

Teacher Well-Being as a Foundation for Performance: Linking Psychological Health to Educational Outcomes

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ABSTRACT

This research investigated the correlation between psychological well-being and professional performance in teachers employed in public and private schools. Psychological well-being, which comprises feelings of happiness, contentment and the ability to manage pressure, is one of the most important predictors of employee performance in the workplace. 200 teachers from Chak Jano Chalan village and Gujarat city participated in this study with a cross-sectional research design. Standardized questionnaires assessed mental well-being and work performance, while minimal demographic information was acquired. There was a significant positive correlation between psychological well-being and work performance indicated in the results. There was a difference according to gender, type of school, residence, education and socioeconomic status. Research highlights the importance of promoting psychological well-being to help teachers' performance as well as job satisfaction in workplaces.

Keywords: *psychological well-being, job performance, workplace satisfaction, gender differences.*

INTRODUCTION

In recent years, rapid advancements in technology and the economy have had a significant impact on employee work processes. While these changes have created opportunities for advancement and learning, they have also created challenges such as increased task complexity and elevated stress (Autor, 2015; World Economic Forum, 2020). To investigate this phenomenon, work psychologists are studying changes in work, which emphasizes how employees can influence their work settings to make them more meaningful and less stressful as a flexible strategy called job crafting (Tims & Bakker, 2010; Wrzesniewski & Dutton, 2001).

Psychological Well-being and Its Importance

Psychological well-being is defined as how people feel about themselves and their ability to cope with their environment despite the experience of negative emotions (e.g., stress, sadness) (Diener et al., 2018). Psychological well-being involves both positive (e.g., happiness, excitement) and negative (e.g., anxiousness, frustration) feeling states. The research suggests that employees who experience subjective well-being demonstrate better work performance and involvement with their tasks (Ryff & Keyes, 1995).

One important element of psychological well-being is psychological empowerment. Psychological empowerment refers to the degree to which an individual feels that she has power over her work, believes in her capabilities, and is motivated to reach her ambitions (Spreitzer, 1995). Employees who feel empowered are generally innovative, productive, and more satisfied with their jobs (Bandura, 1989; Quiñones et al., 2013). Work engagement is another important component, which refers to the extent to which individuals feel enthusiastic and connected to their work. Engaged employees experience more vigor, dedication, and concentration on their work (Schaufeli & Bakker, 2004).

Affective Well-being: Emotions at Work

Affective well-being is concerned with people's feelings while at work, both positive (such as pride and joy) as well as negative (such as worry or anger) (Diener & Larsen, 1993). Emotions can significantly affect people's job-like feelings as well as job performance. Positive emotions that occur regularly may increase motivation, while regular occurrence of negative emotions may result in burnout as well as stress (Warr, 1990).

Stress from the workplace that's become heightened with globalisation as well as job insecurity, can harm employees' well-being as well as performance (Schaufeli & Taris, 2014). Leaders as well as organisations ought to address these challenges through favourable workplaces as well as the provision of certain interventions that lead to greater mental well-being.

The Role of Workplace Interventions

Research indicates that workplace interventions, such as job crafting, can enhance employees' psychological well-being and job performance. For example, a study showed that teachers who were allowed to shape their jobs to better align with their strengths and interests reported increased feelings of empowerment, engagement, and satisfaction with their work (Moon, 2014). This resulted in better job performance, even under conditions of uncertainty in their work environments.

That is why another study indicated the significance of High Performance Work Systems (TPS) i.e. practices aimed at raising the level of skills of employees, their personal motivation and chances. When employees perceived those practices in a good way, they reported that they felt more psychologically empowered and less prone to negative on-the-job behavior (Moon, 2014). The implications of the above findings to managers and organizations to make their work places healthier and more productive are also critical.

Methodology

This research sought to examine how psychological well-being was related to professional performance of teachers in both the public school system and the private school system. Psychological well-being is the level of satisfaction and happiness that people have in their lives, whereas job performance is their ability to perform their occupational responsibilities.

Sample

In the study, the sample population consisted of 200 teachers (men and women) in Gujrat city and Chak Jano Chalan village. The researchers selected the participants through the use of convenience sampling whereby the researcher selects easily available participants. The teachers are aged between 24-60 years with various education backgrounds including BA, B.Com, BSc, M.A., M.Com, MSc and M.Ed. It was a sample that comprised of married and unmarried people who were employed in both the public and the

private schools. The study did not include teachers of various schools in the Gujrat city as well as Chak Jano Chalan village.

Research Project

The study used a cross-sectional research design, meaning data was collected at one point in time to examine the relationship between psychological well-being and job performance. The goal was to find out whether there was a positive, negative, or no connection between these two factors. Information on the participants' age, sex, education, marital status, family system and place of residence was collected using a standard form. Data was collected from 200 teachers, both from the School and the Government. School and all participants provided informed consent before participating.

Instruments

Data was collected using two tools:

Psychological Well-being Scale: The Psychological Well-being Scale is an 18-item questionnaire measuring individuals' psychological and emotional status regarding their well-being. The scale was developed by Ryff (1989) and consists of six areas of psychological well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Participants responded using a 7-point Likert scale (1 = "Strongly Disagree" to 7 = "Strongly Agree") with greater psychological well-being scores as a result. The scale's reliability, measured by Cronbach's alpha, is typically 0.70 to 0.90 across studies.

Employee Performance Questionnaire: The Employee Performance Questionnaire measures perceived job performance and purpose of job satisfaction through a 20-item self-report. This scale is an adapted measure from Williams and Anderson (1991), and it captures in-role performance and extra-role performance behaviors. It scored survey responses on a 5-point Likert scale (1 = "Strongly Disagree" to 5 = "Strongly Agree"), where greater scores indicate greater perceived job performance and job satisfaction. The reliability coefficient (Cronbach's alpha) is usually above 0.80 across studies.

Procedure

The study was aimed at investigating the relationship between psychological well-being and job performance in publicly and privately school teachers using a cross section survey design. The sample comprised 200 teachers (men and women) in Gujrat city and Chak Jano Chalan village using the convenience sampling method, the sampling method involves selecting the sample using the availability. The teachers were aged between 24 and 60 years with various educational qualifications being represented. Physical teachers in both married and single status were included in the sample both in the public and the private schools. Other teachers, who had taught in other schools were not included in the study.

Teachers were contacted to take part in the study and they signed an informed consent to make sure that they understood the objective of the study and their rights. Two standardized questionnaires and a demographic sheet were then given to them to elicit the information on the age, gender, marital status, qualification and family system of the participants. The researchers helped the participants to comprehend the questions and make sure that all the answers were exhaustive. Once the data was collected, the school authority and the participant were thanked on their cooperation. R Studio was used to analyze the data obtained and test the study hypotheses.

Hypotheses

- Psychological well-being is positively associated with job performance among teachers.
- Work engagement mediates the relationship between psychological well-being and job performance.
- There is a significant difference in psychological well-being and job performance between public and private school teachers.

RESULTS

Table 1 *Demographic Characteristics of the Teachers (N=200)*

Sample Characteristics	<i>f</i>	%
Age		
20-30	60	30
31-40	60	30
41-50	50	25
51-60	30	15
Gender		
Male	100	50
Female	100	50
Education		
Intermediate	60	30
Bachelor	90	45
Masters	50	25
Family Status		
Nuclear	80	35
Single parent	60	30
Extended	70	35
Institute		
Govt	100	50
Private	100	50
Residential Area		
Urban	100	50
Rural	100	50
Socioeconomic status		
High-class	30	15
Middle-class	120	60
Lower-class	50	25
Marital Status		
Married	80	40
Unmarried	120	60

f=frequency, %= percentages

Table 1 summarizes the demographic characteristics of the teachers (N = 200). The sample was evenly distributed across age groups, with the majority (60%) aged 20–40 years. Gender distribution was equal (50% male, 50% female).

Regarding education, 30% had completed intermediate, 45% held a bachelor's degree, and 25% had a master's degree. Family status varied, with 35% in nuclear families, 30% in single-parent households, and 35% in extended families.

Institutional affiliation and residential area were evenly split between government and private schools (50% each) and urban and rural areas (50% each). Most participants (60%) belonged to the middle class, while 15% were high-class and 25% lower-class. Marital status showed 40% were married and 60% unmarried.

Table 2: *Mean scores, Differences between Male and Female teachers on job performance and psychological well-being*

	Male	Female			
Variables	M (SD)	M (SD)	t (198)	p	Cohen's d
Psychological wellbeing	82.72(10.64)	80.37(8.39)	1.74	0.083	0.25
Job performance	73.56(6.94)	69.88(10.76)	2.70	0.001	0.39

Table 2 revealed that there was a significant gender difference in job performance. There was no significant difference in psychological well-being between male and female teachers, $t(198) = 1.74$, $p = 0.083$. Males ($M = 82.72$, $SD = 10.64$) reported slightly higher psychological well-being than females ($M = 80.37$, $SD = 8.39$), but the effect was not statistically significant (Cohen's $d = 0.25$), indicating a small effect size. A significant difference in job performance was found between males and females, $t(198) = 2.70$, $p = 0.001$. Males ($M = 73.56$, $SD = 6.94$) outperformed females ($M = 69.88$, $SD = 10.76$). The effect size (Cohen's $d = 0.39$) suggests a small to moderate difference in job performance between the genders.

Table 3: *Mean scores, Differences between government and private teachers on job performance and psychological well-being*

	Govt	Private			
Variables	M (SD)	M (SD)	t (198)	p	Cohen's d
Psychological wellbeing	85.05 (7.91)	77.58(9.32)	6.11	0.001	0.86
Job performance	74.03(10.09)	67.98(7.71)	5.32	0.001	0.75

A significant difference in psychological well-being was found between government and private teachers, $t(198) = 6.11$, $p = 0.001$. Government teachers ($M = 85.05$, $SD = 7.91$) reported higher psychological well-being than private teachers ($M = 77.58$, $SD = 9.32$). The effect size was large (Cohen's $d = 0.86$), indicating a substantial difference in psychological well-being between the two groups. A significant difference in job performance was also observed, $t(198) = 5.32$, $p = 0.001$. Government teachers ($M = 74.03$, $SD = 10.09$) performed better than private teachers ($M = 67.98$, $SD = 7.71$). The effect size was moderate to large (Cohen's $d = 0.75$), suggesting a notable difference in job performance between the groups.

Table 4: Mean scores Differences between rural and urban teachers on job performance and psychological well-being

Variables	Rural	Urban	t(198)	p	Cohen's d
	M (SD)	M (SD)			
Psycho. wellbeing	82.69(9.69)	78.39(8.08)	3.08	0.002	0.74
Job Performance	72.38(9.80)	69.17(8.74)	2.23	0.027	0.39

Table 4 revealed that there is a significant difference in psychological well-being between rural and urban teachers, $t(198) = 3.08$, $p = 0.002$. Rural teachers ($M = 82.69$, $SD = 9.69$) reported higher psychological well-being than urban teachers ($M = 78.39$, $SD = 8.08$). The effect size was large (Cohen's $d = 0.74$), indicating a substantial difference in psychological well-being between the two groups. A significant difference in job performance was also observed, $t(198) = 2.23$, $p = 0.027$. Rural teachers ($M = 72.38$, $SD = 9.80$) outperformed urban teachers ($M = 69.17$, $SD = 8.74$). The effect size was small to moderate (Cohen's $d = 0.39$), suggesting a modest difference in job performance between the groups.

Table 5: Mean, Standard Deviation and One-Way Analysis of Variance in Job Performance and Psychological Well-being across education.

Variables	Intermediate	Bachelors	Masters	F	p
	M (SD)	M (SD)	M (SD)		
Job performance	67.25(6.71)	71.85(10.50)	71.72(9.60)	4.51	0.007
Psychological wellbeing	77.17(6.47)	80.27(9.31)	85.21(9.06)	10.65	0.001

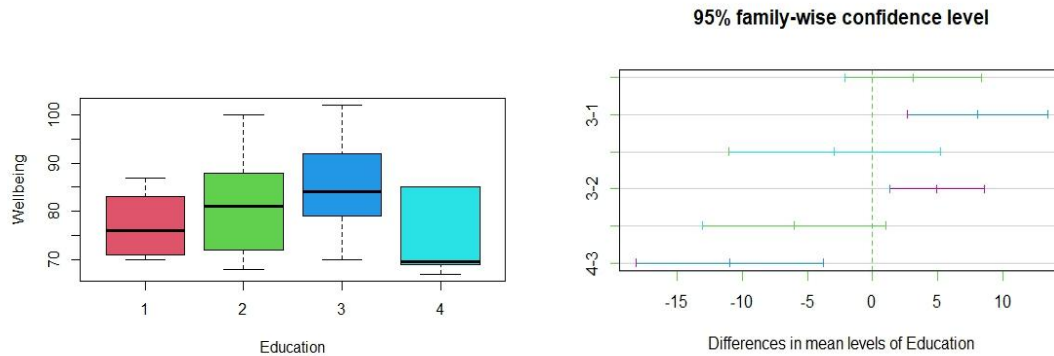
Table 5 revealed a significant difference in job performance across education levels, $F(2, 197) = 4.51$, $p = 0.007$. Post-hoc comparisons indicated that individuals with a Bachelor's degree ($M = 71.85$, $SD = 10.50$) and Master's degree ($M = 71.72$, $SD = 9.60$) performed better than those with an Intermediate education ($M = 67.25$, $SD = 6.71$). The effect size suggests a moderate difference in job performance based on education level. A significant difference in psychological well-being was also found across education levels, $F(2, 197) = 10.65$, $p = 0.001$. Post-hoc comparisons indicated that individuals with a Master's degree ($M = 85.21$, $SD = 9.06$) had significantly higher psychological well-being than those with Bachelor's ($M = 80.27$, $SD = 9.31$) and Intermediate ($M = 77.17$, $SD = 6.47$) education. The effect size indicates a large difference in psychological well-being across education levels.

Table 6: Post hoc analysis of education and psychological well-being among teachers

category	Dependent Variable	I	J	(I-J)	P	95% Confidence Interval	
						LL	UL
Education	Psychological Well-being	2	1	3.105	0.42	-2.15	8.36
		3	1	8.041	0	2.63	13.4
		4	1	-2.916	0.78	-11	5.19
		3	2	4.936	0	1.32	8.54
		4	2	-6.021	0.12	-13	1.02
		4	3	-10.95	0	-18.1	-3.8

*. The mean difference is significant at the 0.05 level.

This table showed that Post hoc comparisons using Tukey's HSD test revealed significant differences in psychological well-being scores across education levels. The difference in psychological well-being scores between Bachelor's (Education Level 2) and Intermediate (Education Level 1) was not statistically significant.

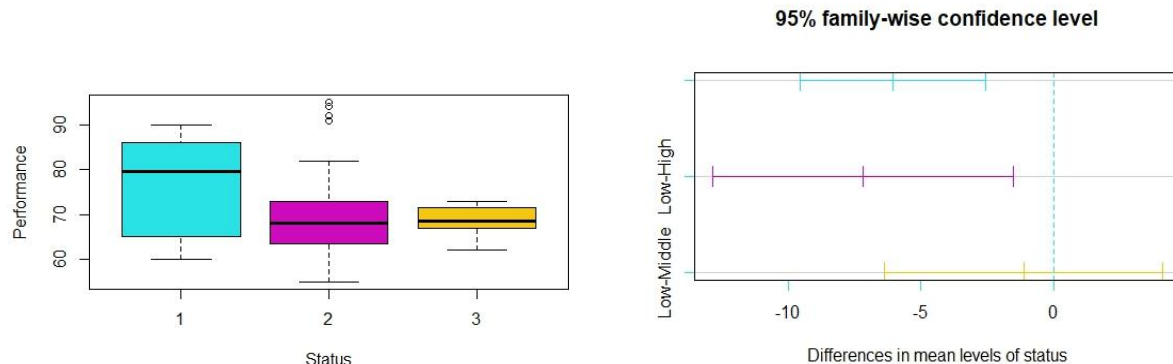


Figures 1 and 2 showed significant mean differences between education and well-being.

Table 7: Mean, Standard Deviation and One-Way Analysis of Variance in Job Performance and Psychological Well-being across Socio-economic status.

	High	Middle	Low		
Variables	M (SD)	M (SD)	M (SD)	F	p
Job performance	75.82(10.91)	69.77(8.98)	68.65(3.20)	9.71	0.001
Psychological wellbeing	80.23(9.14)	81.53(10.02)	83.00(5.15)	1.35	0.265

Table 7 shows a significant difference in job performance across socio-economic status groups, $F(2, 197) = 9.71$, $p = 0.001$. Post-hoc comparisons indicated that individuals from the High socio-economic group ($M = 75.82$, $SD = 10.91$) performed significantly better than those from the Middle ($M = 69.77$, $SD = 8.98$) and Low socio-economic groups ($M = 68.65$, $SD = 3.20$). The effect size suggests a moderate to large difference in job performance based on socio-economic status. No significant difference in psychological well-being was found across socio-economic status groups, $F(2, 197) = 1.35$, $p = 0.36$. All groups (High: $M = 80.23$, $SD = 9.14$; Middle: $M = 81.53$, $SD = 10.02$; Low: $M = 83.00$, $SD = 5.15$) reported similar levels of psychological well-being, indicating that socio-economic status does not significantly affect this outcome.



Figures 3 and 4 showed significant mean differences among status and job performance.

Table 8 Post hoc analysis of status and job performance among teachers

Category	Dependent Variable	I	J	(I-J)	P	95% Confidence Interval	
						LL	UL
Status	Job Performance	Middle	High	-6.047	0	-9.54	-2.54
		Low	High	-7.171	0	-12.83	-1.51
		Low	Middle	-1.124	0.86	-6.36	4.11

The mean difference is significant at the 0.05 level.

The table showed that Post hoc comparisons using Tukey's HSD test revealed significant differences in job performance scores across status levels.

DISCUSSION

The paper under consideration is an interesting analysis of the intricate interdependence between the mental state of a teacher and his/her professional activity. The results do not only confirm the necessary role of the psychological well-being in the educational setting, but also show the necessary peculiarities, which regard gender, sector, and geography and are supposed to be taken into consideration.

It was not unsurprising that the primary finding of a significant and positive correlation between psychological well-being and professional performance was derived, but one should take into consideration its clarity in the teaching profession. This comes to reinforce an established fact, namely that, teachers possessing a sense of purpose, autonomy and personal development, are inherently better placed to perform in their classrooms. This organization corresponds to the meaning of psychological empowerment; when a teacher feels that he or she is good and one can control his or her work, he/she naturally transfers this force to the more lively and devoted teaching actions.

The gender analysis provided a more complex outcome. The slightest picture is created by statistics claiming that the male educators performed better as compared to their female counterparts. Although there are some works of literature that suggest the lack of significant differences in performance, our results show that it may be explained by some design or socio-cultural reasons. The fact that the effect is small indicates that the difference is not very substantial, yet its existence is creating a major question: Might systemic barriers, such as lack of access to leadership roles or social connections, be playing an

unintentional role as the obstacles to full professional expression on the part of teachers? It is not a final, but a great indicator of better qualitative research in the areas that are especially troublesome to women in these academic institutions.

The direct impact of the institutional support is reflected in the fact that the teachers of the public schools do better than the teachers of the private sector. This difference is probably going to reflect the massive differences between the two industries in terms of employment security, resources availability and professional development structure. The relative security of the jobs within the government sector may provide psychological safety net that may lead to well being that ultimately results in performance. The overall uncertainty of working in a private school, as well as high stress, to the contrary, can result in long-term stress that impairs the health and effectiveness.

This is probably one of the best revelations that the rural teachers are better benefitted than their urban counterparts. This dispels the conventional wisdom that urban centres with their superior resources generate superior products. This could be due to the fact that the rural schools were community based. The reduced class sizes, closer working relationship with students and parents, and less bureaucratic environment are likely to help in making the working life more manageable and personally fulfilling. Conversely, the teachers in urban settings find it hard to cope with the increased classes, administrative workload and the overall burden of city life which may all lead to the ruin of the teacher in question along with his/her performance.

Moreover, the information emphasizes the importance of higher education as educators who have master of degrees demonstrate better results and well-being. This implies that higher education does not just equip one with content knowledge but the cognitive and emotional equipment to manage the intricacies of the profession. The correlation between elevated socio-economic status and improved employment performance also points to the opportunity to affect the work results by using external resources, yet the fact that the levels of well-being are equal in all the economic groups is promising. This implies that financial losses can be partially countered by internal flexibility and support on the school level.

CONCLUSIONS AND FUTURE RESEARCH

All these findings add to the argument that there should be a change in the system of supporting staff that is done by educational institutions. General welfare programs are poor. Rather, specific measures are required: policy interventions that would enhance the maintenance of job security and resources in the private sector, programs to meet the particular stresses of the urban teacher, and a concerted attack to detect and remove the small impediments preventing career advancement of the female teacher.

Despite the useful information offered in this study, one must note its shortcomings, including its non-dynamic nature and the use of self-reporting. They do not contradict the findings but instead outline the path of the future studies. Cause and effects longitudinal studies measuring teachers over time are able to more effectively de-confound cause and effect. Finally, the psychological support of teachers is not a fringe issue but a core implementation strategy of educational excellence. Through the promotion of a growth environment in the teachers, we are in effect building the base which will make them successful in their professional lives.

This study is sure to point to the fact that the psychological health of a teacher is not a problem in a vacuum, but the fundamental source of his/her professional activity. The fact that the two are in an important and positive relationship cannot be denied. Nevertheless, research reveals that this interaction is not homogenous; this is strongly determined by the gender of the teacher, the type and the school location,

the educational qualification and their socioeconomic status. These layers of influence point to the fact that a one-size-fits-all solution to teacher support will not work. The teaching force can be improved and made more flexible as well as satisfied and empowered in its essential task.

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