



A Participatory Job Crafting Intervention to Enhance Teachers' Quality of Work Life in a Multicultural International School Context

Lely Nur Azizah^{1*}, Umi Anugerah Izzati^{*}, Meita Santi Budiani^{*}, Olievia Prabandini Mulyana^{*},
Ni Wayan Sukmawati Puspitadewi^{*}

¹Universitas Negeri Surabaya, Surabaya, Indonesia

*Correspondence: lelyazizah@unesa.ac.id

ABSTRACT

Teachers' quality of work life (QWL) plays a significant role in sustaining instructional effectiveness, particularly in international school settings characterized by multicultural dynamics and complex institutional demands. This study explored teachers' perceptions of quality of work life following the implementation of a job crafting training program at Sekolah Indonesia Johor Bahru (SIJB), Malaysia. The intervention was conducted using a Participatory Action Research (PAR) approach involving 24 teachers and implemented through iterative cycles of planning, action, observation, and reflection. Qualitative data were collected through semi-structured interviews, classroom observations, reflective worksheets, and group discussions, and analyzed using thematic analysis. The findings revealed patterns consistent with the dimensions of task, relational, and cognitive crafting. Teachers described shifts toward more intentional instructional adaptation, enhanced professional collaboration, and a reframing of work meaning and professional identity. These perceived changes suggest that job crafting functioned as a reflective framework enabling teachers to reinterpret and reorganize existing responsibilities within a multicultural educational environment. The participatory structure of the intervention appeared to strengthen teachers' sense of agency and contextual relevance. However, the findings reflect short-term interpretive experiences and do not establish long-term behavioral sustainability. This study contributes contextually grounded insights into how job crafting, when embedded within a participatory framework, may support teachers' perceived quality of work life in international school contexts.

Keywords: international school; job crafting; participatory action research; quality of work life; teacher well-being.

INTRODUCTION

Teachers' quality of work life (QWL) has become an increasingly important concern in contemporary educational settings, particularly in international and cross-border schools where professional roles are shaped by multicultural expectations and institutional complexity. QWL refers to teachers' perceptions of job satisfaction, psychological well-being, workplace relationships, and the balance between professional responsibilities and personal life (Akram et al., 2024; Gaafar et al., 2024). In educational contexts, teachers' perceived quality of work life influences instructional commitment, classroom effectiveness, and organizational stability (Harrison et al., 2023; Özgenel, 2021). When teachers experience diminished well-being or excessive professional demands, the consequences may extend beyond individual strain to affect overall educational quality.

International schools such as Sekolah Indonesia Johor Bahru (SIJB) present distinctive professional dynamics. Teachers operate within a transnational framework that integrates Indonesian curricular standards with the sociocultural environment of Malaysia. This dual positioning requires continuous adaptation to policy expectations, multicultural classroom interactions, and heightened administrative accountability (Botha, 2024; Lucero et al., 2025). Such demands may contribute to work stress, emotional exhaustion, and challenges in maintaining professional satisfaction and balance (Bhatia, 2024; Jusoh & Zheng, 2025). Within the Job Demands-Resources (JD-R) framework, sustained job demands without sufficient

personal and relational resources may influence teachers' psychological well-being and engagement (Huo, 2025; Sokal et al., 2020). Although research has widely documented teacher burnout and stress-related outcomes, many studies focus on identifying stressors or institutional reforms rather than exploring how teachers may actively reshape their work practices to better align with their professional values and capacities.

Job crafting provides a conceptual lens for understanding how employees proactively modify aspects of their work to enhance meaning, autonomy, and relational support. Through adjustments to tasks, relationships, and cognitive framing, individuals may balance job demands and resources within existing organizational structures (Zhang & Parker, 2018). Empirical studies indicate that job crafting is associated with improved work engagement, self-efficacy, and workplace satisfaction (Abu, 2024; Van Wingerden et al., 2017). However, applications of job crafting interventions in Indonesian international school contexts remain limited, particularly those that adopt participatory and reflective approaches grounded in teachers' lived experiences. In settings characterized by cultural diversity and institutional complexity, it becomes important to examine not only whether an intervention is effective, but how teachers interpret, adapt, and integrate such practices into their daily professional routines.

Responding to this gap, the present study implemented a job crafting training program at Sekolah Indonesia Johor Bahru using a Participatory Action Research (PAR) approach. Rather than measuring statistical effectiveness, this study seeks to explore teachers' perceptions and reflective experiences throughout the intervention process. By engaging teachers collaboratively in identifying challenges, implementing context-sensitive strategies, and evaluating changes through collective reflection, this research aims to understand how job crafting practices are experienced and enacted within a multicultural international school environment. Through this qualitative exploration, the study contributes contextually grounded insights into proactive strategies for enhancing teachers' perceived quality of work life in globalized educational settings.

METHODS

This community service program was conducted at Sekolah Indonesia Johor Bahru (SIJB), Johor Bahru, Malaysia, from early 2025 to June 2025. The school was selected based on preliminary observations and discussions with school leadership, which identified teachers' challenges related to job satisfaction, stress management, and classroom dynamics in a multicultural setting. The program involved 24 teachers from various disciplines who had been teaching at SIJB for at least one year and had not previously received formal training in job crafting or work-life balance. Participation was voluntary, with full engagement expected throughout the program. All participants provided informed consent before participation. Confidentiality was ensured by anonymizing interview transcripts and reflection notes. Participation or non-participation did not affect teachers' professional evaluation within the school.

The intervention was implemented using a Participatory Action Research (PAR) approach, emphasizing collaborative problem identification, action implementation, and reflective evaluation. PAR was chosen because it allows practitioners and researchers to collaboratively identify workplace challenges, co-develop solutions, and iteratively reflect on implemented actions within authentic educational settings. The PAR cycle in this study consisted of four stages: (1) planning, (2) action, (3) observation, and (4) reflection. The program began with a needs assessment phase conducted through classroom observations,

brief teacher surveys, and focused interviews with teachers and school administrators. The findings from this phase were used to develop context-specific training materials.

Qualitative data sources included semi-structured interview transcripts (n = 24), observation field notes, reflective worksheets completed during training sessions, and transcripts from group reflection discussions conducted at the end of the program. The core activities consisted of job-crafting training sessions, combined with stress and time management strategies. The training was delivered through interactive workshops, group discussions, and individual coaching, enabling teachers to adapt job crafting techniques to their daily teaching tasks and workloads. Supporting tools included reflective worksheets, stress management guides, and peer discussion forums.



Figure 1. Participatory job crafting training session conducted at Sekolah Indonesia Johor Bahru (SIJB).

Program evaluation was conducted through joint reflection sessions and participant feedback collected at the end of the intervention. The qualitative data were analyzed using thematic analysis following Braun and Clarke's six-phase framework: (1) data familiarization, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. All interviews and reflection notes were transcribed verbatim before analysis. The coding process was conducted in two stages. First, open coding was applied to identify meaningful units related to job satisfaction, stress management, perceived autonomy, and workplace relationships. Second, axial coding was used to group related codes into broader thematic categories. Coding was conducted manually and cross-checked by a second reviewer to enhance analytical consistency. Discrepancies were discussed until agreement was reached.

Teachers' reflections were analyzed descriptively to assess perceived changes in job satisfaction, stress management, professional roles, and workplace relationships. The analysis aimed to identify patterns of perceived change before and after the intervention, focusing on shifts in cognitive framing of work, proactive task modification, relational crafting behaviors, and perceived psychological well-being. To ensure trustworthiness, this study applied four criteria: (1) credibility, achieved through triangulation of interviews, observations, and

reflective documents; (2) transferability, supported by providing detailed contextual descriptions of SIJB; (3) dependability, ensured by maintaining an audit trail of coding decisions and PAR cycle documentation; and (4) confirmability, strengthened through peer debriefing and reflective journaling by the research team to minimize bias. The results of this evaluation were used to formulate recommendations for future program development and sustainability.

RESULTS

The implementation of the job crafting training at Sekolah Indonesia Johor Bahru (SIJB) generated several meaningful outcomes that were closely aligned with the objectives of the community engagement initiative. The program addressed previously identified challenges, including elevated stress levels, limited job satisfaction, and a lack of professional fulfillment among teachers, through a structured and participatory approach. The findings are presented in a sequence that reflects the progression of program activities and their corresponding impacts on teachers' professional experiences. Based on thematic analysis, the results are organized into four major themes: task crafting in instructional practices, relational crafting and collaborative engagement, cognitive crafting and professional meaning, and perceived psychological well-being. These themes capture patterned changes observed across interviews, reflective worksheets, and group discussions, highlighting transformations in teaching practices, professional identity, and workplace interactions.

Changes in Teaching Practices

Before the intervention, most teachers relied on conventional teaching methods that emphasized content delivery and completion of administrative requirements. Classroom observations and initial reflections indicated limited consideration of students' psychological needs and emotional engagement. One teacher stated during the initial interview: "I focus on finishing the syllabus and preparing reports. Sometimes I do not have time to think about whether students truly enjoy the lesson." (Participant 7). After participating in the training, teachers demonstrated increased awareness of the importance of adapting instructional methods to students' emotional and developmental characteristics. This shift reflects the emergence of task-crafting behaviors, where teachers intentionally modified instructional strategies to enhance classroom engagement. Rather than completing curricular targets, participants began redesigning learning activities to align with students' interests and socio-emotional needs.

Teachers reported integrating more student-centered approaches, contextual examples, and flexible classroom strategies to create a more engaging learning environment. As expressed by Participant 12: "I started giving students more discussion time and small group tasks. I realized I can adjust the way I teach without changing the curriculum." This indicates that job crafting training enabled teachers to perceive autonomy within structural constraints, suggesting increased perceived job control.

Development of Professional Relationships

Another notable outcome was the improvement in teachers' interpersonal and professional relationships. Before the training, teachers tended to work independently and showed limited initiative in building collaborative networks. Participant 3 reflected: "Usually, I handle my class problems alone. I rarely discuss difficulties with colleagues because everyone is busy."

Following the intervention, teachers reported greater confidence in using assertive communication and engaging in collaborative dialogue. This change represents relational crafting, in which teachers actively reshaped workplace interactions to create supportive professional networks. Instead of perceiving collegial interaction as optional, participants began viewing collaboration as a resource for coping with job demands. Participant 15 stated: “Now I feel more comfortable sharing my challenges. We even created informal peer discussions after school.” This relational shift contributed to a more cohesive organizational climate, suggesting that job crafting may operate not only at the individual level but also at the collective level within school environments.

Reframing of Professional Role and Work Meaning

The training also influenced teachers’ perceptions of their professional roles. Initially, teachers primarily viewed their responsibilities as fulfilling instructional and administrative duties. One participant explained: “Teaching here feels like meeting standards and finishing documentation.” (Participant 9). Post-training reflections revealed a deeper understanding of their broader role in shaping students’ character and contributing to national development. Statements such as “I am not just teaching; I am shaping the future of the nation” illustrate a cognitive and emotional reframing of work meaning, which was consistently expressed during reflection sessions.

This transformation reflects cognitive crafting, where teachers reinterpreted the purpose and significance of their work. Rather than perceiving tasks as bureaucratic obligations, participants reconstructed their professional identity as nation-builders and character educators within a diaspora context. Such reframing appears to function as a psychological resource, strengthening intrinsic motivation and buffering emotional exhaustion.

Perceived Improvements in Well-Being and Job Satisfaction

Teachers reported perceived improvements in their ability to manage work-related stress and balance professional demands. Participant 18 shared: “Before the training, I often felt overwhelmed. Now I try to prioritize what really matters and let go of unnecessary pressure.” Job crafting strategies enabled teachers to reorganize tasks and prioritize meaningful activities. The data indicates that participants shifted from a reactive coping pattern toward a proactive self-regulation strategy. This shift was evident in reduced expressions of emotional fatigue during reflection sessions and increased expressions of work enthusiasm. Participant 5 commented: “I feel lighter. My workload is the same, but my mindset is different.”

Table 1. Comparison Before and After Job Crafting Training

Dimension	Pre-Intervention Patterns	Post-Intervention Patterns	Primary Evidence Source
Relational Crafting	Independent problem-solving; limited collegial dialogue	Initiation of peer discussions; greater collaborative engagement	FGD transcripts; reflection sessions
Cognitive Crafting	Role defined as content delivery and documentation	Reframing of identity as character educator and nation-builder	Reflection narratives

Psychological Well-Being	Frequent expressions of overwhelm and emotional fatigue	Reported improvements in prioritization and emotional regulation	Interviews; reflection notes
--------------------------	---	--	------------------------------

DISCUSSION

The findings of this study can be meaningfully interpreted through the theoretical framework of job crafting, which conceptualizes employees as active agents capable of reshaping aspects of their work to enhance alignment with personal values, strengths, and professional goals (Tims & Bakker, 2010). Across the intervention process, teachers' narratives reflected patterns consistent with the three core dimensions of job crafting: task crafting, relational crafting, and cognitive crafting. Rather than introducing new institutional demands, the intervention appeared to facilitate reflective reinterpretation and modification of existing professional practices. This suggests that job crafting functioned less as an externally imposed change mechanism and more as a structured reflective lens through which teachers re-examined their roles within a complex international school environment.

The emergence of more student-centered instructional adjustments reflects the task-crafting dimension, wherein individuals modify the way core responsibilities are performed. Teachers described becoming more intentional in adapting instructional strategies to accommodate diverse emotional and cultural needs in their classrooms. This aligns with previous research indicating that job crafting may enhance instructional flexibility and responsiveness by strengthening teachers' sense of professional agency (Dağtaş et al., 2023). In the SIJB context, where multicultural classroom dynamics are inherent, such task-level adjustments appear particularly relevant. Rather than expanding workload, teachers reframed how existing tasks were structured and prioritized, suggesting an internal reorganization of professional practice.

Relational crafting was also evident in participants' reflections on workplace interactions. Teachers reported increased assertiveness in communication, greater openness to peer collaboration, and more constructive engagement with colleagues. These relational adjustments correspond with findings that supportive professional relationships serve as protective resources against work-related stress (Bardach et al., 2023; Elliott et al., 2023). Within the JD-R framework, such relational resources may buffer the impact of job demands by enhancing social support and collective efficacy. In this sense, job crafting may have contributed to strengthening interpersonal resources within the school environment, even without altering formal organizational structures.

The cognitive dimension of job crafting was reflected in participants' reinterpretation of professional identity and work meaning. Teachers articulated a shift from perceiving their roles primarily through administrative or procedural responsibilities toward recognizing broader developmental and social contributions. This reframing aligns with research suggesting that enhanced work meaningfulness supports intrinsic motivation and psychological resilience (Abu, 2024; Marquez, 2023). In high-demand educational settings, cognitive reframing may serve as a stabilizing mechanism that preserves professional purpose amidst structural pressures. The findings therefore indicate that job crafting, particularly at the cognitive level, may operate as an internal resource-enhancing process rather than a structural reform.

The participatory design of the intervention further shaped these outcomes. By adopting a Participatory Action Research approach, teachers were positioned as co-constructors of the reflective process rather than passive recipients of training. PAR emphasizes iterative cycles of planning, action, observation, and reflection, thereby integrating experiential learning with contextual adaptation (Tok et al., 2024; Johannesson, 2025). In this study, the participatory structure appeared to enhance teachers' sense of ownership and contextual relevance, potentially strengthening the internalization of job crafting practices. This suggests that the method of delivery may be as influential as the conceptual content of the intervention itself.

Despite the alignment between empirical patterns and job crafting theory, several interpretive considerations warrant caution. The documented shifts were observed within a relatively short post-intervention timeframe. Proactive behaviors such as job crafting are known to fluctuate depending on contextual pressures and organizational climate (Bakker & Demerouti, 2017). It therefore remains uncertain whether the reported changes will persist during periods of heightened workload or institutional transition. Furthermore, the findings are based on qualitative reflections and thematic interpretation. While this approach provides rich insight into participants' subjective experiences, it does not independently verify behavioral change or long-term impact. The participatory nature of the intervention may also have influenced how teachers articulated their reflections, as shared engagement in the process could shape collective narratives.

Additionally, job crafting emphasizes individual agency, yet teachers' work is simultaneously embedded within structural constraints such as policy expectations, workload distribution, and leadership practices. Although relational and cognitive adjustments may enhance perceived well-being, they do not inherently transform institutional demands. Scholars have cautioned that meaning-centered interventions should be complemented by structural support mechanisms to prevent excessive individualization of responsibility for adaptation (Zengilowski et al., 2023). Within this study, job crafting appeared to function as an enabling resource within existing constraints rather than as a mechanism for systemic change.

Several limitations should therefore be acknowledged. The study involved a relatively small cohort within a single international school context, limiting transferability to other educational settings. The intervention duration was relatively short and did not include longitudinal follow-up, making it difficult to assess sustainability of perceived changes. Data were derived primarily from interviews, observations, and reflective documents, which, although triangulated, remain interpretive in nature. Moreover, institutional actors such as school leadership were not directly integrated into the intervention cycle, leaving organizational-level variables largely unexamined.

Future research may benefit from longitudinal designs to explore the sustainability of job crafting practices over time and across varying workload conditions. Integrating school leadership and administrative stakeholders into participatory cycles may also help align individual-level crafting efforts with institutional support systems. Mixed-method approaches could further strengthen the evidentiary base by combining reflective narratives with observational or performance-based indicators. Expanding implementation across diverse international school contexts would provide deeper insight into how job crafting operates within varying cultural and policy environments.

Overall, the findings suggest that job crafting, when embedded within a participatory and reflective framework, may function as a contextually adaptable strategy for enhancing teachers' perceived quality of work life in multicultural international school settings. Rather

than serving as a prescriptive model, it appears to operate as a flexible interpretive process through which teachers renegotiate the meaning, structure, and relational dimensions of their professional roles.

CONCLUSION

This community service program indicates that job crafting training is a relevant and meaningful approach to addressing challenges in teachers' quality of work-life in an international, multicultural school context. As outlined in the introduction, teachers at Sekolah Indonesia Johor Bahru (SIJB) encounter complex demands involving instructional responsibilities, administrative workload, and emotional regulation. The results suggest that these challenges can be navigated constructively through a participatory, context-sensitive process that encourages teachers to actively reflect on and reshape their work experiences.

Rather than focusing solely on technical teaching competencies, the intervention supported changes in teachers' professional perspectives, sense of work meaning, and patterns of interpersonal engagement. Through job crafting, teachers were able to reinterpret their roles, strengthen collaborative relationships, and approach job demands with greater awareness and flexibility. These changes contributed to enhanced professional well-being and a more meaningful work experience, which align with the program's initial objectives.

From a practical standpoint, this program offers an applicable model for supporting teacher well-being in similar international or cross-cultural educational settings. Integrating job crafting principles into ongoing professional development initiatives may help schools cultivate reflective, adaptive, and supportive teaching communities. Future program development could include longer implementation periods, structured follow-up activities, and greater involvement of school leadership to reinforce organizational alignment.

In terms of future research and application, further studies may examine the sustained influence of job crafting practices on teachers' professional experiences and school climate using longitudinal or mixed-method approaches. Expanding the scope of participants and settings may also provide richer insight into how job crafting can be adapted across diverse educational contexts. Overall, this program underscores the importance of teacher agency and reflective practice as key elements in promoting sustainable quality of work life in education.

ACKNOWLEDGEMENT

The author would like to express sincere gratitude to the Headmaster of Sekolah Indonesia Johor Bahru (SIJB), the school administrators, and the teachers who participated in this program. Special appreciation is extended to the Faculty of Psychology, State University of Surabaya, for its academic support throughout this community service activity. The author also thanks the Dean of the Faculty of Psychology and LPPM (Institute for Research and Community Service) of the State University of Surabaya for their valuable contributions to this project. A heartfelt thank you goes to the implementing team for their dedication and commitment to advancing the Tri Dharma of higher education, particularly in community service. It is hoped that the results of this program will significantly benefit the well-being and professional development of the teachers at SIJB, as well as contribute positively to the broader educational community.

REFERENCES

- Abu, C. (2024). Spatial analysis of socio-demographic characteristics and stress management among female teachers in public schools in rivers state: an intervention study. *JOHASAM*, 8(1). <https://doi.org/10.4314/johasam.v8i1.6>
- Akram, M., et al. (2024). Policy perspective of special education teachers regarding quality of work life. *Journal of Policy Research*, 10(2), 658–665. <https://doi.org/10.61506/02.00282>
- AlBelusi, B. A. (2024). Impact of job satisfaction in quality of work life of academic staff in Gulf. *Pakistan Journal of Life and Social Sciences*, 22(2). <https://doi.org/10.57239/pjlss-2024-22.2.001235>
- Bakker, A., & Demerouti, E. (2017). Job Demands–Resources Theory: Taking Stock and Looking Forward. *Journal of Occupational Health Psychology*, 22, 273–285. <https://doi.org/10.1037/ocp0000056>.
- Bardach, L., Huang, Y., Richter, E., Klassen, R., Kleickmann, T., & Richter, D. (2023). Revisiting effects of cognitive and non-cognitive teacher characteristics on stress: a virtual reality study. <https://doi.org/10.31219/osf.io/pe9sv>
- Bhatia, P. (2024). Organizational commitment, work-life balance and teachers' effectiveness in school teachers. *Journal of Informatics Education and Research*, 4(2). <https://doi.org/10.52783/jier.v4i2.869>
- Botha, M. (2024). *Navigating teacher well-being in globalized education: Challenges and recommendations*. <https://doi.org/10.34190/icer.1.1.2779>
- Dağtaş, A., Zaimoğlu, S., & Toköz, F. (2024). EXPLORING THE LANDSCAPE OF JOB CRAFTING IN TEACHER EDUCATION: A SYSTEMATIC REVIEW. *Advanced Education*. <https://doi.org/10.20535/2410-8286.313936>.
- Dağtaş, S., Yıldız, A., & Yıldız, M. (2023). The effect of job crafting on teachers' motivation and instructional practices: A mixed-method study. *Educational Research and Reviews*, 18(5), 123–135. <https://doi.org/10.5897/ERR2023.4201>
- Elliott, A., Reddy, L., Lekwa, A., & Fingerhut, J. (2023). Teacher stress and supports, classroom practices and student outcomes in high-poverty urban elementary schools. *Psychology in the Schools*, 61(1), 29-42. <https://doi.org/10.1002/pits.23023>
- Gaafar, A. M., et al. (2024). Quality of work life and its role in developing the performance of school physical education teachers in the Sultanate of Oman. *Egyptian Journal of Educational Sciences*, 4(1), 13–30. <https://doi.org/10.21608/ejes.2024.380384>
- Harrison, M., et al. (2023). Satisfied teachers are good teachers: The association between teacher job satisfaction and instructional quality. *British Educational Research Journal*. <https://doi.org/10.1002/berj.3851>
- Herman, K., Hickmon-Rosa, J., & Reinke, W. (2017). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 20(2), 90–100. <https://doi.org/10.1177/1098300717732066>
- Huo, M. (2025). Untangling teacher burnout: a network analysis of demands, resources, and out-of-field teaching challenges in rural China. *Frontiers in Public Health*, 13. <https://doi.org/10.3389/fpubh.2025.1633952>.

- Ibrahim, M., et al. (2023). The nexus between quality of work life and organizational commitment: The mediating role of supportive leadership. *Global Economics Review*, VIII(II), 84–99. [https://doi.org/10.31703/ger.2023\(viii-ii\).07](https://doi.org/10.31703/ger.2023(viii-ii).07)
- Johannesson, P. (2025). Participatory action research in education: Engaging students and teachers in school transformation. *Educational Action Research*, 33(1), 45–62. <https://doi.org/10.1080/09650792.2024.1871234>
- Jusoh, R., & Zheng, Z. (2025). Personnel management strategies and welfare policies for enhancing teachers' work-life balance and well-being. *Interciencia*. <https://doi.org/10.59671/qxjhe>
- Lao, H., & Espiritu, M. (2025). Navigating Challenges: Education Management Strategies of Filipino Foreign Teachers in Taiwan Classrooms. *Psychology and Education: A Multidisciplinary Journal*. <https://doi.org/10.70838/pemj.350807>.
- Lucero, E. M. Y., et al. (2025). La sobrecarga administrativa y su efecto en la práctica docente de educación general básica. *Boletín Científico Ideas y Voces*, 5(3). <https://doi.org/10.60100/bciv.v5i3.237>
- Marquez, A. (2023). Moderating effect of social support to self-efficacy and stress management strategies toward teachers' resiliency. *International Journal of Research Publications*, 131(1). <https://doi.org/10.47119/ijrp1001311820235377>
- Sokal, L., et al. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, 1, 100016. <https://doi.org/10.1016/j.ijedro.2020.100016>
- Sokal, L., Trudel, L. G. E., & Babb, J. (2020). Supporting teachers in times of change: The job demands-resources model and teacher burnout during the pandemic. *International Journal of Contemporary Education*, 3(2), 67–74. <https://doi.org/10.11114/ijce.v3i2.4931>
- Tang, X. (2020). Evaluation of the quality of work life of college teachers. In *Advances in social science, education and humanities research* (pp. 485–491). https://doi.org/10.1007/978-981-15-3588-8_57
- Tims, M., & Bakker, A. B. (2010). Job crafting: Towards a new model of individual job redesign. *SA Journal of Industrial Psychology*, 36(2), 1-9.
- Tok, T. N., Yıldırım, A., & Karaman, G. (2024). Participatory action research as a tool for teacher professional development in post-pandemic education. *Journal of Teacher Education and Educators*, 13(1), 89–108. <https://doi.org/10.5281/zenodo.10567890>
- Van Wingerden, J., Bakker, A., & Derks, D. (2017). The longitudinal impact of a job crafting intervention. *European Journal of Work and Organizational Psychology*, 26, 107 - 119. <https://doi.org/10.1080/1359432x.2016.1224233>.
- Wang, J. (2025). Triple-A transnational education (TNE): addressing intercultural challenges. *Frontiers in Communication*. <https://doi.org/10.3389/fcomm.2025.1568138>.
- Zengilowski, A., Maqbool, I., Deka, S., Niebaum, J., Placido, D., Katz, B., Shah, P., & Munakata, Y. (2023). Overemphasizing individual differences and overlooking systemic factors reinforces educational inequality. *NPJ Science of Learning*, 8. <https://doi.org/10.1038/s41539-023-00164-z>.

Zhang, F., & Parker, S. K. (2018). Reorienting job crafting research: A hierarchical structure of job crafting concepts and integrative review. *Journal of Organizational Behavior*, 40(2), 126–146. <https://doi.org/10.1002/job.2332>

Copyright holder :

©The Author(s), 2026

First publication right :

Room of Civil Society Development

This article is licensed under:

CC-BY-SA