

Measuring the Impact of Job Characteristics on Job Crafting: The Mediating Role of Employee Readiness and the Moderating Effect of Social Support

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How to cite this article:

Mohsin, M., Abid, A., Aslam, M. & (2024). Measuring the Impact of Job Characteristics on Job Crafting: The Mediating Role of Employee Readiness and the Moderating Effect of Social Support. *Journal of Excellence in Management Sciences*, 3(3), 237–255.

Received: 8 June 2024 / Accepted: 27 July 2024 / Published online: 19 August 2024

Abstract

Employees implement alterations to their work responsibilities, termed "job crafting." Based on this phenomenon, this research assesses the impact of skill diversity, a component of work characteristics, on employee job crafting. The objective of this study is to examine the influence of employee readiness and external resources, such as job security, autonomy, and feedback, on job design. The research aims to understand the interaction and influence of these factors on workers' job-crafting behaviours. A random sample of 350 workers from IT sector was collected using an online questionnaire for data analysis utilizing probability sampling. Data analysis has been conducted using SPSS 26 and Smart PLS 3.0. This research enhances our comprehension of employee work customization by illustrating a correlation between the Job Characteristics Model (JCM) and job crafting. The results show strong and significant relationship between various job characteristics on job crafting. Moreover, the results also indicated the mediating role of employee readiness and moderating impact of social support. It indicates that people are optimally positioned to choose their job alterations and that job attributes influence this process. This study investigates the relationship between the Job Characteristics Model (JCM) and job crafting, which has yet to be extensively studied. By incorporating social support as a variable and utilizing expert data, this study offers a fresh perspective, distinguishing it from most research that primarily depends on employee data. This method provides new perspectives in the field.

Keywords: Job crafting, social support, Employee readiness, Skill variety, Task identity, Job autonomy, Feedback.

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1 Introduction

Job crafting is the employees' self-oriented proactive behavior that shapes their jobs and work experiences in personally meaningful ways to produce better person-job fit (Tims et al., [2016](#)). Employees get involved actively in the "job crafting" process of molding and adjusting their positions (Wrzesniewski et al., [2013](#)). According to recent research, job crafting is common in a range of professions, and most workers have some degree of freedom to define the parameters of their work (Zhang & Parker, [2019](#)). Additionally, there are many benefits that job crafting may bring about, such as improved job performance, organizational diligence, work engagement, employee personal satisfaction, and career success (Romeo et al., [2019](#); Wang et al., [2018](#)). Essentially, the body of research indicates that through crafting their jobs, employees can better align their roles with their interests and foster a culture of initiative in the company (Wrzesniewski et al., [2013](#)). Job crafting is important because employees who craft their jobs are often motivated toward task performance, which may produce favorable outcomes (Boehnlein & Baum, [2022](#)). Researchers have looked into the aspects of a job that encourage people to craft their professions because job crafting benefits both employees and their businesses (Mäkikangas et al., [2017](#)). Most studies, however, concentrate on job autonomy, which measures workers' perceived flexibility to alter the parameters of their work (Petrou et al., [2012](#)). However, there remains a need for a broader examination of additional job characteristics and contextual factors that influence job crafting. To address this gap, this study explores under-researched dimensions of job characteristics, incorporating mediators and moderators that add theoretical depth and practical relevance to the existing literature. This study addresses a critical research gap by investigating underexplored job characteristics (skill variety, task identity, feedback) as antecedents of job crafting, mediated by employee readiness for change and moderated by social support. Existing research often emphasizes job autonomy, leaving other job characteristics and contextual factors inadequately examined (Zhang & Parker, 2019; Petrou et al., 2012). By situating these variables within the JD-R framework, this study not only deepens theoretical insights but also offers actionable recommendations for organizations to promote proactive employee behavior while considering both positive and potentially adverse outcomes.

Readiness for change serves as a critical mediator in understanding the connection between job characteristics—such as skill variety, task identity, autonomy, and feedback—and job crafting because it reflects employees' emotional and cognitive preparedness to embrace changes in their roles. This readiness fosters proactive behaviors, enabling individuals to align their tasks with personal and organizational goals. Social support acts as a vital moderator, amplifying the positive effects of job characteristics on job crafting by providing encouragement and resources necessary for adaptation. Together, readiness for change and social support help create an environment where employees feel empowered to reshape their roles, contributing to improved job performance, satisfaction, and well-being. This framework addresses a gap in the literature by highlighting how psychological and contextual factors collectively influence job crafting. Our study makes several contributions to the literature on employee readiness and job crafting. Employees' change readiness (i.e., the extent to which they are emotionally and cognitively prepared to accept and embrace job changes (Holt et al., [2007](#)). By understanding the factors that influence job crafting, organizations can develop interventions and policies that support employees in actively shaping their work roles, ultimately leading to improved well-being, performance, and organizational effectiveness (Junça-Silva et al., [2022](#)). Research on job crafting has identified several key contextual factors influencing its impact. For instance, studies have shown that job crafting can be more effective in certain organizational cultures, such as those that value autonomy and employee empowerment (Schüler et al., [2023](#)). By contextualizing job crafting within the JD-R model, researchers can better understand how employees adapt their jobs to cope with ongoing changes and uncertainty (Petrou et al., [2012](#)).

This approach helps to capture the dynamic nature of job crafting and its value in enhancing employee outcomes (Petrou et al., [2012](#)). The present study addresses some research questions about job crafting: It theorizes and tests how job characteristics, including skills variety, job autonomy, task identity, and feedback, can affect job crafting through mediation by employee readiness to change and under what conditions they can affect job crafting. Job crafting is important because employees who craft their jobs are often motivated toward task performance, which may produce favorable outcomes (Boehnlein & Baum, [2022](#)). In addition, it may also have aversive effects on the employee's work-family interface (Zito et al., [2019](#)). Job crafting research has focused on its effects, which are usually but not uniformly positive; its antecedents are somewhat less well-explored, however, other than a few specific individual characteristics (Tims et al., [2016](#)) and job characteristics (Rudolph et al., [2017](#)).

We suggest employees work in environments with these job characteristics, e.g., skill variety, task identity, autonomy, and feedback) feel more confident about their capabilities to craft their job while keeping employee readiness as a key mediator in this model. The model proposes the link between these job characteristics and job crafting, as well as the link between mediator and job crafting. Finally, these job characteristics may not help the employee craft the job equally well. So, we examine employee readiness as a mediator and social support as a moderator that affects employees' ability to craft their jobs well. Variables of employee readiness and social support make employees willing to act on certain things, and this can lead people to be confident in deciding how their jobs can best be designed and performed.

2 Literature review

2.1 JD-R Theory and Proposed Model

The Job Demands-Resources (JD-R) theory, articulated by Demerouti et al. ([2001](#)), provides a foundational framework for understanding how workplace factors influence employee behaviors and well-being. The theory categorizes workplace characteristics into job demands and resources, where demands (e.g., workload, emotional stress) deplete energy, potentially leading to strain. In contrast, resources (e.g., autonomy, skill variety, and feedback) are motivational drivers that enhance engagement and performance. In the context of the proposed model, job resources, including skill variety, task identity, job autonomy, and feedback, play a crucial role in fostering employee readiness for proactive behaviors, such as job crafting (Bakker et al., [2004](#)).

As discussed by Wrzesniewski and Dutton (2001), job crafting involves employees reshaping their work environment to better suit their needs and strengths. Furthermore, social support, a key resource, as highlighted by Xanthopoulou et al. ([2007](#)), moderates the relationship between employee readiness and job crafting by reducing perceived obstacles and providing psychological reinforcement. Consistent with JD-R theory, this model underscores that job resources buffer the impact of workplace demands and act as direct enablers of positive work behaviors (Tims et al., [2013](#)). This perspective aligns with the theory's assertion that resources are instrumental in cultivating a motivated and resilient workforce.

2.2 The relationship between skill variety and job crafting:

The central characteristic of job crafting is that employees alter their tasks or job characteristics on their initiative (Tims et al., [2012](#)). It represents voluntary behavior altering the meaning of one's job (Wrzesniewski & Dutton, [2001](#)). We propose that a high level of skill variety stimulates employee job crafting because crafting such a job will especially fulfill the needs of control over the jobs. Therefore, a high level of skill variety generates employees' positive expectations that job crafting will improve productivity and meaningfulness (Berg et al., [2013](#)). While having a wide range of skills can make job crafting riskier or more difficult, it also makes

the work more important and encourages variable responsibilities.

As a result, employee engagement is higher in such a role. As a result, it has been suggested that skill variety precedes proactive behaviors (Ren et al., [2022](#)). As a result, crafting a job with a high skill variety boosts one's self-confidence and sense of control over their work. To put it briefly, a high degree of variety in skills encourages demanding and significant parts of job creation, and workers are inspired to create such occupations to grab opportunities and challenges that will help them develop a positive feeling of self and control over their work (Wrzesniewski & Dutton, [2001](#)). Based on the above discussion, we hypothesized

H1: *Skills variety has a relationship with job crafting*

2.3 The relationship between task identity and job crafting:

The Job Characteristics Model by Hackman and Oldham highlights task identity as a core dimension that influences job satisfaction and motivation (Lin & Hsieh, [2002](#)). In job crafting, employees can enhance their task identity by actively shaping their roles to have a clearer beginning, middle, and end, fostering a deeper sense of ownership and fulfillment in their work (Wahyudi, [2022](#)). Research supports that task identity partially mediates the relationship between job crafting and meaningful work, emphasizing the importance of employees' sense of ownership and accomplishment in their tasks (Seo et al., [2018](#)). This connection highlights how job crafting empowers individuals to personalize their work experiences, enhancing task identity and overall job satisfaction (Gu-Ne & Lee, [2016](#)). Based on the above discussion, we hypothesized.

H2: *Task identity has a relationship with job crafting*

2.4 The relationship between job autonomy and job crafting

One of the key components of the Job Characteristics Model (JCM) is job autonomy, which measures how much control, freedom, and discretion an individual has over when and how to schedule their work and decide what practices to follow (Hackman & Oldham, [1976](#); Laurence et al., [2020](#)). It has been said that for workers to design their daily duties, they must have job autonomy. High levels of job autonomy recommend that workers have the freedom and opportunity to adjust independently (Saragih et al., [2021](#)). Prior research showed that proactive workplace behavior, or "job crafting," currently requires job autonomy (Chang et al., [2023](#); Marek et al., [2021](#)). Employees with sufficient independence and freedom to decide on their daily tasks will apply their knowledge, preferences, and skills to conduct and perform the job and even solve challenging work issues (Zhou et al., [2020](#)). This increases the worker's sense of responsibility for their performance (Wrzesniewski & Dutton, [2001](#)). When given sufficient job autonomy, employees can effectively use their knowledge, skills, and talents to complete their jobs (Park & Searcy, [2012](#)). Based on the above discussion, we hypothesized

H3: *Job autonomy has a relationship with job crafting*

2.5 The relationship between feedback and job crafting

Staff members use supervisor developmental feedback to guide how to work toward their career goals (Tiantian et al., [2021](#)). To become better versions of themselves, developmental feedback urges people to set more significant goals, study harder in class, or change their working habits (Zhou, 2003). Giving employees feedback is a popular strategy in firms to shape their behavior and productivity. The comprehensive feedback model developed by Ilgen et al. ([1979](#)) more fully covers the three primary elements of the feedback process: the feedback source, the feedback content, and the feedback from the receiver. They, as well as their organizations, peers, superiors, and subordinates, are the beneficiaries of the feedback. The supervisor provides the most insightful feedback (Ilgen et al., [1979](#)). Supervisors have a significant impact on the attitudes and actions of their staff; however, their supervisors have a major influence on the attitudes and behaviors of their team, despite the paucity of data on the relationship between supervisor actions and employee work performance (Wang et al., [2017](#)). The claim that transformative leadership has a major impact on how employees craft their jobs (Wang et al.,

[2017](#)). Based on the above discussion, we hypothesized

H4: *Feedback has a relationship with job crafting*

2.6 The relationship between skill variety and employee readiness for change

The diversity of tasks and abilities a person possesses while working is called skill variety (Hackman & Oldham, [1976](#)). The ability and willingness of an employee to adjust to new workflows, technologies, and procedures is referred to as employee ready for change (Armenakis et al., [1993](#)). According to a study, workers with various skills became more adaptive and more suited to deal with changes in their workplace (Govaerts et al., [2011](#)). According to a different study, workers with a wide range of skills were more likely to be adaptable to change and stronger in the face of uncertainty (Lee et al., [2016](#)). According to a different study, workers with a wide range of skills were more likely to be adaptable to change and stronger in the face of uncertainty (Cunningham et al., [2002](#)). Based on the above discussion, we hypothesized

H5: *Skill variety has a relationship with employee readiness*

2.7 The relationship between task identity and employee readiness for change

Armenakis et al. ([1993](#)) defined individual readiness to change as a person's attitudes, actions, and intentions toward what needs to be changed. It is also associated with their assessment of their own and their organization's ability to successfully implement the change (Armenakis et al., [1993](#)). The degree to which workers accept organizational change and have positive opinions about its importance is reflected in their readiness for change (Jones et al., [2005](#)). They also show how likely they are to think that these changes will be helpful to both the organization as a whole and each employee. Task identity is the result of combining tasks to create finished products. When generating jobs, employers might take advantage of workers' interests (Hackman, [1977](#)). Strong task identities indicate that workers are more likely to be adaptable. This results from their increased sense of engagement with their work and level of stake in the result (Rahi et al., [2022](#)). Based on the above discussion, we hypothesized

H6: *Task identity has a relationship with employee readiness for change*

2.8 The relationship between job autonomy and employee readiness for change:

Organizational change has an important personal dimension (Thammatucharee, [2017](#)). Furthermore, it is undeniably an emotional event, given the critical impact on employees' perceptions and attitudes (Manuti, [2020](#)). According to research, an organization's readiness for change, as perceived by its employees, can either help or hinder an initiative to bring about organizational change (Eby et al., [2000](#)). In other words, employees believe their supervisors should provide guidance and assistance because they are seen as the main representatives of the organization (Cole et al., [2006](#)). Employee readiness to change is influenced by their sense of autonomy, which allows them to feel empowered, valued, and capable of taking ownership of their work and contributing to the organization's success (Rahi et al., [2022](#)). This increased sense of empowerment and ownership fosters a readiness to adapt to organizational changes (Doblinger, [2023](#)). According to the theory of job characteristics, the basic characteristics of a job are intimately tied to critical employees' psychological and perceptive states. More specifically, skill variety refers to how many distinct tasks a job requires to be completed and how much it calls for using various skills (Sashkin, [1982](#)). Based on the above discussion, we hypothesized

H7: *Job autonomy has a relationship with employee readiness*

2.9 The relationship between feedback and employee readiness

Feedback plays a crucial role in employee readiness for change. Research has shown that asking for feedback is essential for cultivating a growth mindset and self-reliance in employees, traits that are highly valued by managers across all levels and roles (Moss & Sanchez, [2004](#)). By actively seeking feedback, employees can enhance their readiness for change by receiving

specific insights that help them adapt to new situations and challenges (Lehman et al., [2002](#)). This feedback loop fosters employees' growth mindset and self-reliance, crucial traits for navigating organizational transitions effectively (Salleh et al., [2017](#)). Supervisor and peer relations have positively impacted employee readiness for change, highlighting the importance of social networks and relationships in preparing employees for organizational transformations (Shah & Shah, [2010](#)). Supportive social networks that provide constructive feedback foster a climate conducive to change readiness (Salleh et al., [2017](#)). Employees who feel supported by their supervisors and peers are more likely to be open to change and willing to put in the effort required for successful implementation (Shah & Shah, [2010](#)). A lack of feedback and poor supervisor-employee relationships can hinder employee readiness for change. Moreover, employees who do not receive regular feedback or feel disconnected from their supervisors may be more resistant to change and less motivated to adapt to new circumstances (Bull, [2018](#)). Based on the above discussion, we hypothesized

H8: *Feedback has a relationship with employee readiness*

2.10 The mediating role of employee readiness between skill variety and job crafting

Employees can adjust to workplace changes more when exposed to various tasks and abilities (Tims et al., [2010](#)). Employees who are open to change are more likely to "job craft," organizing their duties and working conditions to suit best their values, interests, and areas of strength (Harju & Tims, [2020](#)). The beneficial influence of skill variety sets on work design is influenced by employee readiness. As stated earlier, a wider range of skills increases employee readiness, promoting greater job crafting (Hackman & Oldham, [1976](#)). Therefore, this mediating role implies that the relationship between skill variety and job crafting depends on employee readiness. Organizations can empower workers to actively shape their work lives and acquire new skills by building employee readiness. Based on the above discussion, we hypothesized.

H9: *Employee readiness mediates the relationship with skill variety and job crafting*

2.11 The mediating role of employee readiness between task identity and job crafting:

Extending task crafting, which involves increasing the scope or complexity of one's tasks, shows a positive relationship with employees' readiness to change (Hernaus et al., [2023](#)). It was also surprising that the readiness to change did not exhibit a significant relationship with the extension and reduction of relationship crafting, which entails altering the quality or quantity of interactions with others at work (Szóts-Kováts & Kiss, [2023](#)). Cognitive crafting, which involves changing one's perceptions and views about the job, was also significantly positively related to readiness to change (Szóts-Kováts & Kiss, [2023](#)). In summary, when employees have a strong sense of task identity and can see the meaning and impact of their work, they are more likely to proactively craft their jobs by extending their tasks and changing their perceptions, which in turn enhances their readiness to adapt to organizational changes (Szóts-Kováts & Kiss, [2023](#)). Based on the above discussion, we hypothesized

H10: *Employee readiness mediates the role between task identity and job crafting*

2.12 The mediating role of employee readiness between job autonomy and job crafting:

According to one definition, autonomy is a person's level of independence and freedom in their activities at work, which allows them some flexibility in deciding how to complete a task within the framework of the assigned work tasks. An employee oversees the actions (and the outcomes) (Stankiewicz, [2020](#)). The connections between job autonomy and employee readiness for change are significantly influenced by job crafting. According to research, employees' readiness for change positively correlates with job crafting activities like renewing task crafting and intellectual crafting. However, there is no significant correlation found between task crafting relationship crafting and readiness to change (Szóts-Kováts & Kiss, [2023](#)).

Furthermore, job autonomy raises employees' sense of control and motivates them to actively improve their working environment, which results in increased job-crafting behavior and

personal meaning (Ghazzawi et al., [2021](#)). The conversation above demonstrates how employee readiness acts as a mediator between job crafting and job autonomy. Based on the above discussion, we hypothesized.

H11: *Employee readiness mediates the relationship with job autonomy and job crafting*

2.13 The mediating role of employee readiness between feedback and job crafting

The impact of feedback on job-crafting behaviors in the workplace is determined significantly by employee readiness, with higher levels of employee readiness strengthening the influence of feedback on job-crafting behaviors. It has been stated that job crafting, which involves deliberately altering the job's qualities, could make employees feel more satisfied. Specifically, workers' work engagement and job satisfaction can improve when they establish a work environment marked by job resources and demanding job expectations (Tims et al., [2013](#)). Employees enable themselves to perform their jobs in a way that fits their interests, values, and skill sets by independently developing the availability of job resources (Berg et al., [2013](#)).

As a result, worker engagement increases. According to research, people place the highest value on feedback from their feelings and ideas, followed by feedback from the task, supervisors, coworkers, and the formal organization. Feedback in organizations is a "subset of details available to individuals in their work environment that refers to how well individuals meet various goals (Ashford & Cummings, [1983](#)). Since individual views are impacted by organizational change and can either be supportive or opposed Armenakis and Bedeian ([1999](#)), Employee support demonstrates readiness. According to (Lizar et al., [2015](#)), investigators and managers are more interested in investigating potential employee readiness variables that might inspire workers to successfully and effectively implement organizational change. Based on the above discussion, we hypothesized.

H12: *Employee readiness mediates the relationship with feedback and job crafting*

2.14 The relationship between employee readiness and job crafting

We hypothesize that employees' change readiness will benefit their propensity to implement behavioral adjustments (job crafting) in the workplace. This is because attitudes are the building blocks of behavior (Fishbein & Ajzen, [2011](#)). Workers who exhibit a high degree of change readiness are more likely to use the resources provided by their jobs, such as the support of their coworkers, to match their requirements with their jobs better (Lu et al., [2014](#)). Additionally, they are more open to modifying their jobs to suit their needs better, which may involve creating new structural and social resources (Brenninkmeijer & Hekkert-Koning, [2015](#)). As a result, workers willing to accept changes at work are more likely to demonstrate their attitudes toward these changes through proactive activity (Parker et al., [2010](#)). One proactive behavior that supports these workers' development and improved performance is job crafting. Thus, job designing behavior is more common among employees with high change readiness levels. Based on the above discussion, we hypothesized.

H13: *Employee readiness has a relationship with job crafting*

2.15 Moderating the role of social support between employee readiness and job crafting

Indeed, social support can moderate the relationship between job crafting and employees' readiness to change. Social support refers to the resources and perceived support from coworkers, managers, and the organization. Social support can affect job crafting (Watson & Sinclair, [2023](#)). According to Sufredini et al. ([2022](#)), social support is a beneficial resource people can obtain from their family and coworkers. It can ease tension and encourage stability by arousing good feelings (Li et al., [2017](#)). Research indicates that social support is important to an employee's readiness. Hence, it may also moderate employee readiness and job crafting, as social support greatly impacts both variables. Therefore, by strengthening the favorable association between work crafting and employee readiness, social support plays a critical moderating role between job crafting and employee readiness to change (Audenaert et al., [2019](#); Yun et al.,

2024). Based on the above discussion, we hypothesized.

H14: *Social support moderates the relationship between employee readiness and job crafting*

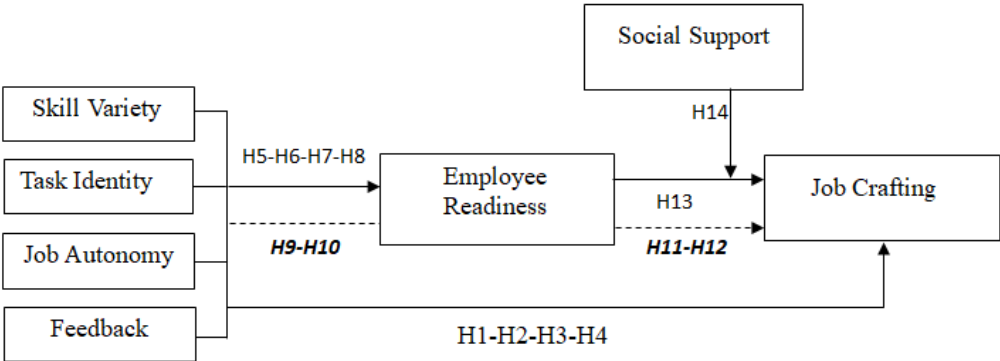


Figure 1: Theoretical Framework

3 Methodology

3.1 Participants and Procedure

Studies build speculative correlations between variables of interest based on prior literature. These variables are put to additional testing based on information gathered from various participants. 350 randomly selected employees from different IT firms participated in the survey. Stratified sampling technique has been utilized to choose Lahore based IT firms. Firstly the firms are divided into groups based on their life span having more than 5 years in the field. Afterward, sample has been chosen randomly from the each group. We used an online survey with questionnaires to gather data. Every survey included a cover letter, assuring respondents that their replies were voluntary and clarifying that the poll was intended for academic use. To determine the impact of all variables, this study collected data from employees with one to three years of experience, ranging from entry-level to management level. This study only included participants who voluntarily provided written consent by answering a questionnaire. To ensure respondents were paying attention, the questionnaire also included an attention check item that said, "Please choose strongly disagree." To guarantee clarity, we also made some phrasing adjustments. We contacted higher-ranking management, who shared the Google questionnaire with their staff and managers to assist us. We also had the option of going directly to the organizations and manually gathering the data. However, we decided an online questionnaire survey would be the most effective way to get the needed information. The minimum response should be 255 with $\pm 5\%$ precision and a 95% confidence level, according to the formula we used to choose our target respondents (Israel, 1992; Krejcie & Morgan, 1970). We selected two or three industry professionals with over seven years of experience and one university assistant professor focusing on English content for our study. The English professor monitored the items' difficulty level and the questionnaire's wording.

3.2 Instrument:

The research model shows that all items were adapted from the previous existing scales. The questionnaire consist of two parts. First part include respondent profile and secong part consist of varios constucts used in the resarch model. The job characteristics having four dimension (i.e skill variety was measured with 9 items adopted from (Hackman & Oldham, 1975), task identity was measured with 5 items adopted from (Morgeson & Humphrey, 2006), job autonomy was measured with 3 items (Karasek, 1985) and feedback was also measured with 3 items adopted from . Readiness to change was measured through 15 items adopted from the pool of items

developed by (Holt et al., 2007). Social support was measured with 5 items. The items were generated from the pool of items developed (Wang et al., 2020) and (Morgeson & Humphrey, 2006). Finally, Job crafting was measured with 11 items. The items were generated from the total item pool of the recently developed and validated job crafting scale (Tims et al., 2012).

Respondent Profile

The information of the respondent profile is as follows. Among 350 responses, 310 (88.5%) are male and 40 (11.4%) are female. Concerning the respondents' ages, 240 (68.5%) are between 20 and 30 years, 80 (22.8%) are between 31 and 40 years, and 30 (8.5%) are above 40 years old. Regarding the qualifications, 305 (87.1%) had a bachelor's degree, while 45 (12.8%) have an MPhil level of qualification. Concerning the respondents' experience, 90 (25.7%) had over 1 year of experience, 140 (40%) have from 2 to 5 years of experience, and 120 (34.2%) have more than 5 years of experience. The employment status findings revealed that 138 (39.4%) respondents are in entry-level positions, 195 (55.7%) are middle-level managers, and 17 (4.8%) are categorized as high-level management.

4 Data analysis and Empirical findings/result

PLS-SEM is regarded as a modern measuring tool that applies multivariate techniques to evaluate the "measurement model simultaneously" (Hair et al., 2011) and provides better predictive capabilities. This study applied the extensively used PLS-SEM statistical modeling technique for analysis. The analysis part in PLS-SEM includes measurement validity and hypothesis testing. A two-step procedure was used to analyze the study: a measurement model and structural model assessments. In the measurement model, the reliability and validity of constructs were tested, whereas structural model evaluation was applied to check the hypothetical relationship. The bootstrapping process in PLS-SEM is used to examine the path coefficients to measure the significance of relationships.

4.1 Convergent Validity and Reliability

The first step of model assessment focuses on the measurement models to ensure that each construct is measured appropriately. According to Hair et al. (2013), to measure the questionnaire's reliability and validity, diverse tests, including Cronbach's alpha (CA), composite reliability (CR), Average Variance Extracted (AVE), and Discriminant validity were applied. The measurement model was estimated using the PLS algorithm. The outcomes of these analyses are presented in the following subsections. Fig. 1 and Table 1 illustrate the measurement model, in which all constructs are reflective. The reliability of the indicator for the measurement model was tested by checking the item loadings. Satisfactory indicator reliability is displayed in Table 1. Cronbach's alpha indicates that the scale items relate to each other and that closeness is preferred. It ranges from 0.79 to 0.870, which is greater than 0.70. CR measures the scale item's internal consistency, and our observed data CR ranges from 0.79 to 0.870, which also satisfies the recommended threshold of 0.70. AVE captured the variance of a construct concerning the variance of measurement error and is considered a robust measure of internal consistency. The AVE of our data exceeds the recommended level of >0.5.

CA and CR were used to assess the reliability of all reflective constructs. In most previous studies, the minimum criteria for CA and CR are above or equal to 0.7, whereas values less than 0.6 indicate a lack of reliability. As highlighted in Table 1, since both CA and CR for each construct are above the recommended value, all constructs reached satisfactory internal consistency reliability. AVE was used to assess the convergent validity. It is acceptable when all constructs have AVE values greater than 0.5 (Chin, 1998; Fornell & Larcker, 1981). As

presented in Table 1, for all constructs, the range of AVE was from 0.663 to 0.888, which is above the suggested threshold value of 0.5. Thus, the measurement model reflected valid and reliable indicator reliability, internal consistency, and coverage validity, respectively.

Table 1: Reliability and Convergent Validity

Constructs	Items	Loadings	Alpha	CR	AVE
Skill variety	SV1	0.689	0.823	0.864	0.663
	SV2	0.675			
	SV3	0.784			
	SV4	0.722			
	SV5	0.561			
	SV6	0.543			
	SV7	0.707			
	SV8	0.693			
	SV9	0.505			
Task Identity	TI1	0.681	0.745	0.79	0.654
	TI2	0.581			
	TI3	0.504			
	TI4	0.791			
	TI5	0.726			
Job Autonomy	JBA1	0.87	0.844	0.732	0.599
	JBA2	0.763			
	JBA3	0.596			
Feedback	FB1	0.872	0.715	0.84	0.639
	FB2	0.836			
	FB3	0.676			
Employee readiness	ER1	0.526	0.84	0.87	0.888
	ER2	0.601			
	ER3	0.562			
	ER4	0.572			
	ER5	0.594			
	ER6	0.522			
	ER7	0.554			
	ER8	0.607			
	ER9	0.602			
	ER10	0.646			
	ER11	0.576			
	ER12	0.627			
	ER13	0.659			
	ER14	0.598			
	ER15	0.653			
Job crafting	JC1	0.743	0.752	0.813	0.601
	JC 2	0.751			
	JC3	0.689			
	JC4	0.522			
	JC5	0.688			
	JC6	0.543			
	JC7	0.577			
	JC 8	0.547			
	JC9	0.686			
	JC10	0.656			
	JC11	0.578			
Social Support	SS1	0.729	0.735	0.794	0.642
	SS2	0.808			
	SS3	0.707			
	SS4	0.681			
	SS5	0.552			

4.2 Discriminant validity

The discriminant validity of measurement variables was evaluated through the Fornell– Larcker and Heterotrait-Monotrait ratio (HTMT) criteria. Table 2 reflected the results of Larcker's criteria

and endorsed that all variable diagonal values are acceptable per the criteria (Fornell & Larcker, 1981). Table 3 shows the HTMT ratio scores for each latent variable. The threshold value for HTMT should be less than 0.90 (Bannigan & Watson, 2009) and less than 0.85 accordingly (Kline, 2011). All values in Table 3 are within the threshold value and accepted. Therefore, the results of the measurement model were empirically tested, and evidence of adequate reliability was verified through convergent and discriminant validity.

Table 2: Fornell-Larcker Criterion

Constructs	Employee readiness	Feedback	Job Autonomy	Job Crafting	Skill Variety	Social support	Task Identity
Employee Readiness	0.559						
Feedback	0.653	0.799					
Job Autonomy	0.634	0.460	0.706				
Job Crafting	0.815	0.565	0.597	0.548			
Skill Variety	0.615	0.610	0.566	0.625	0.649		
Social support	0.533	0.491	0.583	0.518	0.852	0.700	
Task Identity	0.627	0.519	0.686	0.630	0.661	0.555	0.665

Table 3: HTMT-Ratio

Constructs	Employee Readiness	Feedback	Job Autonomy	Job Crafting	Skill Variety	Social support	Task Identity
Employee Readiness							
Feedback	0.898						
Job Autonomy	0.879	0.707					
Job Crafting	0.876	0.710	0.888				
Skill Variety	0.788	0.765	0.779	0.743			
Social support	0.696	0.673	0.679	0.686	1.104		
Task Identity	0.886	0.732	0.786	0.865	0.857	0.778	

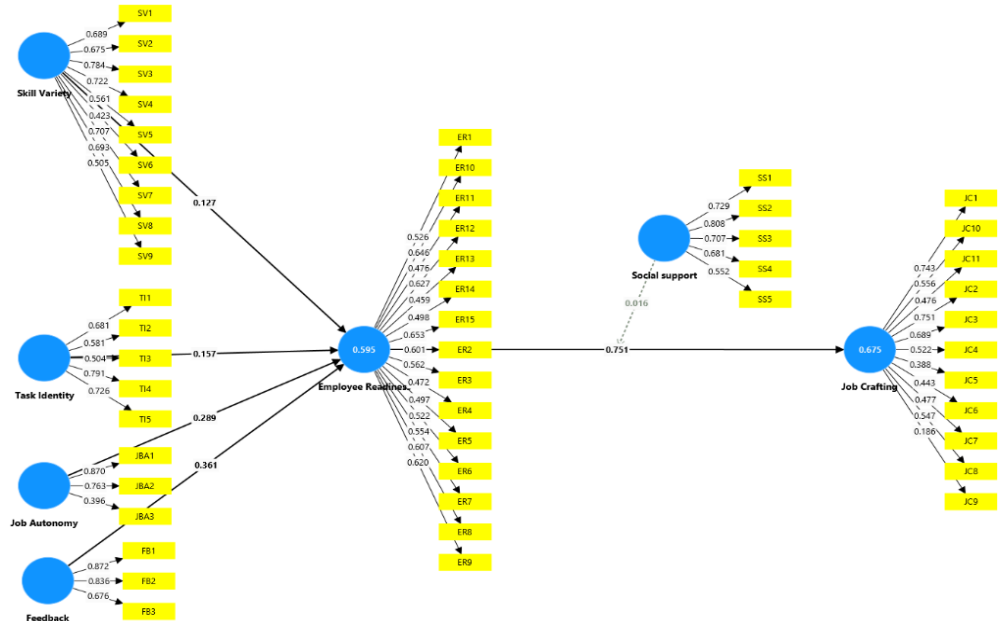


Figure 2: The Measurement Model

4.3 Structural Model Assessment

In SmartPLS, we assessed the structural model to test the research hypotheses we developed in our conceptual model. We perform bootstrapping in SmartPLS, which generates indices (Fig.2) that explain the values for exogenous (SV, TI, JBA, and FB) to endogenous (JC) relationships and path coefficients for regression analysis. These results are recommended due to their high quality and capability to explain data efficiency and precision (Fornell & Larcker, 1981). To examine our hypothesis, we need path coefficients, T values, standard errors, and p values for which bootstrapping analysis is applied by our collected data valid responses. Table 4 indicates the result of our proposed hypothesis. The path coefficients (β), t-values, confidence interval, and p-values provided conclusive evidence of either accepted or rejected hypotheses.

Table 4: Hypothesis Results (Direct and Indirect Relationships)

Hypothesis	Relationship	Beta	SD	T-Values	P-Values	UL	LL	Decision
H1	Skill Variety -> Job Crafting	0.098	0.044	2.160	0.031	0.186	0.014	Accepted
H2	Task Identity -> Job Crafting	0.117	0.042	2.790	0.005	0.200	0.034	Accepted
H3	Job Autonomy -> Job Crafting	0.216	0.039	5.564	0.000	0.294	0.142	Accepted
H4	Feedback -> Job Crafting	0.271	0.036	7.441	0.000	0.341	0.197	Accepted
H5	Skill Variety -> Employee Readiness	0.131	0.059	2.150	0.032	0.249	0.018	Accepted
H6	Task Identity -> Employee Readiness	0.156	0.055	2.869	0.004	0.262	0.045	Accepted
H7	Job Autonomy -> Employee Readiness	0.288	0.049	5.950	0.000	0.385	0.194	Accepted
H8	Feedback -> Employee Readiness	0.361	0.047	0.760	0.000	0.451	0.268	Accepted
H9	Skill Variety -> Employee Readiness -> Job Crafting	0.098	0.044	2.160	0.031	0.186	0.014	Accepted
H10	Task Identity -> Employee Readiness -> Job Crafting	0.117	0.042	2.710	0.005	0.200	0.034	Accepted
H11	Job Autonomy -> Employee Readiness -> Job Crafting	0.216	0.039	5.564	0.000	0.294	0.142	Accepted
H12	Feedback -> Employee Readiness -> Job Crafting	0.271	0.036	7.441	0.000	0.341	0.197	Accepted
H13	Employee Readiness -> Job Crafting	0.75	0.038	20.011	0.000	0.822	0.673	Accepted
H14	Social support x Employee Readiness -> Job Crafting	0.022	0.034	0.466	0.064	0.098	0.031	Accepted

In Table 4, the relationship between SV and JC reveals the following results (β 0.098, t 2.160, p 0.031, UL 0.186, LL 0.014), TI and JC (β 0.117, t 2.790, p 0.005, UL 0.200, LL 0.034), JBA and JC (β 0.216, t 5.950, p 0.000 UL 0.294, LL 0.142), and other hypotheses are also proved to be significant contributors, and these hypotheses are accepted. This empirical analysis shows that all hypotheses are important and supported.

5 Discussion

The literature on job crafting has underexplored the predictive role of job characteristics, such as skill variety, task identity, job autonomy, and feedback, in fostering crafting behaviors. This study highlights how these dimensions, mediated by employee readiness for change and moderated by social support, drive job crafting. For instance, skill variety and task identity enhance readiness by aligning tasks with employees' strengths, enabling them to shape more meaningful and productive roles. Job autonomy empowers employees to adapt and innovate, while feedback motivates crafting by providing actionable insights. Readiness for change is a crucial link, translating these job characteristics into crafting behaviors and creating a more

adaptable and engaged workforce. This integrated framework underscores the importance of cultivating readiness and leveraging job resources to encourage proactive workplace behaviors.

5.1 Theoretical implications

Knowledge about job crafting is expanded in a number of ways by multilevel theoretical models and empirical findings that integrate many theoretical perspectives with JDR theory. First, we postulated that a wide range of skills will be a strong predictor of how people would design their work and achieve our goals. Prior research has not specifically investigated the impact that other job characteristics play in job crafting, in contrast to other dimensions of job characteristics like job autonomy (Petrou et al., [2012](#)). Our research demonstrates that all job characteristics can support employee job crafting, as it boosts the worker's positive self-image and sense of control over various workplace areas. The "self-interest" theory, which holds that workers wish to construct their professions to get meaning from their employment, is a major pillar of previous job crafting research (Mäkikangas, [2018](#)). The consequences of crafting, such as happiness, positive attitudes, and occasionally job performance benefits, were the focus of earlier studies on job crafting (Boehnlein & Baum, [2022](#)).

The current study has shown that job attributes taken together can predict crafting. However, the process may not be straightforward, in contrast to earlier research that had only demonstrated the relevance of certain resources to job crafting (Rudolph et al., [2017](#)). According to Ho et al. ([2024](#)), job crafting is a crucial aspect influencing an employee's performance, creativity, and happiness, among other significant work outcomes. The study by Song et al. (2022) highlights the need for employees' proactive involvement in changing their work performance and responding to work changes, particularly in an era where AI technology will increasingly operate alongside humans. In addition to suggesting that managers should give prompt feedback on employees' work, he also stated that organizational managers play a significant role in job-designing interventions (Schoberova, [2015](#)). Job crafting interventions can increase employers' intrinsic motivation for job crafting (van Wingerden et al., [2017](#)). Employee intrinsic motivation can be increased through developmental feedback, increasing resources, and challenge-seeking behaviors. Lowering expectations, however, is really a withdrawal behaviour. When managers care about their staff members' development and provide helpful feedback, this kind of behaviour will decline. The findings somewhat improved our comprehension of JDR theory.

5.2 Practical implications

Because job crafting typically has good impacts, like higher employee engagement and job performance, corporations and their management must have employees engage in job crafting (Lichtenthaler & Fischbach, [2019](#)). Thus, our findings suggest a range of managerial implications to encourage employee job crafting. To promote employee job crafting, managers should first consider raising the skill variety of the jobs assigned to the workforce. Researchers have offered ideas and investigated the effect of job characteristics in determining job crafting (Petrou et al., [2012](#)). The current study's findings contribute to the body of literature by indicating that employee job crafting may also be encouraged by skill variety and other employment characteristics.

Providing workers greater autonomy and control boosts their sense of self-worth by conveying commands to them that the company recognizes and values their contributions. Managers have several options for doing this, based on what is expected of that position. Leader styles that provide close monitoring or micromanaging when it becomes too near fall at the other end of the autonomy continuum. Avoid overly close supervision to foster autonomy. This will improve the likelihood that employees will craft their jobs. Positively, supervisors can be trained to employ empowering leadership styles by managers, who can encourage them to do so rather than simply

reducing close supervision. Empowered leaders provide their employees autonomy by giving them opportunities for development and assigning authority (Kim & Beehr, 2021).

Ultimately, job crafting benefits from employee feedback since it boosts motivation, satisfaction with work, and performance. The study suggests that workers should receive enough feedback to design their jobs. Positive feedback can empower people and enable them to craft their job. Feedback can differ in frequency and take two forms: formal and informal. While companies may hold formal performance and developmental feedback meetings every month, it could be beneficial to include more frequent feedback, i.e., four times a month, for example, as suggested by (Holman et al., 2010), to encourage employees to engage in more job crafting. However, frequent instruction, encouragement, and feedback might also be useful for employees who might be willing to craft their job duties.

However, results highlight the important role of social support and readiness to change as individual differences that together moderate and mediate the impact of task identity, work autonomy, skill variety, and feedback on job crafting. Specifically, study findings indicate that if managers desire to encourage job crafting by improving skill variety, job autonomy, and other job characteristics, they should consider an employee's readiness to change as a mediator and social support as a moderator.

The current research results indicate that adjusting how employees perceive their skill variety, level of autonomy, concept of job identity, and feedback will dramatically improve their willingness to craft their jobs. Employee readiness and social support are other important factors. Thus, managers should set up meetings to ensure the employees' behavioral health and measure their readiness to change, as well as the social support system that profoundly impacts the crafting of their jobs.

5.3 Limitations and Future Recommendations

It is important to consider the limitations while evaluating the positive findings of this study. First off, this article only includes self-reported measures. However, utilizing the other-rated method, which provides cognitively thoughtful processes, to assess some factors, like job design, may not be appropriate (Wrzesniewski & Dutton, 2001). It is a difficult process to watch as workers themselves decide how to change their job duties and social connections. Furthermore, because cognitive construction occurs in the mind, it is challenging for outsiders to observe (Berg et al., 2013). As a result, using the self-report measure to record employee job crafting is appropriate. As a result, our data has little evidence to support causal conclusions.

The present comprehension of the influences and function of job characteristics on job crafting is enhanced by this study. Nevertheless, when evaluating the results, several restrictions must be considered. Initially, information was gathered in one place at a time. As a result, one should consider and interpret the results appropriately. This study's model may be retested using a longitudinal strategy in subsequent research. Future research on job characteristics and crafting may incorporate and control demographic variables (e.g., gender, age). Subsequent research endeavors ought to examine the importance of our model using a comparatively greater sample size in diverse industries and settings. This is the first study that looks at serial mediation and moderation using these factors, as far as we know. Accordingly, we also recommend that further research be done in the future to examine the process currently being suggested objectively. Additional studies may broaden our conceptual model and principal findings about job characteristics, workers, and workgroup environments to include key factors influencing job crafting. Some aspects of the job, like task significance, call for more research.

5.4 Conclusion

This study investigates the relationship between the Job Characteristics Model (JCM) and job

crafting, which has not been extensively studied. By incorporating social support as a variable and utilizing expert data, this study offers a fresh perspective, distinguishing it from most research that primarily depends on employee data. This method offers new perspectives in the field. This view is supported by JDR theory and research, which suggests that workers may utilise this model to create jobs that are more inventive and demanding.

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