., Gross, C., & Kleinmann, M. (2020). The power of doing: How job crafting transmits the beneficial impact of autonomy among overqualified employees. *Journal of Business and Psychology, 35*(3), 317-331. https://doi.org/10.1007/s10869-019-09625-y

Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual Review of Organizational Psychology and Organizational Behavior, 4*(1), 19-43. https://doi.org/10.1146/annurev-orgpsych-032516-113108

Deci, E. L., & Ryan, R. M. (2000). The" what" and" why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01

Ding, T., Qi, Z., & Yang, J. (2023). Effects of performance pressure of junior faculty in universities on organizational socialization: The moderating role of organizational support and job autonomy. *Psychology Research and Behavior Management, 16*, 841-856. https://doi.org/10.2147/PRBM.S399334

Doménech-Betoret, F., Lloret-Segura, S., & Gómez-Artiga, A. (2015). Teacher support resources, need satisfaction and well-being. *The Spanish Journal of Psychology, 18*, Article e6. https://doi.org/10.1017/sjp.2015.8

Dreer, B. (2022). Teacher well-being: Investigating the contributions of school climate and job crafting. *Cogent

Education, 9(1), 2044583. https://doi.org/10.1080/2331186X.2022.2044583

Dreer, B. (2023). Creating meaningful field experiences: The application of the job crafting concept to student teachers' practical learning. *Journal of Education for Teaching, 49*(4), 711-723. https://doi.org/10.1080/02607476.2022.2122707

Dwijayanthy, M., Riasnugrahani, M., & Maria, C. (2023). Job crafting: Work engagement and teacher happiness. *AL-ISHLAH: Jurnal Pendidikan, 15*(2), 2258-2265. https://doi.org/10.35445/alishlah.v15i2.3242

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*(3), 500-507. https://doi.org/10.1037/0021-9010.71.3.500

Elbanawey, M. M. (2018). Proactive personality, job autonomy and career competencies as antecedents of job crafting among academicians in Zagazig University. *Scientific Journal for Commercial Researches, Faculty of Commerce, Monofia University, 2018*, 203-248. Retrieved from https://sjsc.journals.ekb.eg/article_111274_aed47710f7831678405a826fdd549c23.pdf

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research, 18*(1), 39-50. https://doi.org/10.1177/002224378101800104

Fox, H. B., Walter, H. L., & Ball, K. B. (2023). Methods used to evaluate teacher well-being: A systematic review. *Psychology in the Schools, 60*(10), 4177-4198. https://doi.org/10.1002/pits.22996

Freeney, Y., & Fellenz, M. R. (2013). Work engagement, job design and the role of the social context at work: Exploring antecedents from a relational perspective. *Human Relations, 66*(11), 1427-1445. https://doi.org/10.1177/0018726713478245

Fridayanti, F., Kardinah, N., & Lestari, T. A. (2022). Teachers' work engagement: The role of perceived organizational support and meaningful work. *Psympathic: Jurnal Ilmiah Psikologi, 9*(1), 67-76. https://doi.org/10.15575/psy.v9i1.15747

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior, 26*(4), 331-362. https://doi.org/10.1002/job.322

García-Merino, S., Martín, N., & Alcover, C.-M. (2023). The role of job crafting and psychological capital in the relationship between job autonomy and work engagement: A serial mediation model. *The Spanish Journal of Psychology, 26*, Article e17. https://doi.org/10.1017/SJP.2023.17

Hair, J., Andreson, R., Tatham, R., & Black, W. (1998). *Multivariate data analysis* (5th ed). Unites States of America: Prentice-Hall International.

Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice, 19*(2), 139-152. https://doi.org/10.2753/MTP1069-6679190202

Ho, V. T., Kong, D. T., Lee, C. H., Dubreuil, P., & Forest, J. (2018). Promoting harmonious work passion among unmotivated employees: A two-nation investigation of the compensatory function of cooperative psychological climate. *Journal of Vocational Behavior, 106*, 112-125. https://doi.org/10.1016/j.jvb.2018.01.005

Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal, 6*(1), 1-55. https://doi.org/10.1080/10705519909540118

Huang, W. (2020, July 10-12). The use of hpt model to analyze the issue of public school teacher turnover in china. *Proceedings of the 2020 4th International Conference on Deep Learning Technologies* (pp. 69-74). Beijing, China. https://doi.org/10.1145/3417188.3417201

Huang, X., Sun, M., & Wang, D. (2022). Work harder and smarter: The critical role of teachers' job crafting in promoting teaching for creativity. *Teaching and Teacher Education, 116*, Article e103758. https://doi.org/10.1016/j.tate.2022.103758

Jerrim, J., & Sims, S. (2022). School accountability and teacher stress: International evidence from the OECD TALIS study. *Educational Assessment, Evaluation and Accountability, 34*, 5-32. https://doi.org/10.1007/s11092-021-09360-0

Jufrizen, J., Farisi, S., Azhar, M. E., & Daulay, R. (2020). Model empiris organizational citizenship behavior dan kinerja dosen perguruan tinggi swasta di medan. *EKUITAS (Jurnal Ekonomi dan Keuangan), 4*(2), 145-165. https://doi.org/10.24034/j25485024.y2020.v4.i2.4159

Khan, M. A. (2023). From work meaningfulness to playful work design: The role of epistemic curiosity and perceived Leader's autonomous support. *IIM Ranchi Journal of Management Studies, 2*(1), 97-113. https://doi.org/10.1108/IRJMS-03-2022-0036

Khawand, S., & Zargar, P. (2022). Job autonomy and work-life conflict: A conceptual analysis of teachers' wellbeing during COVID-19 pandemic. *Frontiers in Psychology, 13*, Article e882848. https://doi.org/10.3389/fpsyg.2022.882848

Kuang, M., Anggraini, Y., Derliwanti, A. R., & Rohman, A. (2023). Triad of employee performance: Leadership, organizational support, and well-being. *International Journal of Innovation Creativity and Change, 17*(2), 455-475. https://doi.org/10.53333/IJICC2013/17208

Kurt, T., & Duyar, İ. (2023). The influence of perceived organizational support on teachers' job satisfaction: The mediating roles of climate for initiative and climate for psychological safety. *Participatory Educational Research, 10*(2), 156-173. https://doi.org/10.17275/per.23.34.10.2

Lawal, B., & Lawal, H. B. (2003). *Categorical data analysis with SAS and SPSS applications*. Psychology Press.

Lee, A. S. Y., Fung, W. K., Chan, D. K. C., & Chung, K. K. H. (2024). The effectiveness of a positive psychological intervention for promoting preschool teachers' well-being and professional competence: EASP intervention program. *Applied Psychology: Health and Well-Being, 16*(4), 1626-1658. https://doi.org/10.1111/aphw.12544

Li, Y. (2020). Linking organizational justice to affective commitment: The role of perceived supervisor support in Chinese higher education settings. *Asia-Pacific Journal of Teacher Education, 48*(3), 237-250. https://doi.org/10.1080/1359866X.2018.1542660

Liu, S., Keeley, J. W., Sui, Y., & Sang, L. (2021). Impact of distributed leadership on teacher job satisfaction in China: The mediating roles of teacher autonomy and teacher collaboration. *Studies in Educational Evaluation, 71*, Article e101099. https://doi.org/10.1016/j.stueduc.2021.101099

Liu, Y., You, M., & Liu, X. (2024). Perceived organizational support and professional well-being of special education teachers: The mediating role of professional identity and thriving at work. *Chinese Journal of Special Education,* (6), 90-96.

Manzoor, A., John, A., & Chaudhary, S. A. (2024). Exploring the role of perceived supervisor support: A serial mediation of approach job crafting and thriving at work in enhancing job satisfaction. *Governance and Society Review, 3*(1), 1-28. https://doi.org/10.32350/gsr.31.01

Meng, F. (2021). The reform and development path of normal universities in the new era. *Educational Research, 42*(2), 17-21.

Meng, Q., & Wang, G. (2018). A research on sources of university faculty occupational stress: A Chinese case study. *Psychology Research and Behavior Management, 11*, 597-605. https://doi.org/10.2147/PRBM.S187295

Na'imah, T., Tjahjono, H. K., & Madjid, A. (2023). Workplace well-being: The roles of perceived organizational support, organizational justice and workplace spirituality. *Quality-Access to Success, 24*(193), 257-267. https://doi.org/10.47750/QAS/24.193.29

Nevitt, J., & Hancock, G. R. (2001). Performance of bootstrapping approaches to model test statistics and parameter standard error estimation in structural equation modeling. *Structural Equation Modeling: A Multidisciplinary Journal, 8*(3), 353-377. https://doi.org/10.1207/S15328007SEM0803_2

Nie, T., Tian, M., Cai, M., & Yan, Q. (2023). Job autonomy and work meaning: Drivers of employee job-crafting behaviors in the VUCA times. *Behavioral Sciences, 13*(6), Article e493. https://doi.org/10.3390/bs13060493

Nie, Y., Chua, B. L., Yeung, A. S., Ryan, R. M., & Chan, W. Y. (2015). The importance of autonomy support and the mediating role of work motivation for well-being: Testing self-determination theory in a Chinese work organisation. *International Journal of Psychology, 50*(4), 245-255. https://doi.org/10.1002/ijop.12110

Nunes, P. M., Proença, T., & Carozzo-Todaro, M. E. (2024). A systematic review on well-being and ill-being in working contexts: contributions of self-determination theory. *Personnel Review, 53*(2), 375-419. https://doi.org/10.1108/PR-11-2021-0812

Olafsen, A. H., Marescaux, B. P., & Kujanpää, M. (2025). Crafting for autonomy, competence, and relatedness: A self-determination theory model of need crafting at work. *Applied Psychology, 74*(1), Article e12570. https://doi.org/10.1111/apps.12570

Ortan, F., Simut, C., & Simut, R. (2021). Self-efficacy, job satisfaction and teacher well-being in the K-12 educational system. *International Journal of Environmental Research and Public Health, 18*(23), Article e12763. https://doi.org/10.3390/ijerph182312763

Ortega-Egea, T., Ruiz-Moreno, A., & Cabeza-Pulles, D. (2024). Approach versus avoidance strategies in job crafting and their relationship to prosocial service behavior in university professors. *Studies in Higher Education, 50*(1), 107-125. https://doi.org/10.1080/03075079.2024.2330663

Oubibi, M., Fute, A., Xiao, W., Sun, B., & Zhou, Y. (2022). Perceived organizational support and career satisfaction among Chinese teachers: The mediation effects of job crafting and work engagement during COVID-19. *Sustainability, 14*(2), Article e623. https://doi.org/10.3390/su14020623

Pan, H. L. W., Chung, C. H., & Lin, Y. C. (2023). Exploring the predictors of teacher well-being: An analysis of teacher training preparedness, autonomy, and workload. *Sustainability, 15*(7), Article e75804. https://doi.org/10.3390/su15075804

Paul, M., & Jena, L. K. (2022). Workplace spirituality, teachers' professional well-being and mediating role of positive psychological capital: An empirical validation in the Indian context. *International Journal of Ethics and Systems, 38*(4), 633-660. https://doi.org/10.1108/IJOES-08-2021-0163

Pauli, J., Chambel, M. J., Capellari, M. R., & Rissi, V. (2018). Motivation, organisational support and satisfaction with life for private sector teachers in Brazilian Higher Education. *Higher Education Quarterly, 72*(2), 107-120. https://doi.org/10.1111/hequ.12152

Podsakoff, P. M., MacKenzie, S. B., Lee, J. -Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*(5), 879-903. https://doi.org/10.1037/0021-9010.88.5.879

Rafsanjani, M. A., Ghofur, M. A., Fitrayati, D., & Dewi, R. M. (2020). Does perceived organizational support mitigate the negative effect of teacher-researcher role conflict among lecturers?(Evidence from Indonesia). *Pedagogika/Pedagogy, 138*(2), 25-36. https://doi.org/10.15823/p.2020.138.2

Rathakrishnan, T., Imm, N. S., & Kok, T. K. (2016). Turnover intentions of lecturers in private universities in Malaysia. *Social Sciences & Humanities, 24*, 129-146.

Roemer, A., & Harris, C. (2018). Perceived organisational support and well-being: The role of psychological capital as a mediator. *SA Journal of Industrial Psychology, 44*(1), Article e1539. https://doi.org/10.4102/sajip.v44i0.1539

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68-78. https://doi.org/10.1037/0003-066X.55.1.68

Saragih, S., Margaretha, M., & Situmorang, A. P. (2020). Analyzing antecedents and consequence of job crafting. *International Journal of Management, Economics and Social Sciences (IJMESS), 9*(2), 76-89. https://doi.org/10.32327/IJMESS/9.2.2020.5

Schumacker, R. E., & Lomax, R. G. (2004). *A beginner's guide to structural equation modeling*. Psychology Press.

Shi, H., Wang, F., Ma, Z., & Deng, R. (2023). Research on the mechanism of organizational support influencing university teachers' occupational well-being through psychological capital and emotional exhaustion. *Chinese Journal of Health Education, 39*(11), 1011-1014.

Slemp, G. R., Kern, M. L., & Vella-Brodrick, D. A. (2015). Workplace well-being: The role of job crafting and autonomy support. *Psychology of Well-Being, 5*, Article e7. https://doi.org/10.1186/s13612-015-0034-y

Suárez-Albanchez, J., Jimenez-Estevez, P., Blazquez-Resino, J. J., & Gutierrez-Broncano, S. (2022). Team autonomy and organizational support, well-being, and work engagement in the Spain computer consultancy industry: The mediating effect of emotional intelligence. *Administrative Sciences, 12*(3), Article e85. https://doi.org/10.3390/admsci12030085

Sulistiyani, E. (2022). Perceived organizational support and performance: The mediating effect of affective values. *Jurnal Manajemen Bisnis, 13*(1), 61-75. https://doi.org/10.18196/mb.v13i1.13555

Syrek, C., Kühnel, J., Vahle-Hinz, T., & De Bloom, J. (2022). Being an accountant, cook, entertainer and teacher—all at the same time: Changes in employees' work and work-related well-being during the coronavirus (COVID-19) pandemic. *International Journal of Psychology, 57*(1), 20-32. https://doi.org/10.1002/ijop.12761

Tims, M., & Parker, S. K. (2020). How coworkers attribute, react to, and shape job crafting. *Organizational*

Psychology Review, 10(1), 29-54. https://doi.org/10.1177/2041386619896087

Van den Broeck, A., Ferris, D. L., Chang, C. H., & Rosen, C. C. (2016). A review of self-determination theory's basic psychological needs at work. *Journal of Management, 42*(5), 1195-1229. https://doi.org/10.1177/0149206316632058

Van Wingerden, J., & Poell, R. F. (2017). Employees' perceived opportunities to craft and in-role performance: The mediating role of job crafting and work engagement. *Frontiers in Psychology, 8*, Article e1876. https://doi.org/10.3389/fpsyg.2017.01876

Vogt, K., Hakanen, J. J., Brauchli, R., Jenny, G. J., & Bauer, G. F. (2015). The consequences of job crafting: A three-wave study. *European Journal of Work and Organizational Psychology, 25*(3), 353-362. https://doi.org/10.1080/1359432X.2015.1072170

Wang, G. (2024). The impact of enabling school bureaucracy on organizational citizenship behavior of primary and secondary school teachers: The chain mediating role of job autonomy and organizational identification. *Teacher Education Research, 36*(1), 49-55.

Wang, L., Peng, F., & Song, N. (2022). Organizational support and job crafting with the new math teachers' well-being: The mediating effect of basic psychological needs. *Frontiers in Psychology, 13*, Article e961702. https://doi.org/10.3389/fpsyg.2022.961702

Wang, Y., & Xu, J. (2021). Research on the relationship between job satisfaction, perceived organizational support and occupational stress: Taking some five-year higher vocational college teachers in four cities of Northern Jiangsu as an example. *Journal of Liaoning Higher Vocational Education, 23*(4), 99-103.

Wu, G., Zhang, L., Liu, X., & Liang, Y. (2023). How school principals' motivating style stimulates teachers' job crafting: A self-determination theory approach. *Current Psychology, 42*(24), 20833-20848. https://doi.org/10.1007/s12144-022-03147-2

Wu, M. (2010). *Questionnaire statistical analysis practice: SPSS operation and application*. Chongqing: Chongqing University Press.

Xie, Z., Zhang, L., Li, M., & Fan, W. (2024). Academic self-efficacy and organisational commitment among academics in mainland China: The mediating role of job crafting. *Educational Psychology, 44*(2), 189-207. https://doi.org/10.1080/01443410.2024.2324782

Xin, W., Ting, C., & Teng, C. T. Y. (2023). Influencing factors of professional well-being of university educators: Qualitative analysis of Nvivo based on 36 literatures. *Jurnal Cakrawala Pendidikan, 42*(2), 402-414. https://doi.org/10.21831/cp.v42i2.49719

Xu, L. (2017). Teacher–researcher role conflict and burnout among Chinese university teachers: A job demand-resources model perspective. *Studies in Higher Education, 44*(6), 903-919. https://doi.org/10.1080/03075079.2017.1399261

Xu, L., Guo, J., Zheng, L., & Zhang, Q. (2023a). Teacher well-being in Chinese universities: Examining the relationship between challenge—hindrance stressors, job satisfaction, and teaching engagement. *International Journal of Environmental Research and Public Health, 20*(2), Article e1523. https://doi.org/10.3390/ijerph20021523

Xu, L., Xu, Z., & Chen, J. (2024). The impact of work-family conflict on career success of preschool teachers in the context of inclusive education: The mediating role of perceived organizational support. *Journal of Beijing Union University, 38*(4), 77-84.

Xu, X., Qi, X., & Liu, X. (2023b). Current situation and countermeasures of talent work in universities in Hebei Province. *Journal of North China University of Science and Technology (Social Science Edition), 23*(2), 53-58.

Yasin Ghadi, M. (2024). Linking job crafting to work engagement: The mediating role of organizational happiness. *Management Research Review, 47*(6), 943-963. https://doi.org/10.1108/MRR-01-2023-0042

Zhang, N., Zhu, F., & Zhang, B. (2013). Research on the relationship between professional identity and organizational identity of university teachers and their influencing factors. *Research in Educational Development, 33*(21), 53-59.

Zhang, S., Huang, W., & Li, H. (2023). Perceived organizational support and occupational commitment: A study among male kindergarten teachers. *Heliyon, 9*(9), Article e20369. https://doi.org/10.1016/j.heliyon.2023.e20369

Zhang, S., & Zheng, L. (2024). The impact of organizational support on career success of preschool teachers in

underdeveloped areas: The mediating role of job crafting. *Journal of Shaoguan University, 45*(5), 84-92.

Zhang, X., & Xiao, Y. (2021). Research on the strategy of introducing high-level talents in universities of Hebei Province. *Journal of Shijiazhuang University of Applied Technology, 33*(2), 63-67.

Zheng, X., Huang, H., & Yu, Q. (2024). The associations among gratitude, job crafting, teacher-student relationships, and teacher psychological well-being. *Frontiers in Psychology, 15*, Article e1329782. https://doi.org/10.3389/fpsyg.2024.1329782