IMPACT OF HIGH-PERFORMANCE WORK SYSTEMS AND PERCEIVED ORGANIZATIONAL SUPPORT ON WORK ENGAGEMENT: THE ROLE OF JOB CRAFTING, PSYCHOLOGICAL EMPOWERMENT, AND LEADER HUMILITY

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ABSTRACT

The aim of this study is to investigate the relationship between high-performance work systems (HPWS) and perceived organizational support (POS) and employee work engagement. Specifically, the mediating role of job crafting and the moderating effects of leader humility and psychological empowerment were highlighted. Data from the teaching staff of different HEIs was gathered using questionnaires as part of a quantitative research design. The links between HPWS, POS, job crafting, psychological empowerment, leader humility, and work engagement will be analyzed using structural equation modeling (SEM). Through the mediating impacts of job crafting and moderating effects of psychological empowerment, the study's results were anticipated to demonstrate the direct and indirect benefits of HPWS and POS on employee work engagement. Furthermore, the research might pinpoint aspects of POS and HPWS that significantly affect employee engagement. By carefully examining how organizational elements like POS and HPWS and individual-level variables like job designing, and psychological empowerment, interact to influence employee work engagement, this study contributes to the body of literature. HEIs trying to increase employee job engagement through leadership development programs and strategic HR practices may find the study's findings to be helpful.
Keywords: High-Performance Work Systems, Perceived Organizational Support, Job Crafting, Psychological Empowerment, Leader Humility, Work Engagement

1. INTRODUCTION

Work engagement, as an innovative concept, emerges as a pivotal determinant influencing job performance. In accordance to (Samul, 2024) work engagement entails "the harnessing of organization members' selves to their work roles." The education sector in Pakistan faces multifaceted challenges, including resource constraints, curriculum reforms, and socio-political dynamics. Within this context, secondary school teachers play an important role in shaping the learning experiences and outcomes of students. Considering the intimate connection between work commitment in education (Chang et al., 2024), the investigation into the specific factors influencing teachers' work

engagement assumes paramount significance for the enhancement of educational quality.

The primary components of teachers' work engagement are their innate motivation and commitment to engaging in educational activities. Individual and environmental traits are the main subjects of the majority of research on the variables influencing teachers' work engagement (Khasawneh, 2024). However, the effectiveness and engagement of teachers are significantly influenced by various organizational and leadership factors. Pakistan's education system operates in a complex environment characterized by diverse socio-economic backgrounds, cultural values, and regional disparities (AL-Kubaisi et al., 2024). Despite efforts to improve access to education, disparities in resource allocation, infrastructure, and teacher quality persist, particularly at the secondary level.

In Pakistan, academics have shown a growing interest in teachers' work involvement regarding quality education during the last 20 years (Hameed et al., 2024). In previous studies, the majority of studies on the variables influencing teachers' work engagement concentrate on personal and contextual traits were their gender, the stage at which students are in their education, and the courses they teach (Yunsong Wang et al., 2024). Furthermore, there was a particular relationship between teachers' professional engagement and their level of pleasure and mental health (Chen & Tang, 2024). Academics at HEIs face numerous challenges, including heavy workloads (Shi & Deocampo, 2024), limited professional development opportunities (Merlin-Knoblich et al., 2024), bureaucratic hurdles, and insufficient support systems (Ali et al., 2024). High-Performance Work Systems (HPWS) strive to improve organizational performance through skill development, employee involvement, and performance-based rewards (Khan, 2024). Within the field of education, HPWS interventions center around the alignment of teacher goals with organizational objectives, the provision of ongoing feedback, and the cultivation of a collaborative and innovative culture (Khan, 2024; Radha & Aithal, 2024).

POS encompasses administrative support, collegial relationships, access to resources, and recognition of teacher efforts. Studies suggest that positive insights of organizational support are associated with job satisfaction at a high level, commitment, and performance between teachers (Mukandara & Dominic, 2024). The proactive and self-directed practice known as "job crafting" refers to how people adjust their work responsibilities, relationships, and roles to better suit their values, interests, and strengths (Sukirno et al., 2024). When teaching in a HEIs, job crafting can entail looking for professional development opportunities, restoring lesson ideas, connecting with peers, and taking part in extracurricular activities (Zamiri & Esmaeili, 2024). Individuals' views of control, competence, meaningfulness, and impact in the job are reflected in psychological empowerment (Abubakar & Sanda, 2024). Psychological empowerment in education is giving teachers decision-making autonomy, chances to grow as professionals, explicit performance standards, and ways to receive feedback (Hsieh et al., 2024). However, Pakistani HEIs bureaucratic and hierarchical structures may impede teacher empowerment, calling for structural changes as well as leadership initiatives to support accountability and autonomy (Ahmed, 2024).

Leaders that humble are prepared to own up to their shortcomings, take advice from others, and put the good of the group ahead of their own interests (Dimonye, 2024; Modise). It is, thus, necessary to identify ways for teachers in HEIs of Pakistan, how they can enhance work engagement concerning such a challenging background. The higher education commission needs to take proactive steps towards incorporating employee voice as a regular part of policymaking so that employees have room for collaboration and contribution in achieving work satisfaction, benefiting individual performance and organizational effectiveness. By covering these reasons that impact teacher engagement, this study aims to assist in improving the educational results in Pakistan and fostering the well-being of teachers throughout their profession (Feng & Liu, 2024).

2 LITERATURE REVIEW
2.1 Theoretical Foundation
2.1.1 Self-Determination Theory (SDT)
A well-known theory in the field of organizational psychology is the Self-Determination Theory (SDT) which highlights how psychological need satisfaction and intrinsic motivation affect behavior and performance at work (Nunes et al.,

2024). According to SDT, autonomy means experiencing volition and being in agreement with oneself. It is the sense of being responsible for your actions and decisions, knowing you have options and freedom to choose (Hendijani, 2024). Autonomy in the HEI context is shown when teachers are allowed to choose their curriculum and instructional methods based on their experiences and beliefs (Dieudé & Prøitz, 2024). In SDT, competence is the sense that an individual has confidence and efficacy to thrive at a given activity or in producing a preferred outcome, believing is one's ability to accomplish tasks and overcome obstacles (Alkorov, 2024). In the educational context, competence refers to how much teachers feel confident in their teaching knowledge, skills, and ability to meet students' learning needs (Nurie Bogale & Wale, 2024).

Relatedness is the subjective experience of support, camaraderie, and social connectedness in human settings (Hölscher et al., 2024). It involves feeling looked after, heard, and cared for by others. In education, relatedness pertains to quality interactions between educators, learners, administrators, and colleagues (Uy et al., 2024). Intrinsic motivation refers to engaging in activities based on interests, self-fulfillment, or enjoyment, striving towards goals for reasons like curiosity and challenge, rather than external pressures (Bandhu et al., 2024). Autonomy, competence, and relatedness develop when individuals follow activities that line up with their values, benefits, and aspirations. True passion for teaching and learning is reflected in teachers' intrinsic motivation, which significantly shapes their professional work engagement (Lechler & Huemann, 2024).

2.2 Operationalization of Constructs
2.2.1 High-Performance Work Systems (HPWS)
The HPWS first emerged (SHRM) and this mean strategic human resource management. Industries throughout the world implemented work systems in the 1980s to increase worker productivity (Choudhary & Kunte, 2023). The requirement for high-commitment human resource management strategies was explained by numerous research conducted during this time. For increased organizational performance, these procedures work in tandem with the organization's plan (Khan & Faisal, 2023). HPWS is described as "a

comprehensive set of HR procedures that are aligned with organizational strategy and internally consistent with each other as well as among HR practices (Karthik & Devi, 2023).

2.2.2 Perceived Organizational Support (POS)
"Global beliefs about the extent to which the organization cares about their well-being and values their contributions" is the definition of POS (Huntington et al., 1986; Rahmawati et al., 2024). Strong perceived organizational support is generally associated with high levels of employee connection and loyalty (Eisenberger et al., 1990; Lahbar et al., 2024). More than 70 studies were reviewed by (Mishra & Nandagopal, 1990) and (Crites, 2024), who identified the factors that preceded positive organizational outcomes (POS), including equitable organizational procedures, supervisor support, desired rewards, work conditions, and outcomes that increased affective commitment to the organization, enhanced performance, and decreased intentions to leave. Different aspects of individual care would influence how the individual felt about the support from the organization, which would then influence the individual's expectations about the reasons for that care (de Vries et al., 2024). As a result, POS is crucial to the employee-employer relationship and has a significant impact on improving employees' well-being and positive orientation toward the company (Pham et al., 2024).

2.2.3 Job Crafting (JC)
Employees can redesign and tailor their job roles to better fit their personal goals, preferences, and strengths by using a proactive and self-initiated process called "job crafting," which has its roots in the larger field of organizational psychology (Lin & Meng, 2024). Through increased control over their work environment, individuals can ultimately shape their professional experiences and improve their general well-being (Yaacob et al., 2024). To better fit their own teaching styles, educators can alter their lesson plans, curricular designs, and classroom management strategies (Oruç, 2024). By doing this, teachers may design a learning environment that plays to their interests and talents, empowering students to feel competent and independent (Rasyidi & Al Idrus, 2024). According to Alonso et al. (2019), these interpersonal ties can improve emotional health, a

logic of support and affiliation in the educational community, and job satisfaction (Yip & Saito, 2024).

2.2.4 Psychological Empowerment (PE)

Psychological Empowerment reflects employees' conviction in their capacity to impact work outcomes and make a meaningful impact (Al Otaibi et al., 2023). A mental state with a logic of self-control, ability, and acceptance is known as PE. Therefore, PE is viewed as a multifaceted idea that reflects the various levels of perceived capability (Lim et al., 2024). It is conceived as a psychological integration of conceptions of personal control, a constructive strategy for people's lives, and a better analysis of the cultural surroundings (González-Grandón et al., 2024). Psychologically empowered workers believe they are capable and can mold their work environment and employment in a way that encourages innovative work practices (Huu, 2023).

2.2.5 Employee Work Engagement (EWE)

Nowadays, A significant number of research on work engagement has been conducted over the past 20 years (Prastyani et al., 2024), as maintaining and increasing employee work engagement is now essential for many organizations (Davis et al., 2024). According to (Chen et al., 2024) work engagement of employees is a crucial notion in occupational and industrial psychology, characterizing the emotional condition that supports elevated levels of motivation in the workplace. (Tomé et al., 2024), however, described work involvement as when people use their bodies, minds, and emotions to express themselves while playing roles. After reviewing 37 studies, (Hareem et al., 2024) found that 29 of them, employed the phrase "employee work engagement" in their study construct rather than alternative terms like "employee engagement," "job engagement," or "role engagement." Four factors were outlined by (Nagar et al., 2024) as to why engaged people outperform disengaged ones in terms of performance. More engaged workers may mobilize their professional and personal resources more effectively, which encourages continued involvement (Jokisaari et al., 2024). The researcher feels that even though employee work engagement has been the topic of frequent experimental studies, the idea should still be expanded upon because it is infused with favorable psychological elements, wherein workers show greater attachment and loyalty, leading to individual workers taking on extra roles that could foster creativity (Amin et al., 2024).

2.3 Hypothesis development
2.3.1 High-Performance Work Systems and Job Crafting

High-Performance Work Systems (HPWS) and Job Crafting are both critical for organizational effectiveness (Khan, 2024). HPWS, through practices like selective hiring, extensive training, and participative decision-making, creates an empowering work environment (Khalid & Boraji, 2024). This environment can inspire employees to occupy Job Crafting, where they proactively adjust the job roles to better uniform their strengths and interests (Yangxin Wang et al., 2024).

H1: High-Performance Work Systems positively influence the extent of Job Crafting among employees.

2.3.2 Perceived organizational support and Job Crafting

The concept of POS describes how many employees feel their employer appreciates their well-being and contribution. Employees who engage in "job crafting" voluntarily alter their job designs to better suit their beliefs, interests, and skill sets. Organizational support of a high level is likely to make employees feel more motivated, safe, and respected, which may in turn inspire them to engage in the way of behavior of Job Crafting (Malik & Malik, 2024).

H2: Perceived Organizational Support positively influences the extent of Job Crafting among employees.

2.3.3 High-Performance Work Systems, Job Crafting, and Employee Work Engagement

The synergy between HPWS, job crafting, and employee work engagement creates a healthy relationship fostering organizational success (Zahari & Kaliannan, 2023). Job crafting empowers employees to tailor their roles to their strengths personally and passions, enhancing autonomy (Araslı & Ilgen, 2023). When integrated with HPWS principles like comprehensive training and employee development, it amplifies engagement (Araslı & Ilgen, 2023). HPWS offers a structural basis that fosters the success of job crafting (Pandey & Mahesh, 2023). This interconnected bonding between job crafting, HPWS, and work engagement signifies that an organizational culture that encourages individual initiative (Thevanes, 2024) and strategic HR practices not only promotes employee well-being but also promotes a highly involved workforce, that will be lead to increased efficiency and overall victory (Putra et al., 2024).

H3: Job crafting mediates the relationship between High-Performance Work Systems and employee work engagement.

2.3.4 Perceived organizational support, Job Crafting, and Employee Work Engagement

The interaction between job crafting, POS, and employee work engagement underscores a dynamic relationship crucial for workplace flourishing (Pincus, 2023). Job crafting, where employees proactively reshape their roles, is nurtured by a supportive organizational context reflected in high POS (van Zyl et al., 2023).

However, When employees perceive support, they will more engage in job-crafting practices, which will be associated with their tasks and personal strengths (Dos Santos et al., 2023). This, in turn, enhances their work engagement. The synergy between job crafting and POS creates a positive cycle, fostering an environment (Zara et al., 2023) where employees feel empowered to shape their roles positively, ultimately contributing to elevated work engagement and organizational vitality (Bhat et al., 2023).

H4: Job crafting mediates the relationship between Perceived Organizational Support and employee work engagement.

2.3.5 Psychological empowerment moderates the role between Job crafting and Employee Work Engagement

Psychological empowerment influences moderators on job crafting and employee work engagement represents a dynamic infraction that shapes the relationship between these key organizational elements (Kaul et al., 2024). Psychological empowerment, determined by a person's capability, control, and impact on their work, acts as a crucial factor influencing how employees navigate job-crafting initiatives and subsequently engage in their job roles (Rózsa et al., 2023). In this situation, job crafting, which involves employees proactively adjusting aspects of their jobs, becomes more impactful when individuals feel psychologically empowered (Mukherjee & Dhar, 2023). When employees believe in their ability to shape their work environments and experiences, they are likely to approach job crafting with a sense of confidence and efficacy (Park & Park, 2023). This heightened empowerment can, in turn, contribute to increased work engagement, as individuals find greater meaning and satisfaction in roles, they have actively shaped (Kainde & Mandagi, 2023). Moderation of the interactions within this model is indicated by psychological empowerment, which is defined by employees' perceived control, competence, and meaningfulness in their work (van Zyl et al., 2023). When talk about job crafting and, by extension, work engagement, empowered workers might be more receptive to the benefits of HPWS, POS, and leader humility (Marques et al., 2023).

H5: Psychological empowerment moderates the relationship between Job Crafting and employee work engagement.
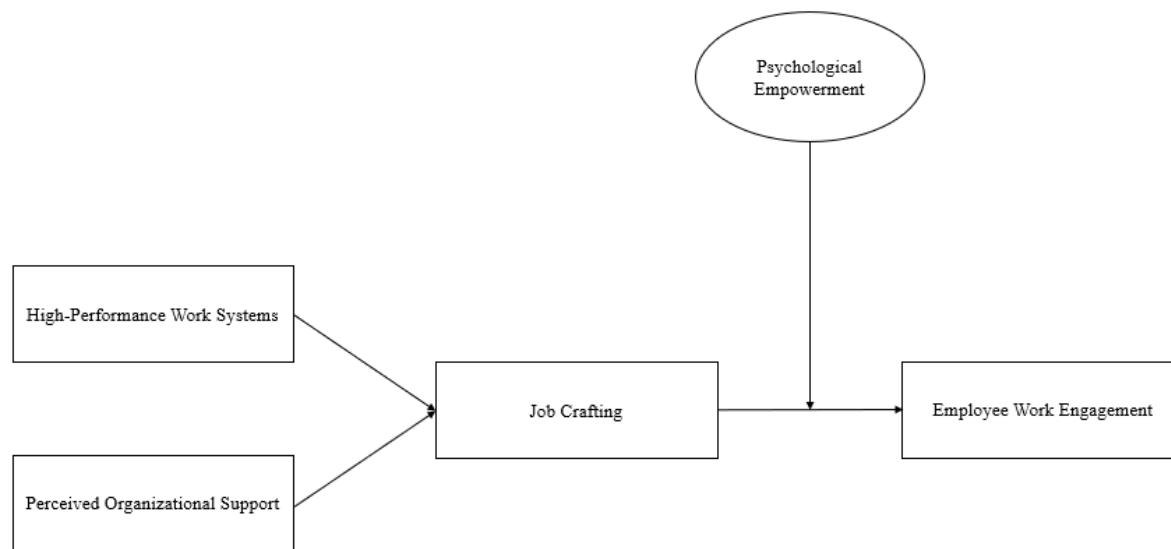
2.4 Theoretical Framework

Figure 1: Proposed Research Model
Source: Author's Proposed

3. METHODOLOGY

3.1 Sample design and data collection

A structured questionnaire was used for data collection, on the base of literature review and study objectives. Since survey methodology is more suitable when the number of potential participants is high (Paul & Anantharaman, 2004). In this study, all the scales were adopted from previous research. The questionnaire included closed-ended questions on a 5-point Likert scale. 16 items related to High-Performance Work Systems were adopted from (Kroon et al., 2013), 18 items related to Perceived Organizational Support were adopted from (Mushtaq & Mehmood, 2023) and 15 items related to job crafting were adopted by (Tims et al., 2012) (Mushtaq & Mehmood, 2023). The Phycological Empowerment scale with 12 items, utilized in this study was the scale of (Spreitzer, 1995). The scale of employee work engagement's 17 items will be adopted from (Schaufeli et al., 2006).

3.2 Population of the Study and Sampling Technique

According to McClendon (2004), the study's population is the total number of probable or fundamentals that are included in the analysis. It is the total of all units that have a possibility of being the portion of the sample that is being studied (Bryman et al., 2003). Teaching staff of Higher Educational Institutes in Pakistan was the target audience for the proposed study. According to Sekaran and Bougie (2016), researchers can decide the size of the sample based on the population, if the target audience is more than 100,000, the sample size will be 384 respondents. For this research, 400 samples were collected from the target audience of HEIs. After that, 384 samples were used, and the remaining 16 were rejected due

to missing values. Partial Least Square - Structured Equation Modeling (PLS-SEM) was used to evaluate the data. When the purpose of applying structural modeling is to explain and predict variables, then PLS-SEM is a valuable and helpful tool (Sarstedt et al., 2017).

4. Empirical Findings

The results of different statistical analyses of current research study are included in this chapter. Which contain the findings from descriptive statistics, regression analysis, correlation analysis, frequency distribution, moderation analysis, and mediation. Smart PLS-SEM and SPSS were used to perform these analysis.

4.1 Scale Validity

Scale validity alludes to the level at which the quantification process is systematic and randomly free of errors.

Two types of validity are there which include:

- Convergent Validity
- Discriminant Validity

4.1.1 Convergent Validity

In the current study for assessing the measurement model, the data validity and reliability set were confirmed. The validity of the measurements is shown in analysis result. The variable on that factor the factor loading shows the variance explained. Convergent validity was also evaluated using average variance extract (AVE) and composite reliability. The AVE threshold is 0.500, as Table 1 illustrates. Every item's AVE value fell between 0.503 and 0.740%, which is larger than the cutoff number. As a result, there is enough convergent validity in the current study. As a rule of thumb in the SEM approach, 0.7 or higher factor loading represents that the factor excerpts satisfactory variance from that variable. Here for all variables, all related items are loaded on one component with varied factor loadings ranging from 0.500 to 0.900 respectively, as shown in Table. The results outcomes meet the convergent validity requirements. The values of AVE, all the items as shown in the Table were greater than the threshold value in the range of 0.500–0.800. This indicates that the scales used in the current study were fit for this study setting and the scales were reliable in terms of statistical strength. Therefore, the convergent validity is sufficient in current research is shown in Table and Figure 1.

Table 1: Convergent Validity

Variables	Items	Loading	Alpha	CR	AVE
High-performance work system	HPWS8	0.787	0.939	0.948	0.672
	HPWS9	0.828			
	HPWS10	0.812			
	HPWS11	0.817			
	HPWS12	0.756			
	HPWS13	0.858			
	HPWS14	0.882			
	HPWS15	0.827			
	HPWS16	0.802			
Perceived organizational support	POS1	0.737	0.964	0.967	0.625
	POS2	0.776			
	POS3	0.824			
	POS4	0.830			
	POS5	0.872			

	POS6	0.843			
	POS7	0.573			
	POS8	0.872			
	POS9	0.846			
	POS10	0.628			
	POS11	0.817			
	POS12	0.830			
	POS13	0.870			
	POS14	0.773			
	POS15	0.825			
	POS16	0.683			
	POS17	0.790			
	POS18	0.762			
Job crafting	JC1	0.839	0.960	0.964	0.643
	JC2	0.847			
	JC3	0.789			
	JC4	0.792			
	JC5	0.806			
	JC6	0.731			
	JC7	0.843			
	JC8	0.806			
	JC9	0.752			
	JC10	0.801			
	JC11	0.823			
	JC12	0.812			
	JC13	0.799			
	JC14	0.820			
	JC15	0.761			
Psychological empowerment	PE1	0.523	0.906	0.924	0.612
	PE2	0.554			
	PE3	0.821			
	PE4	0.894			
	PE5	0.860			
	PE6	0.884			
	PE7	0.886			
	PE8	0.728			
Employee work engagement	EWE1	0.856	0.907	0.922	0.549
	EWE3	0.879			
	EWE4	0.859			
	EWE5	0.607			
	EWE6	0.553			
	EWE7	0.606			
	EWE16	0.696			
	EWE17	0.682			
	EWE18	0.723			

Source: Author calculated by using Smart PLS

Figure 2: Measurement Model Assessment
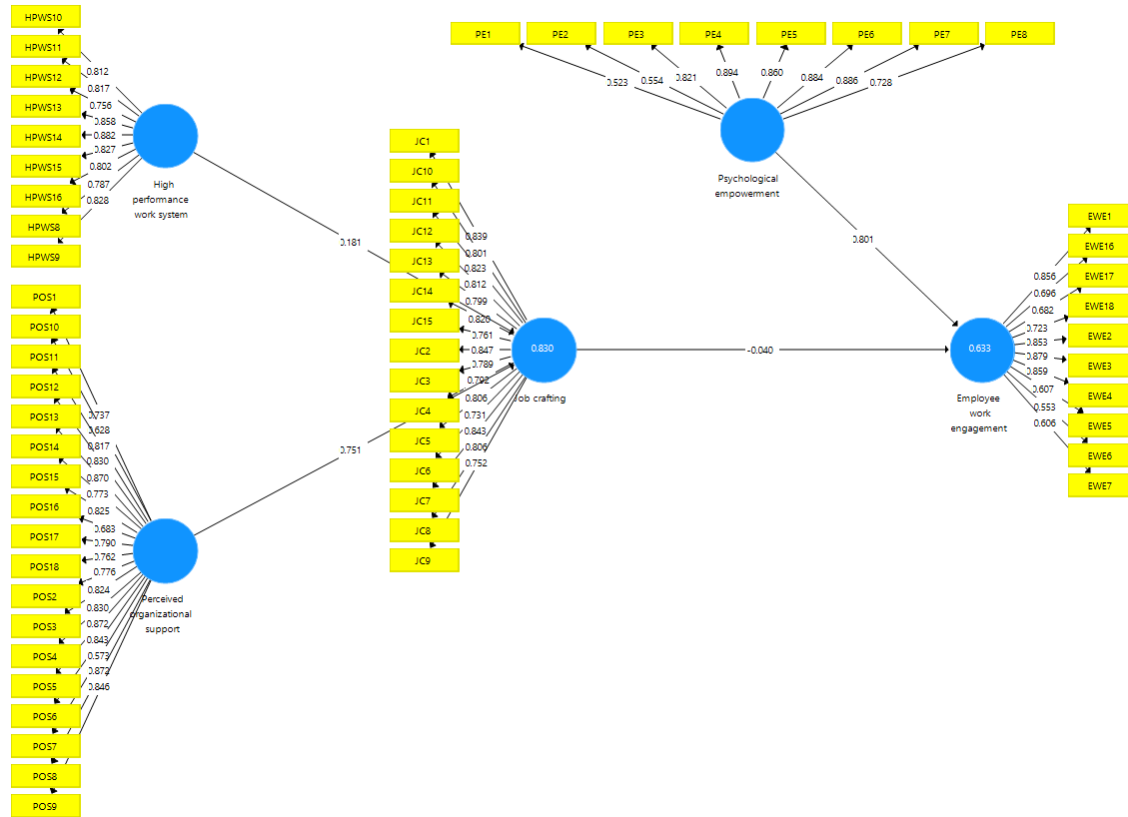
Source: Author designed by using Smart PLS

4.1.2 Discriminant Validity

Discriminant Validity establishes that the variable's outcome value should not be related to any other correlation values. They must be independent constructs, should not be related must be ensured, and with a distinct identity. To maintain the construct validity discriminant validity must be ensured. Table 2 exhibits the Farnell-Lackers criterion for testing the reliability and discriminant validity of variables. The diagonal values, which are the square roots of the AVE, are all above the threshold of 0.7, indicating good reliability for each construct. These values suggest that the constructs have a high level of internal consistency and are well-measured by their respective items.

Table 2: Farnell Lackers

Variables	EWE	HPWS	JC	POS	PE
Employee work engagement	0.741				
High-performance work system	0.138	0.820			
Job crafting	0.092	0.823	0.982		
Perceived organizational support	0.105	0.804	0.906	0.790	
Psychological empowerment	0.715	0.206	0.165	0.180	0.782

Source: Author calculated by using Smart PLS

The heterotrait-monotrait (HTMT) ratio, an approach was introduced by (Henseler et al., 2015) new criterion for evaluating the discriminant validity of variance-based structural equation modeling (SEM). HTMT threshold limit ratio is Less than 0.90. A discernment validity problem arises if the value exceeds the threshold value. In the table 3, HTMT ratios for the first-order construct are displayed, and each number is below the HTMT ratio threshold, proving the discriminant validity of the constructs.

Table 3: Heterotrait-Monotrait (HTMT) Ratio

Variables	EWE	HPWS	JC	POS	PE
Employee work engagement					
High-performance work system	0.188				
Job crafting	0.161	0.864			
Perceived organizational support	0.172	0.892	0.835		
Psychological empowerment	0.799	0.238	0.202	0.214	

Source: Author calculated by using Smart PLS

4.2 Structural Model Assessment

The relationship between independent variable and dependent variable which was hypothesized by the researcher, regression analysis was used to examine. Based on the values of the independent variables, this analysis makes predictions about the dependent variable. The dependency of one variable on the other variable also assists in making decisions. Using linear regression analysis in this section as the first step involves the data to test a hypothesis. In the second stage, Smart PLS-SEM using, mediation and moderation analysis was measured.

Table 4: Hypothesis testing

Hypothesis	Relationship	Beta value	STDEV	T Statistics	P Values	LL	UL	Remarks
H1	High-performance work system -> Job crafting	0.181	0.054	3.325	0.000	0.083	0.265	Accepted
H2	Perceived organizational support -> Job crafting	0.752	0.051	14.865	0.000	0.672	0.838	Accepted
H3	High-performance work system -> Job crafting -> Employee work engagement	0.511	0.006	1.872	0.031	0.021	0.002	Accepted
H4	Perceived organizational support -> Job crafting -> Employee work engagement	0.545	0.020	2.328	0.010	0.074	0.010	Accepted
H5	Job crafting * Psychological empowerment -> Employee work engagement	0.601	0.020	5.054	0.000	0.135	0.067	Accepted

Source: Author calculated by using Smart PLS

The direct effects in Table 4 and Figure 3 provide the relationships between constructs, showing path coefficients (Beta), standard deviations (SD), p-values, and confidence intervals (LL and UL). P value of all the relationships is less than 0.05 which shows that all the relationships are significant and all the hypotheses are accepted. Table 4 and Figure 3 show the results of hypotheses testing for indirect

relationships, using job crafting as a mediator between high-performance work systems (HPWS) and perceived organizational support (POS) on employee work engagement (EWE). The confidence intervals suggest that this indirect effect is significantly different from zero. Therefore, H3 and H4 are supported, indicating that HPWS and POS positively influence EWE through JC. For H5,

the p-value of 0.000 indicates that this relationship is statistically significant. The confidence interval (CI) ranges from 0.135 to 0.067, which does not include zero, confirming the significance. Hence, H5 is accepted, indicating that psychological empowerment significantly moderates the relationship between job crafting and EWE.
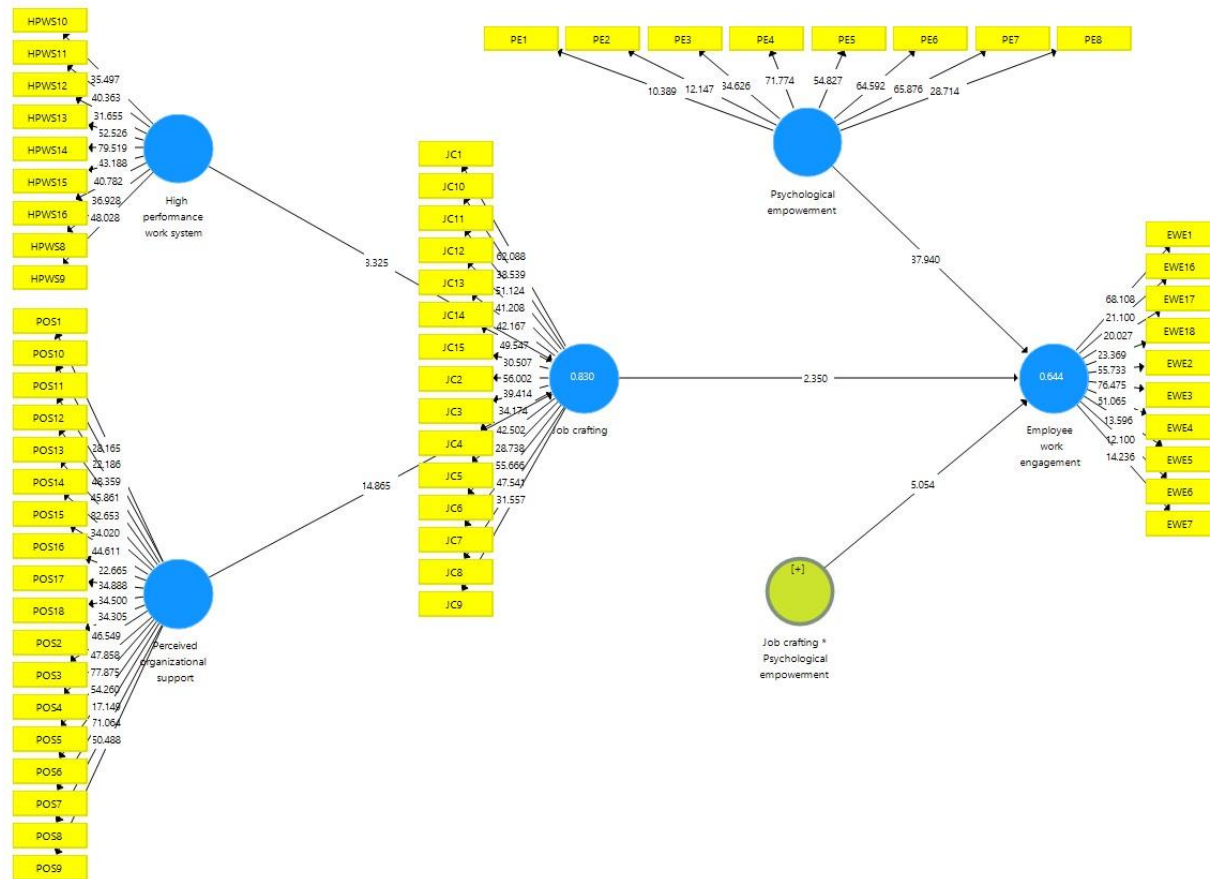

Figure 3: Structural model assessment

Source: Author designed by using Smart PLS

5. DISCUSSION AND IMPLICATIONS
5.1 Discussion
This study extended the literature by exploring the relationships between High-Performance Work Systems (HPWS), Perceived Organizational Support (POS), Job Crafting, Psychological Empowerment, and Employee Work Engagement within the context of the education sector in Pakistan. Overall, the results show an important

constructive relationship between HPWS and Job Crafting, indicating that when organizations focus on enhancing employee capabilities and aligning them with organizational goals, employees engage more in Job Crafting behaviors. It goes in support of our hypothesis that HPWS has a direct positive effect on Job Crafting. In addition, Perceived Organizational Support (POS) significantly influences Job Crafting. This goes in line with

employees reducing their job responsibilities to increase support from the company, which can help them further enhance happiness and well-being. This finding is also supported by previous findings, such as that of Malik (2024), whereby workers are more likely to take initiative, especially when they feel like their efforts were credited and encouraged. The mediation effect also shows that Job Crafting mediates the relationship between Employee Work Engagement and POS, HPWS. This suggests that while organizational policies and support are associated with higher engagement, proactive defining of job duties by individuals is important to its maintenance. Our findings highlight the importance of fostering an organizational climate that motivates employees to self-initiate job crafting. The findings also suggest that the strength of Job Crafting and Employee Work Engagement is largely inluenced by Psychological Empowerment. Empowered employees might feel better about themselves and become more engaged in other ways (i.e., through Job Crafting), but eventually, they need to sort of be valued externally, as well. The findings of the study shed additional light on the complex nature of employee involvement exercised in an underdeveloped country, such as Pakistan's education industry. The results demonstrate that organizational strategies to increase job autonomy and support effectively promote work engagement by stimulating Job Crafting at the individual level of analysis. This has significant implications for policymakers and the allocation of resources within educational communities among teachers and learners.

5.2 Theoretical Implications

This study has contributed to the literature in multiple ways. The Job Crafting results indicate a key process through which organizational practices impact engagement, suggesting an extension of SDT. To encourage intrinsic motivation, SDT highlights the importance of autonomy, competence, and relatedness. In this respect, it can be assumed that Job Crafting sets out to facilitate such psychological demands in the workplace (Irfan et al., 2023). This study also contributed to the relationship between Job Crafting and High-Performance Work Systems (HPWS). The findings of earlier research show a positive relationship between HPWS and better organizational performance; however, this study contributed to

understanding how Human Resource (HR) systems push workers towards stepping up or encouraging them to actively impact their work, which, in turn, boosts engagement. The study contributed to the literature on POS, by establishing a positive relationship between Job Crafting and POS. This means that POS fosters an improved work environment by encouraging employees to engage in specific behaviors designed for a higher quality work experience, as demonstrated before (Sinha & Laghate, 2023).

Psychological Empowerment was found to be a moderator in the relationship between Job Crafting and Employee Work Engagement (Wilson, 2018). From the results, Job Crafting positively relates to work engagement, but when mediated by empowerment, it becomes more effective, particularly among empowered workers. The results highlighted that psychological empowerment significantly enhances the extent of Job Crafting's impact.

5.3 Practical Implications

This study has practical implications for organizations, especially in the education sector. The results indicated that the implementation of High-Performance Work Systems (HPWS) can enhance employee engagement. Employers need to invest in training, offer input into decision-making, and align self-interests with company goals. This approach gets the best from an organization and empowers workers to take responsibility for their actions, a method that helps increase levels of engagement. Moreover, the research highlighted that Perceived Organizational Support (POS) is of utmost importance and can operate as a motivational factor in engaging employees to practice job crafting. Educational administrators should seek to develop a support-oriented environment where employees are respected and valued. This can be done via regular feedback, opportunities for professional growth, and recognition of staff efforts. Better POS encourages employees to go above and beyond in their jobs, increasing engagement (Nargotra & Sarangal, 2023). Third, the findings point to psychological empowerment as a critical component that makes job crafting effective. Employers should empower staff members by giving them the freedom, resources, and adaptability to define their responsibilities. This can be accomplished by using

leadership techniques that encourage teamwork and trust among coworkers, provide opportunities for skill development, and encourage employee involvement. Employee engagement and corporate success are positively correlated with empowerment (Alagarsamy et al., 2023).

5.4 Future Directions and Limitations

While this research offers insights into the factors influencing employee engagement, several areas need further exploration. An immediate next step is to examine how cultural factors moderate the relationships identified in this study. Since the data were collected in Pakistan, it would be useful to see whether the model holds across different cultural contexts, as cultural variations might impact the relationships between HPWS, POS, Job Crafting, and Employee Engagement. Second, future research could investigate the long-term effects of HPWS and POS on employee engagement. This study provides cross-sectional data, but longitudinal studies are needed to better understand how these factors influence engagement over time. Additionally, such studies could explore whether engaged employees are more likely to engage in job-crafting behaviors. If the research's conclusions can be applied to other industries, it would be beneficial to broaden its scope outside the education sector. Additional organizational characteristics, such as culture or leadership style, and their impact on job crafting and employee engagement may also be the subject of future research. However, more research is needed to explore the grey areas of job crafting. Job crafting provides a sense of control over your work, but as with everything, if taken too far, it can put you at odds with organizational goals or increase stress and role ambiguity. Reflecting on these potential drawbacks could give us a more objective view of whether it truly benefits worker performance and well-being.

5.5 Conclusion

This research has significantly contributed to the HEI sector, especially in a developing nation like Pakistan, by exploring the factors that direct employee engagement. The study examined the effects of High-Performance Work Systems (HPWS), Perceived Organizational Support (POS), and Job Crafting on employee engagement. It also identified Psychological Empowerment as a

moderator in this relationship, showing that Job Crafting efforts yield greater benefits when employees are empowered. The research expanded the literature on Self Determination theory by exploring how HPWS, POS, and Psychological Empowerment contribute to employee engagement, while also highlighting their combined moderative effect. Practically, the educational sector would benefit from adopting practices that empower employees and encourage proactive behaviors like Job Crafting. This approach fosters a more connected, engaged, and productive workforce, leading to improved organizational performance and better educational outcomes. In conclusion, creating a supportive and enabling work environment is crucial for enhancing teacher performance, improving student outcomes, and raising the overall quality of education in Pakistan.

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